



LANGUAGE ARTS

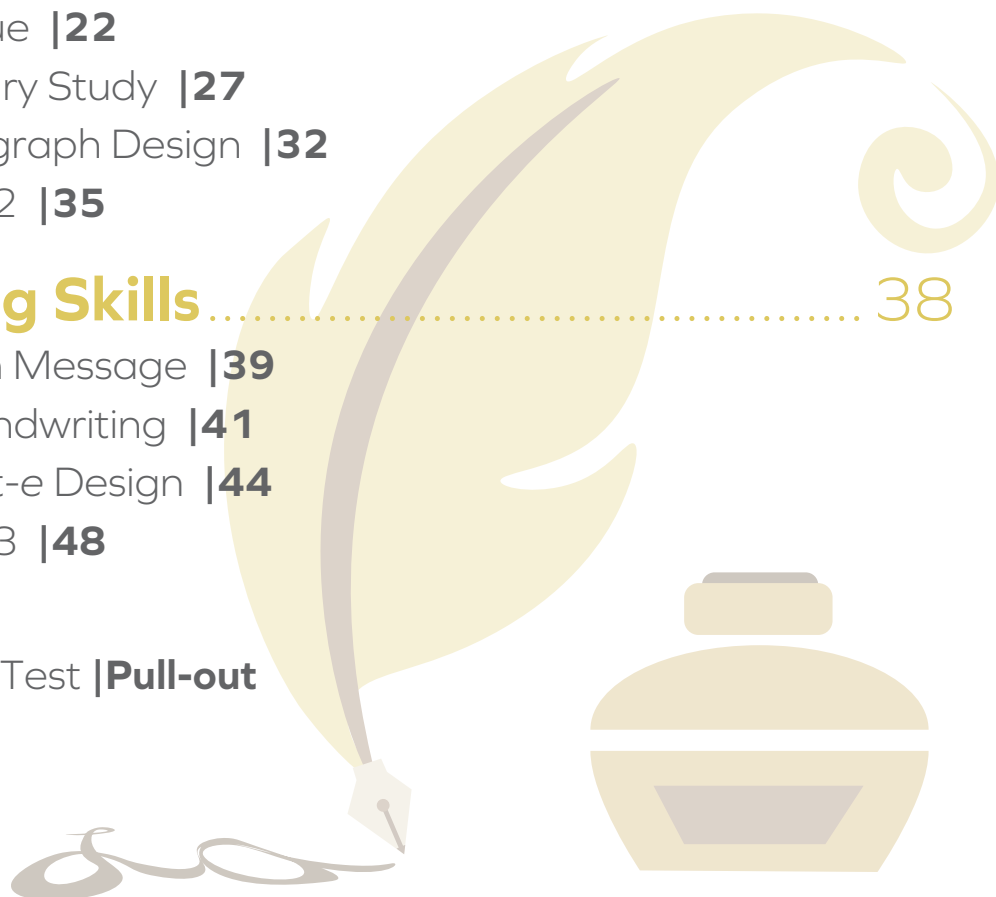
Student Book

► **5th Grade | Unit 1**

LANGUAGE ARTS 501

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STORY MESSAGES

Language arts is to your educational development what the nervous system is to your physical development. It is the art of giving and receiving information. Four major skills must be mastered in language arts—reading, listening, speaking, and writing.

Jesus Christ is our model, and His example is the theme of these lessons in language arts. The Bible tells us that Jesus grew in wisdom and stature and in favor with God and man (Luke 2:52).

Learning new information is gaining *knowledge*. Using the information you learn to make decisions and to gain new information is *wisdom*.

Practicing the best ideas in your daily experiences molds your character. Communication habits are very important because they reflect what you are on the inside.

The goal of language arts is to teach you how to read and listen accurately and how to speak and write effectively when you communicate with God, other people, and yourself.

FOUR MAJOR SKILLS

LISTENING
READING ————— Make possible our receiving information from others.

