



LANGUAGE ARTS

Student Book

► **5th Grade** | Unit 2

LANGUAGE ARTS 502

MAIN IDEAS

Introduction |3

1. Reading Skills 6

Reading a Story |8

Compound Words and Hyphens |20

Spelling Compound Words |24

Handwriting |26

Self Test 1 |28

2. Main Ideas 30

Find the Main Idea |31

Details |34

Spelling Challenge |36

Communication with God |40

Self Test 2 |43

3. Poetry & Contractions 46

Mood |46

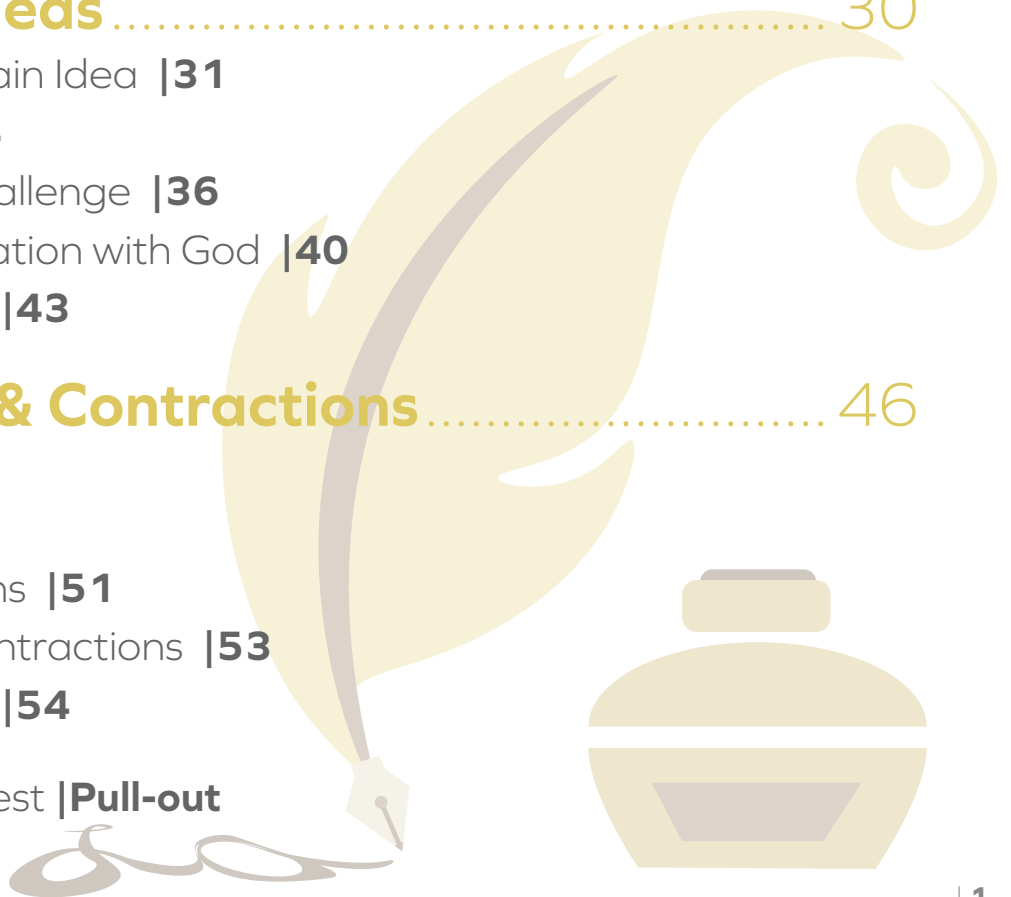
Poetry |49

Contractions |51

Spelling Contractions |53

Self Test 3 |54

LIFEPAC Test |Pull-out



Author:

Joyce J. Hornby, Ed. Specialist

Editor:

Richard W. Wheeler, M.A.Ed.

Consulting Editor:

Rudolph Moore, Ph.D.

Revision Editor:

Alan Christopherson, M.S.

Media Credits:

Page 3: © bennyb, iStock, Thinkstock.; **6:** © evgenyatamanenko, iStock, Thinkstock.; **10:** © Nastco, iStock, Thinkstock.; **11:** © RomoloTavani, iStock, Thinkstock.; **12:** © pdanner, iStock, Thinkstock; **13, 34:** © Dorling Kindersley, Thinkstock. **14:** © Jose Antonio Garcia Sosa, iStock, Thinkstock.; **15:** © Cynthia Burkhardt, iStock, Thinkstock.; **30:** © dolgachov, iStock, Thinkstock.; **40:** © LiliGraphie, iStock, Thinkstock.; **46:** © Xesai, iStock, Thinkstock; **51:** © TimHesterPhotography, iStock, Thinkstock.