SPEAKING
WRITING ————— Make possible our giving information to others.

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. Name ten basic skills a student must develop to become a courageous reader and able thinker.
2. Use clue words and sentences to identify main ideas.
3. Arrange information in order of events, to retain information.
4. Identify a statement of fact and a statement of opinion.
5. Demonstrate understanding of, and appreciation for, good stories by identifying their plot, setting, and characters.
6. Make judgments about the validity of information through identifying and evaluating its source, the author's authority, and its relevance to your life.
7. Pronounce unfamiliar words by using diacritical markings and respellings.
8. Write more legibly.
9. Spell with the vowel-diphthong design, the vowel-digraph design, and the silent-e design.



1. READING SKILLS

In language arts, you will master four major skills—reading, listening, speaking, and writing. In this section, you will begin with mastery of reading skills, first by identifying main ideas. Also, you will practice word recognition and spelling skills, which will improve your ability to read and write effectively.

Objectives

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

1. Name ten basic skills a student must develop to become a courageous reader and able thinker.
2. Use clue words and sentences to identify main ideas.
9. Spell words with the vowel-diphthong design, the vowel-digraph design, and the silent-e design.

Vocabulary

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

dialogue (dī' u log). Conversation.

main idea (mān ī dē' u). What the author is writing about.

noun (noun). A word that names a person, place, or thing.

phobia (fō' bē u). A fear.

style (stīl). Method of writing.

syllable (sil' u bul). A word or part of a word with one vowel sound.

topic (top' ik). The subject.

vowel design (vou' ul di zīn'). An arrangement of vowels.

vowel diphthong (vou' ul dif' thōng). Two vowels whose sounds blend together.

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; /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.

The Author's Message

Did you know that it takes courage to learn how to read? Some students are afraid of books, especially thick books! When some people see a thick book, they look very alarmed because they are thinking, "Oh, that book is too thick for me. It would take such a long time to read!" They quickly leave the library and turn away from what might have been an exciting adventure. Another common fear is the long-word phobia. When this fear attacks students, they skip the long word and miss the message they should be reading. Reading isn't fun if you are afraid of thick books and long words!

You will become a courageous and confident reader as you learn how to master ten basic reading skills. You will learn how to make these skills serve you each time you read or write a story for someone else to read.

The Bible teaches us in Proverbs 23:7, "...as a man thinketh in his heart, so is he..." Become a better thinker by becoming a better reader. Your mastery of the ten reading skills will require effort on your part, just as mastery of physical skills does.

TEN READING SKILLS

SKILL	BENEFIT
1. Finding main ideas	helps you understand the author's message.
2. Noting important details	sharpens your imagination by painting a vivid picture in your mind.
3. Arranging information in order of events	helps you remember the message and recall it when you want to share it with others.
4. Classifying information	helps you organize the message for a special purpose.
5. Recognizing facts and opinions	helps you make good decisions for yourself and maybe for a friend.
6. Making predictions	sharpens your anticipation for adventure in a story.
7. Identifying plot, setting, and characters in a story	helps you share in the adventures and experiences of others, and leaves you with friendly thoughts, good examples, and higher ideals.
8. Recognizing accuracy and truthfulness in an author	sharpens your ability to make judgments about what is correct.
9. Developing a vocabulary	increases your power to communicate with God, other people, and yourself.
10. Developing a good attitude about physical behavior, mental behavior, social behavior, and spiritual behavior	helps you grow strong and healthy in body, mind, and soul.



Complete these activities.

1.1

Name the four major skills you must master in language arts.

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

1.2

List ten basic reading skills you must develop to be courageous readers and able thinkers. Write the benefit of each skill in a short phrase.

- a. _____

 b. _____

 c. _____

 d. _____

 e. _____

 f. _____

 g. _____

 h. _____

 i. _____

 j. _____

1.3

Some students are afraid of a. _____ books and
 b. _____ words.



One way to overcome the fear of thick books is to understand what the author is saying. If we learn to identify the author's **style** and the **topic** of the paragraph or story, we will know much more about what we are reading.

Style is the method an author uses to get a message across to the reader. When you identify the author's style, finding the main idea of the paragraph or story is easier.

An author may decide to use conversation to tell a story. This style is called a **dialogue**. Quotation marks set apart the exact words a story character speaks. A new paragraph is used each time the speaker changes. This style is interesting because it gives you an opportunity to use a special gift God has given you: your imagination. When you read dialogue, you feel like you are listening to someone talking! You become one of the characters in the story.

Another way to find the main idea of a paragraph or story is to look for the topic. A *topic* is what the words in a paragraph are about.

Nouns are words that tell the name of a person, place, or thing. Nouns help you find the topic of a sentence or paragraph because they name the person, place, or thing about which the paragraph is written.

To find the topic of a paragraph, read the paragraph and take the following steps:

STEPS TO THE TOPIC

Step 3. **Write the noun** that you underlined most often. That noun will be the topic.

Step 2. **List all the nouns** that you underlined.

Step 1. **Underline the noun** in each sentence that you think is the subject of the sentence.

**▲
START
HERE**



Try this three-step method on the following paragraph. Read the paragraph while following the steps to find the paragraph topic.

^aChores were given to every child in the home when Grandpa and Grandma were children. ^bMother and Father made certain the chore was not too hard or too easy. ^cThe chore had to be just right to fit the child. ^dThe chore would be done at the same time each day, and, as the child learned to do the task, it would take less time. ^eNew chores were added as the children learned to work quickly and accurately. ^fChores were tasks such as carrying firewood, carrying drinking water from an outdoor well, feeding the pets, or cleaning the kitchen table. ^gChores were fun because they made children feel needed and important. ^hDo you have chores to do each day?

1.4 In the Subject Box, write the noun or pronoun you think is the subject of each sentence above:

SUBJECT BOX	
a. _____	b. _____
c. _____	d. _____
e. _____	f. _____
g. _____	h. _____

1.5 In the Topic Box write the noun most often used in the paragraph above:

TOPIC BOX



Complete these sentences.

1.6 The topic word is _____.

1.7 A good title for this paragraph would be (include the topic word):
_____.

That was quite easy! Finding the topic of a paragraph can be fun and sometimes puzzling. If you practice the three-step method, you will find it easier to discover the topic of a paragraph. Soon you will be taking the steps mentally, and you will find yourself becoming a better reader automatically. Try your new skill on the following paragraphs. Use the three-step method. Write your steps for the first two, and then try to do the third one mentally.



Find the topic word of each paragraph then complete the following sentences.

Nutrition is a long word about a very important subject. Nutrition has to do with one big thing you need to do every day—eat. The foods we eat provide our bodies with the nutrition they need to function properly. People who study the effect food has on our bodies warn us that without proper nutrition, our bodies can't function smoothly. Good nutrition helps you think clearly, play skillfully, and grow healthfully.

1.8 The topic word is _____ .

1.9 A good title for this paragraph would be: _____

_____ .

All boys and girls are interested in playing games. Games require the use of a variety of skills and daily practice. Almost every game requires mental alertness if the player wants to do his best. Some games are called “games of chance” because they are won only by drawing the right number or getting the winning move. Many games demand physical fitness and the willingness to risk getting hurt. These games also require the player to think and plan for maximum effectiveness. Good games are important because they help develop character and give the player experience in winning and losing.

1.10 The topic word is _____ .

1.11 A good title for this paragraph would be: _____

_____ .

Our solar system has eight well-known planets, as well as other smaller objects moving around the sun. Scientists have determined their approximate distances from the sun. Planets move around the sun in circular paths called *orbits*. The planet Earth is the home of mankind. Other planets may have atmospheres that could support life, but scientists have not discovered life, as we know it, on other planets. People who read and believe the Bible know that God Almighty created the universe and put the planets in order around the sun. You can see some planets with your own eyes, without a powerful telescope. These planets are Venus, Mars, Jupiter, and Saturn. They appear as stars in the night sky.