**804 N. 2nd Ave. E.
Rock Rapids, IA 51246-1759**

© MCMXCVI by Alpha Omega Publications, Inc. All rights reserved.
LIFEPAC is a registered trademark of Alpha Omega Publications, Inc.

All trademarks and/or service marks referenced in this material are the property of their respective owners.
Alpha Omega Publications, Inc. makes no claim of ownership to any trademarks and/or service marks other than their own and their affiliates, and makes no claim of affiliation to any companies whose trademarks may be listed in this material, other than their own.

MAIN IDEAS

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

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

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

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

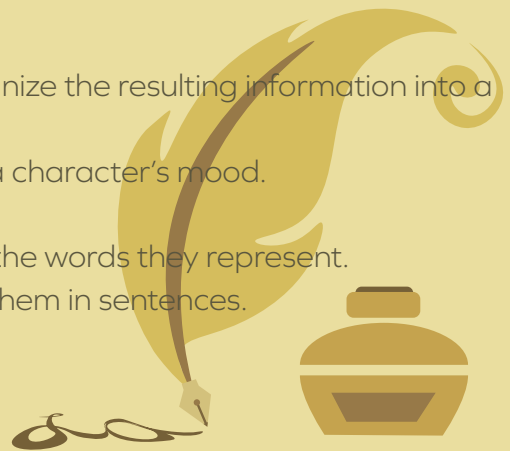
1. Increasing your vocabulary.
2. Spelling accurately.
3. Writing correctly.
4. Writing original selections.

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

Objectives

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

1. Check an author's authority.
2. Explain what you read by answering questions.
3. Choose whether a statement is fact or opinion.
4. Complete an outline.
5. Match vocabulary words with their meanings.
6. Match a word with a synonym.
7. Recognize compound words.
8. Use a hyphen correctly.
9. Divide words with double consonants.
10. Spell compound words correctly.
11. Write the first thirteen letters of the alphabet in capitals.
12. Join the letters *o* and *v* to other letters.
13. Select the noun that names the subject of a sentence.
14. Select a topic sentence in a paragraph and identify it as an introductory, detail, or summary sentence.
15. Answer questions using specific details.
16. Recognize adjectives and match them with the nouns they describe.
17. Analyze and spell ten words.
18. Write a summary using the spelling words.
19. Apply a Biblical truth to your own experience and organize the resulting information into a chart.
20. Compare experiences with emotion words to identify a character's mood.
21. Write diamond-shaped poetry.
22. Learn to read and spell twenty-four contractions and the words they represent.
23. Compare words with synonymous meanings and use them in sentences.





Write a sentence to describe what your body might be doing while your mind is doing each of these activities.

THINKING

ASKING QUESTIONS

TALKING IN DISCUSSIONS

SHARING IDEAS

MEMORIZING

MAKING DECISIONS

PRACTICING HANDWRITING

SOLVING PROBLEMS



Teacher check:

Initials _____ Date _____

1. READING SKILLS

In this section you will practice several reading skills. You will learn about compound words and the use of the hyphen. You will also continue to practice and improve your handwriting and spelling skills.

Objectives

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

1. Check an author's authority.
2. Explain what you read by answering questions.
3. Choose whether a statement is fact or opinion.
4. Complete an outline.
5. Match vocabulary words with their meanings.
6. Match a word with a synonym.
7. Recognize compound words.
8. Use a hyphen correctly.
9. Divide words with double consonants.
10. Spell compound words correctly.
11. Write the first thirteen letters of the alphabet in capitals.
12. Join the letters o and v to other letters.

Vocabulary

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

adjective (aj' ik tiv). A word that describes a noun (person, place, or thing).

albatross (al' bu trôs). A large, web-footed bird found chiefly in the South Seas, noted for its ability to fly long distances.

barrier reef (bar' ē ur rēf'). A long ridge of coral near and parallel to a coastline, separated from it by a lagoon.

bonito (bu nē' tō). A salt-water fish that can be eaten.

christened (kris' nd). Baptized or named.

classify (klas' u fī). To arrange in groups.

contract (kun trakt'). Draw together, make shorter.

destruction (di struk' shun). Breaking into pieces, ruining, putting an end to.

discussion (dis kush' un). To talk, to talk about reasons for and against.

envious (en' vē us). Feeling or showing discontent or ill will, and wishing for something someone else has.

falter (fôl' tur). Hesitate, wane, not go straight on, lose courage.

fledgling (flej' ling). A young bird just able to fly.

hurricane (her' u kân). A storm with violent winds and heavy rain.

impending (im pen' ding). Likely to happen soon, threatening, about to occur.

inseparable (in sep' ur u bul). Cannot be separated.

lagoon (lu gûn'). A pond or small lake connected with a larger body of water.

nondescript (non' du skript'). Not of any certain kind.

outrigger (out' rig' ur). A framework extending from the side of a boat, keeps the boat from turning over.

pandanus (pan dâ' nus). A bush found in the Pacific Islands.

pestering (pes' tur ing). Troubling, bothering.