1.12 The topic word is _____ .

1.13 A good title for this paragraph would be: _____ .



Read this Psalm from the Holy Bible. It is written in paragraph form and some of the pronouns have been replaced with nouns to help you find the topic.

The Lord is my shepherd; I shall not want. The Lord maketh me to lie down in green pastures. He leadeth me beside the still waters. The Lord restoreth my soul: He leadeth me in the paths of righteousness for His name's sake. Yes, though I walk through the valley of the shadow of death, I will fear no evil: for Thou art with me; the Lord's rod and staff they comfort me. The Lord prepares a table before me in the presence of my enemies. The Lord anoints my head with oil, my cup runneth over. Surely goodness and mercy shall follow me all the days of my life, and I will dwell in the house of the Lord forever (Psalm 23).

1.14 The topic of the paragraph is _____ .

1.15 A good title for this Psalm or paragraph would be: _____ .

BONUS ACTIVITY

This activity will provide you an opportunity to practice your new skill and to gain reading confidence.

1.16 Read an article in the newspaper. Pretend that the article is one paragraph. Find the topic of the article. Bring it to school and share it with a friend. Do you both agree on what the topic is?



Teacher check:

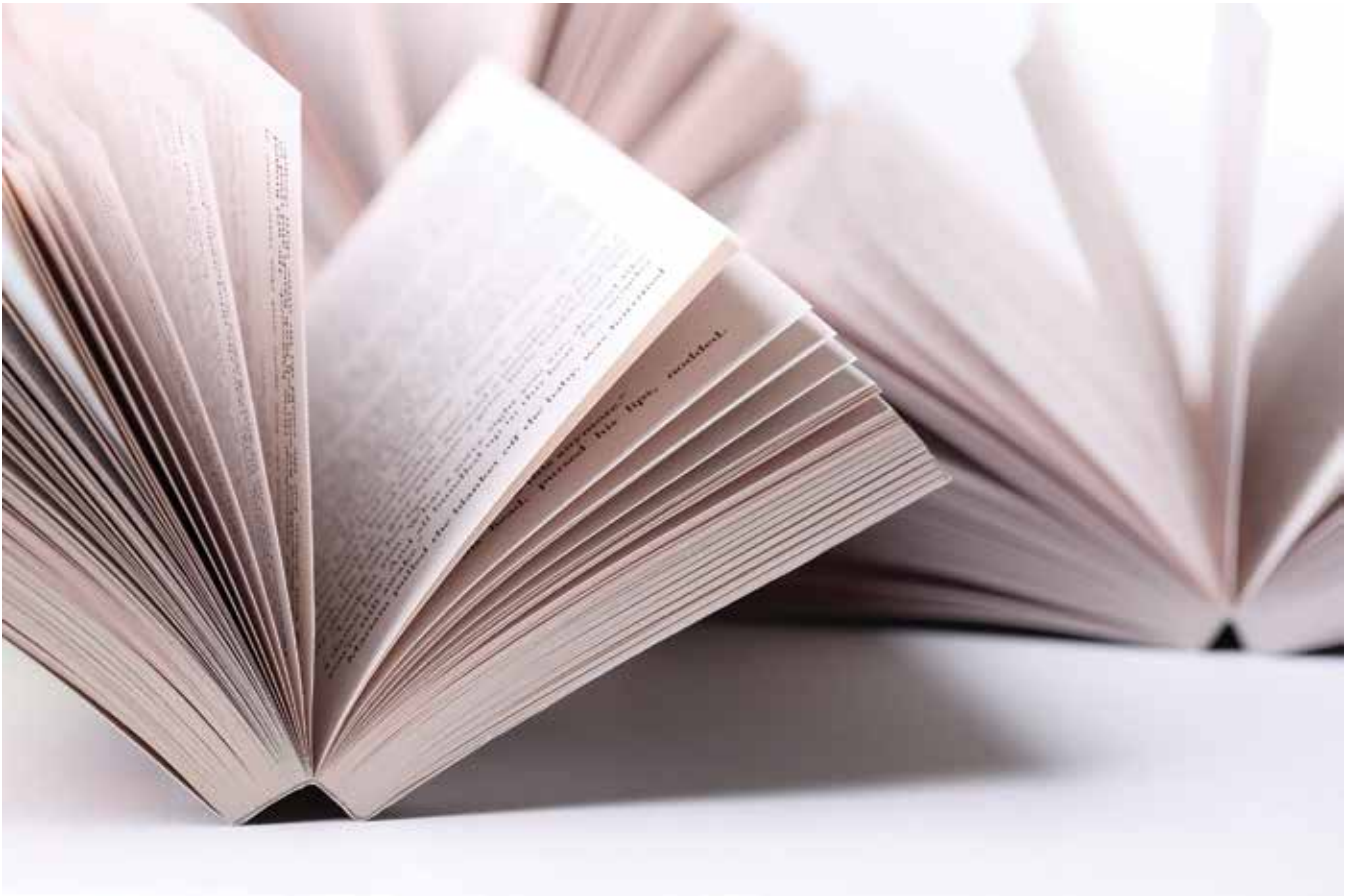
Initials _____

Date _____



Write the correct word on the line.

- 1.17** Two ways to find the main idea of a paragraph are to identify the author's
a. _____ and to find the b. _____ .
- 1.18** A _____ is a word that names a person, place, or thing.
- 1.19** When an author uses conversation to tell a story, we call it _____ .
- 1.20** _____ marks are used to set apart the exact words of a speaker.
- 1.21** The three-step method for finding a topic includes:
a. _____ the subject noun,
b. _____ the underlined nouns, and
c. _____ the noun underlined most often.



Vowel-diphthong Design

Spelling a word correctly is always in style. Spelling styles can be mastered when you learn the designs. The major goal in spelling is to master the art of writing words accurately. To reach this goal, you must learn two things: how to study a word and how a word is put together.

In this lesson you will be introduced to a five-step plan for studying a word. You are expected to memorize this plan and to practice it whenever you have new spelling words to learn.

Five-Step Study Plan for Studying

1. Look at the word and pronounce it. Do you know its meaning?
2. Listen for all the sounds and spell the word out loud.
3. Copy the word on paper and read each letter.
4. Write the word without looking at it, check your spelling, and correct it if you have made a mistake.
5. Practice writing the word in sentences, lists, or puzzles until you can write the word automatically.

Your spelling lessons will include words that teach specific spelling designs, sight words, review words, and challenge words. Interesting activities will help you practice spelling skills. The best way to succeed in spelling is to write the words over and over until you have trained your hand and mind to remember the words.

A **syllable** is a part of a word that has one vowel sound. Some words have only one syllable because they have only one vowel sound. A vowel sound may be spelled with one vowel letter or more than one vowel letter.

In this lesson, you will study one **vowel design** in two-syllable words. If a word has two syllables, how many vowel sounds will it have?

Yes, it must have two vowel sounds.

A **vowel diphthong** in two-syllable words may be in the first syllable or in the second syllable. You will want to notice how a vowel diphthong is spelled and how it sounds. Usually, a vowel diphthong is a blending of two speech sounds spelled with two vowel letters. Sometimes, a vowel diphthong can include a consonant like *w*. The common vowel diphthongs are:

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

Say the words *oil* and *toy*. Do you hear the blending of the vowel letters into one sound? Try it on the words, *cow* and *ouch*. Think of the blend and notice how it is spelled.



Complete these activities. Write the answers on the lines.