Polynesian (pol' u nē' zhun). A person born or who lives in Polynesia.

pursuit (pur sût'). An occupation.

regularity (reg' yu lar' u tē). Steadiness or being regular.

resentment (ri zent' munt). A feeling resulting from injury or insult.

scan (skan). Look at closely, look over.

sea urchin (sē' ér' chun). A small, hard-shelled sea animal.

security (si kyur' u tē). Freedom from danger, care, or fear; feeling of being safe.

sennit (sen' it). Cord formed by weaving from plant fibers.

serenely (su rēn' lē). Peacefully, calmly.

sympathy (sim' pu thē). Sharing another's sorrow or trouble.

thwart (thwôrt). A seat across a boat, on which a rower sits.

violence (vi' u luns). Rough force in action.

warrior (wor' ē ur). A fighting man, experienced soldier.

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, āge, cāre, fār; let, ēqual, tērm; it, īce; hot, ōpen, ôrder; oil; out; cup, pût, rûle; child; long; thin; /TH/ for then; /zh/ for measure; /u/ or /ə/ represents /a/ in about, /e/ in taken, /i/ in pencil, /o/ in lemon, and /u/ in circus.

Reading a Story

Have you ever tried to do something risky or dangerous because you had to defend yourself or someone you love? This story is about a young boy who finds himself deciding to do what he never dreamed he could do. As a result of his decision, he revealed something about himself that no one knew.

This story is from the book, *Call It Courage*, by Armstrong Sperry.

Mr. Sperry was born in 1897, in New Haven, Connecticut. When he was your age, he liked to read adventure stories. One of his favorite pastime activities was listening to his great-grandfather tell about thrilling adventures as a sea captain in the South Seas. Mr. Sperry enjoyed drawing pictures; and, as a part of his education, he studied art in New York City. When he was twenty-two years old, our country was at war with Germany. Mr. Sperry decided to volunteer his service and joined the United States Navy. After his experiences as a sailor, he spent two years exploring the South Pacific and the places his great-grandfather had told him about. During this time he gathered information about the brave adventures of a **Polynesian** folk hero named Mafatu (Ma fa too) and put them into a prize-winning book, *Call It Courage*.

One reading skill we can consider is the author's authority. Has this author given accurate and truthful information? Three questions you might ask to test an author's information are these:

1. Does the author have enough background experience to make him an authority about his subject?
2. Does the information the author has given agree with other sources of information about this topic?
3. Does the author agree with his own information throughout the story?

Mr. Sperry's book, *Call It Courage*, won a Newberry Award and is an outstanding book for children to read. You could also check Mr. Sperry's information about Polynesians by reading a good encyclopedia or reliable online resources.

**Answer these questions.**

- 1.1** Who wrote the book *Call It Courage*? _____
- 1.2** What background experiences has Mr. Sperry had that make him an author of authority for writing this book? _____

- 1.3** What recognition has Mr. Sperry received for writing this book?

Read these questions before you read the story. Find the answers to the questions as you read.

1. Where did Mafatu live?
2. Who was Tavana Nui?
3. What did Mafatu fear?
4. Who was Mafatu with during the great hurricane?
5. What made Mafatu so unhappy?
6. Who were Uri and Kivi?
7. How did Kana's actions help Mafatu?
8. Who was Moana?
9. When did Mafatu make his decision?



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

A.

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

B.

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

C.

action		behavior

To prepare for writing his book, the author of “The Flight” studied the Polynesian people. He got his information and organized it before he could write his book. A good way to organize material is to put it in an outline.

Another reading skill we can consider is being able to distinguish fact and opinion. Remember, facts can be proven.



Use an encyclopedia or online resources to complete this outline about the Polynesian people.

- 1.28** I. Location and Climate
 A. _____
 B. _____
- 1.29** II. Polynesian People
 A. _____
 B. _____
- 1.30** III. Polynesian Worship
 A. _____
 B. _____
- 1.31** IV. Polynesian Homes and Clothing
 A. _____
 B. _____
- 1.32** V. Polynesian Work
 A. _____
 B. _____
 C. _____



On the line before each statement write an *F* if the statement is a fact. Write an *O* if the statement is an opinion.

- 1.33** _____ Armstrong Sperry was born in 1897.
- 1.34** _____ Mr. Sperry was probably from a happy home.
- 1.35** _____ Mr. Sperry studied art in New York.