- 1.22** Write the four words given as examples of the four blends. _____

- 1.23** Which word do you say when something hurts? _____
- 1.24** Which word do you say when you think of milk? _____
- 1.25** Which word puts an end to squeaking? _____
- 1.26** Which word is something you play with? _____
- 1.27** How many syllables do each of these words have? _____

Notice that two vowels spell one sound. Each of the following words has two syllables (or two parts). One syllable has a vowel diphthong. Study these words. Look back at the study plan. Use it to learn these words.

SPELLING WORDS - 1

ou

mountain
proudly
abound
account
flounder

ow

coward
vowel
tower
powder
prowler

oi

poison
jointly
daily
pointing
boiling

oy

royal
voyage
decoy
boycott
joyous



Complete this chart using two-syllable words from **Spelling Words -1**. An example is given at the beginning of each section.

WRITE THE...	WORD	VOWEL DIPHTHONG	FIRST SYLLABLE	SECOND SYLLABLE	WORD
	<i>mountain</i>	<i>ou</i>	<i>moun</i>	<i>tain</i>	<i>mountain</i>
1.28					
1.29					
1.30					
1.31					
	<i>coward</i>	<i>ow</i>	<i>cow</i>	<i>ard</i>	<i>coward</i>
1.32					
1.33					
1.34					
1.35					
	<i>poison</i>	<i>oi</i>	<i>poi</i>	<i>son</i>	<i>poison</i>
1.36					
1.37					
1.38					
1.39					
	<i>royal</i>	<i>oy</i>	<i>roy</i>	<i>al</i>	<i>royal</i>
1.40					
1.41					
1.41					
1.42					
1.43					



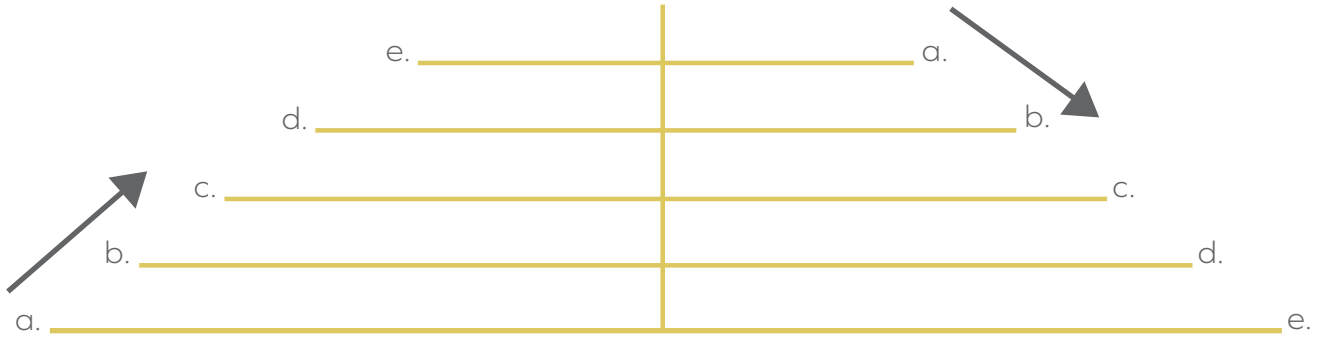
Complete these activities.

1.44

Use a red pencil to shade in the vowel diphthong in each word in the chart. Notice where the vowel diphthong is located in the word (first or second syllable). Write how many vowel diphthongs you found in the first and second syllables.

a. first syllable _____ b. second syllable _____

1.45 Take a trip over the traveling puzzle. It has new words with the same spelling design. You will learn ten more new words with the same design. Go up the stairs using the *ou* diphthong. Come down the stairs using the *ow* diphthong. Use the clues below the stairs. Write the word on each step. The new words will rhyme with the spelling words.



UP clues (all words must have *ou*)

- a. A place to get a drink
- b. Noisily
- c. To mix up a person mentally
- d. The sum you owe for a purchase
- e. One who leaps forward

DOWN clues (all words must have *ow*)

- a. A boy's name that rhymes with coward
- b. A cloth used to dry hands
- c. God made the _____ bloom
- d. A tasty dish with clams
- e. A person who hunts birds



Finish this humorous story by writing words from Spelling Words - 1. On the first line, write a title for this silly story.