- 1.36** _____ Mr. Sperry had experiences of his own on the ocean.
- 1.37** _____ Mr. Sperry was a good listener.
- 1.38** _____ Mr. Sperry enjoyed writing the story about Mafatu.
- 1.39** _____ Mr. Sperry probably thought about being a sea captain.
- 1.40** _____ Mr. Sperry gathered information for his book, *Call It Courage*, from his experiences in the South Pacific.
- 1.41** _____ Mr. Sperry had experiences and training that helped him write a prize winning book for children.
- 1.42** _____ Mr. Sperry likes children.

Compound Words and Hyphens

When someone enjoys talking and sharing their thoughts, we say that person has the “gift of gab.” Learning how to share ideas is a gift from God. The Bible says in James 1:17, “...every perfect gift is from above, and cometh down from the Father of lights....”

When people suddenly understand an idea we say, “They have seen the light!” Only God can give you understanding of your thoughts and the thoughts of others, as well as an understanding of His thoughts as they are given to us in the Bible. Today, remember to thank God for His gifts, for letting you learn words.

Since language is such a powerful and marvelous gift, you must learn to understand its structure—how it is put together. We learn the organization and structure of language when we study words. Words are used to make up written and spoken thoughts. In this lesson, you will learn about compound words and the use of the hyphen in writing.

COMPOUND WORDS

a combination of two or more words
written together to express a new idea

Compound words are used in the story, “The Flight.” Look at these three compound words and discover how they are alike and how they are different:

headache

ghost-spirit

tidal wave



Write these words from “The Flight” in the correct column in the chart.

outrigger	tiger-shark	village house	long-drawn
barrier-reef	sunset	fishermen	high-held
someone	sea urchin	millrace	Sea God

	HEADACHE	GHOST-SPIRIT	TIDAL WAVE
1.43			
1.44			
1.45			
1.46			
1.47			

Did you recognize these three characteristics of compound words?

1. A compound word can be two words written as one word.
2. A compound word can be two words separated with a hyphen.
3. A compound word can be two separate words.

No rule tells you when a compound will be one word, a hyphenated word, or two words. When you are in doubt, look in a recent dictionary. The language is changing all the time.

Words that had hyphens in “The Flight” may not have hyphens in your dictionary. More and more hyphens are being dropped from compound words. Use the dictionary to check the latest usage.

Look again at the definition of a compound word. Each word in a compound word has its own meaning. When the words are put together, they form a new idea or meaning.

Study this example.

head—the top part of the body

ache—a dull, continuous pain

headache—a dull, continuous pain in the head

SELF TEST 1

Choose the correct word to complete the sentence (each answer, 3 points).

chief	outrigger	albatross	barrier-reef
dog	worshiped	regularity	missionaries
fishing	Polynesia	violence	sea-urchin

- 1.01 Mafatu was from _____ .
- 1.02 Tavana Nui, Mafatu's father, was the village _____ .
- 1.03 Mafatu's fear kept him from _____ with all the other men and boys.
- 1.04 The people _____ courage.
- 1.05 Mafatu was driven out by indifference, not by _____ .
- 1.06 Kivi was an _____ .
- 1.07 Uri was a _____ .
- 1.08 Mafatu shoved off in an _____ canoe.
- 1.09 This story took place before _____ came to teach the people about Jesus Christ.
- 1.010 The _____ is a ridge of coral near the coastline.

Put two words together to form a compound word. Use each word only once (each compound word, 3 points).

one	smith	some	black
boat	over	rigger	cream
ice	school	board	house
out	mother	yard	back
bare	ball	grand	foot

- 1.011 _____ 1.012 _____
- 1.013 _____ 1.014 _____
- 1.015 _____ 1.016 _____

1.017 _____ 1.018 _____
 1.019 _____ 1.020 _____

Complete these sentences (each answer, 4 points).

1.021 At least one standard an author must meet to prove his authority as a writer is _____

1.022 A statement that can be proven is a _____.

1.023 A statement that expresses how you feel or think is an _____
 _____.

Write an example of each one (each answer, 3 points).

1.024 a. one-word compound _____
 b. two-word compound _____
 c. hyphenated compound _____

1.025 a. hyphenated number word _____
 b. hyphenated adjective _____
 c. word divided in syllables at
 end of line _____

1.026 a word with double consonants _____

Answer this question (this answer, 7 points).

1.027 In your opinion, whose outrigger canoe did Mafatu take? Give reasons for your answer. _____

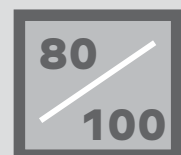


Teacher check:

Score _____

Initials _____

Date _____



Take a spelling test of Spelling Words-1.



LAN_Gr3-5



804 N. 2nd Ave. E.
Rock Rapids, IA 51246-1759

800-622-3070
www.aop.com

LAN0502 - Jan '16 Printing

ISBN 978-0-86717-342-0



9 780867 173420