1.46

a. _____

Once upon a time a b. _____ knight set out on a dangerous c. _____. He was asked to rescue his king from wicked cannibals who were planning to eat him. Just before the knight left, the queen gave him a d. _____ made of the king's favorite lace. The knight was to put it on his horse's head when he met the soldiers who were e. _____ planning a f. _____ against the knights. The knight followed all the directions, and the soldiers let him pass swiftly without shooting one g. _____ arrow! Shortly after the knight passed by the soldiers, he heard the h. _____ sounds of cannibals. They were just getting ready to toss the king into the i. _____ water, when the knight distracted them by j. _____ to a large wooden k. _____ he had thrown into the steaming pot. When they rushed up to the boiling water to see the fat wooden duck, the brave knight quickly grabbed the king and rode away.



Complete these activities.

1.47

List the five steps for studying a new spelling word.

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

1.48

The spelling design in this spelling lesson is the _____.

1.49

A blending of two speech sounds spelled with two vowel letters is a

_____.

1.50

Each syllable of a word has _____ vowel sound.

1.51

Name the four most common vowel diphthongs.



Teacher check:

Initials _____ Date _____



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

Complete this sentence (each answer, 3 points).

1.01 The four major language arts skills are:

a. _____, b. _____, c. _____, and d. _____.

Write the letter to match each reading skill with its benefit (each answer, 2 points).

- | | | |
|--------------|---|---|
| 1.02 | _____ Finding main ideas | a. sharpens imagination. |
| 1.03 | _____ Noting details | b. increases communication. |
| 1.04 | _____ Arranging information in order of events | c. helps organize message. |
| 1.05 | _____ Classifying information | d. helps remember and recall message. |
| 1.06 | _____ Recognizing facts and opinions | e. helps understand message. |
| 1.07 | _____ Making predictions | f. helps share reading experiences. |
| 1.08 | _____ Identifying plot, setting, and characters | g. helps grow in body, mind, and soul. |
| 1.09 | _____ Recognizing an author's accuracy and truthfulness | h. helps make good decisions. |
| 1.010 | _____ Developing a vocabulary | i. sharpens ability to make judgements. |
| 1.011 | _____ Developing a good attitude toward reading | j. sharpens anticipation. |

Write the correct word on the line (each answer, 3 points).

1.012 Two ways to find the main idea of a paragraph or story are to identify the author's
a. _____ and to find the b. _____.

1.013 A word that names a person, place, or thing is a _____.

1.014 When an author uses conversation to tell a story, we call that conversation
_____.

- 1.015** The three-step method for finding the topic of a paragraph includes:
- a. _____ the subject noun of each sentence,
 - b. _____ the underlined nouns, and
 - c. _____ the noun underlined most often.

Answer this question (this answer, 5 points).

- 1.016** Why does reading titles help to find the main idea of a paragraph or story?

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

- 1.017** _____ A syllable is a part of a word that has one vowel sound.
- 1.018** _____ A vowel sound can only be spelled with one vowel letter.
- 1.019** _____ Vowels have only one sound for each vowel letter.
- 1.020** _____ A vowel diphthong is a blending of two speech sounds spelled with two vowel letters.
- 1.021** _____ You learned four common vowel diphthongs in Section One.

On these lines write a correct statement for each false statement in the true-false items above (this numbered item, 5 points).

- 1.022** _____
-
-
-
-

Write the five-step plan for studying a spelling word (each answer, 3 points).

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

Write each of the four vowel-diphthong designs and one word as an example for each diphthong (each lettered answer, 3 points).

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

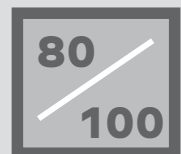


Teacher check:

Score _____

Initials _____

Date _____



Take a spelling test of Spelling Words-1.



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