



LANGUAGE ARTS

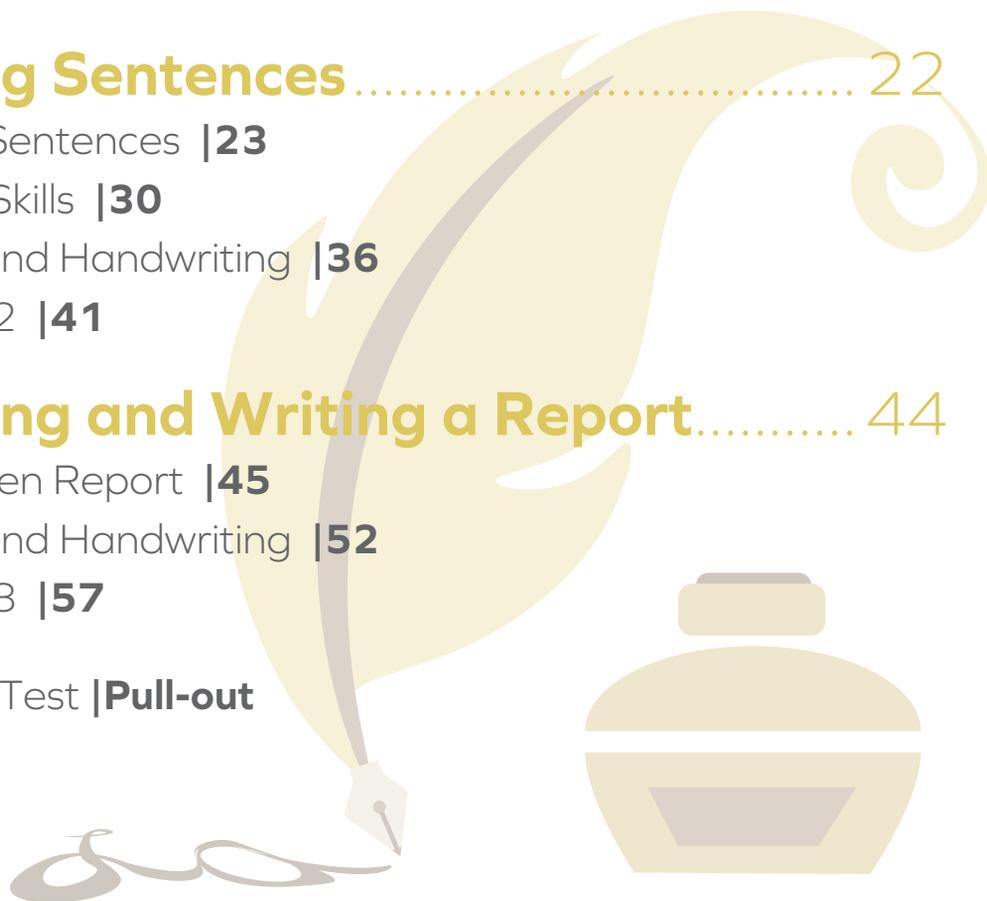
Student Book

▶ **5th Grade | Unit 4**

LANGUAGE ARTS 504

WRITTEN REPORT

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WRITTEN REPORT

In Language Arts LIFEPAC® 503, you learned how the gift of language was given to man by a loving heavenly Father. You learned how languages are born, have spread, and have changed.

The purpose of language is communication. Communication is made up of many skills. In this LIFEPAC, you will learn how to make your writing more accurate, more organized, and more interesting. These skills require you to practice finding main ideas and supporting details. You must also sharpen grammar skills, handwriting, and spelling.

You will practice the reading skills of finding the sequence of events and seeing pictures as you read. Finally, you will research a subject that interests you, organize your material, and write a report. When you have finished this LIFEPAC successfully, you will have taken another step toward being a good communicator.

Objectives

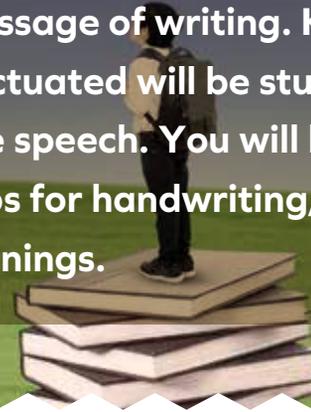
Read these objectives. The objectives tell you what you will be able to do when you have successfully completed this LIFEPAAC. Each section will list according to the numbers below what objectives will be met in that section. When you have finished this LIFEPAAC, you should be able to:

1. Identify sentences that state main ideas.
2. Identify supporting details.
3. Use supporting details to recognize main ideas.
4. Tell the difference between opinion and fact.
5. Write four kinds of sentences with correct punctuation at the end of each.
6. Correctly spell words with silent letters, with the variant sounds of *f* and *c*, and homonyms with the *o* sound.
7. Evaluate your cursive writing by the standard of the five *S*'s.
8. Identify the subject and predicate of a sentence.
9. Use adjectives and adverbs correctly in sentences.
10. Arrange events in chronological order.
11. Compare and contrast characters in stories.
12. Identify personality traits of a story character that provide a good model.
13. Tell what *metaphor* and *simile* mean.
14. Identify four steps in planning and writing a report.
15. Identify sources of information for writing a report.
16. Take and organize notes.
17. Outline information.
18. Write a report from an outline.



1. SUPPORTING THE MAIN IDEAS

Section 1 is designed to review and add to your knowledge of finding the main idea and supporting details. You will learn to find main ideas and supporting details in a paragraph or a longer passage of writing. Kinds of sentences and the way sentences should be punctuated will be studied. You will be reminded of the value of appropriate speech. You will learn to spell words with silent letters. You will review tips for handwriting, and you will practice these tips on some difficult letter joinings.



Objectives

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

1. Identify sentences that state main ideas.
2. Identify supporting details.
3. Use supporting details to recognize main ideas.
4. Tell the difference between opinion and fact.
5. Write four kinds of sentences with correct punctuation at the end of each.
6. Correctly spell words with silent letters, with the variant sounds of *f* and *c*, and homonyms with the *o* sound.
7. Evaluate your cursive writing by the standard of the five *S*'s.

Vocabulary

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

accumulative (u kyü' myu lä' tiv). Tending to collect little by little.

analyzed (an' u liz). To examine carefully; separate into parts to find out what something is made of.

courtesy (ker' tu sē). Thoughtfulness toward others.

environmental (en vī run men' tul). Having to do with all the surrounding things, conditions, or influences.

EPA (Abbreviation for Environmental Protection Agency). A governmental agency that studies the safety of our environment.

especially (e spesh' u lē). More than others; chiefly; particularly.

exhaust (eg zost'). The gases that escape from an engine.

geochemist (jē' ō kem' ist). A person who knows about the science dealing with chemical changes in the composition of the earth's crust.

geologist (jē ol' u jist). A person who knows about the science that deals with the earth's crust, the layers of the earth's crust, and their history.

imply (im plī'). To mean something without saying it outright; suggest.

industrial (in dus' trē ul). Having to do with industry, that is, any branch of business, trade, or manufacturing.

infer (in fer'). To find out by thinking; conclude.

microscopic (mī' kru skop' ik). Anything so tiny that it cannot be seen without using a microscope.

particle (pär' tu kul). A very little bit.

particularly (pär tik' yu lur lē). Especially more than others; chiefly.

toxicity (tok sis' u tē). Poisonous quality.

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, ōrder; oil; out; cup, pūt, rŭle; child; long; thin; /ʒh/ 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.

Main Ideas and Supporting Details

The main idea of a paragraph is what the paragraph is about. A topic sentence introduces you to the main idea. Topic sentences can be the introductory sentence at the beginning of a paragraph, a sentence within the paragraph, or a summary sentence at the end of a paragraph.

Looking for main ideas. Ask yourself, "What is the general point that the author is making about the topic?" Once you feel you have found the main idea, test it. Do the examples, reasons, statistics, studies, and facts included in the article give evidence or explanation in support of the main idea that you have in mind? If they do, it is likely that you have found the main idea.

Also keep in mind that the objective of this activity is to evaluate the article. You do not have to agree with the information. Instead you will analyze the structure of the article and determine whether the information supports the main idea.



Eating Snow Is Not Cool

Eating snow and licking icicles can be dangerous to your health, **especially** if you're a city kid. That is what two Temple University scientists say. Dr. George Myer, an **environmental geologist**, and Dr. David Grandstaff, a **geochemist**, **analyzed** what was in the snow after a heavy snowfall in Philadelphia.

These two scientists reported that the snow was heavily laced with lead, an **accumulative** poison. The levels of lead in the snow were ten to twenty times greater than the water standard required by the Environmental Protection Agency (**EPA**) and fifty times more than was found in Philadelphia's drinking water.

A small percentage of the pollution in snow comes from **industrial** waste, **particularly** from paint factories. More than 90 percent, however, can be traced to automobile gasoline, released through **exhaust** fumes and trapped in the snow. The lead is trapped while the snow is falling, and continues to collect **microscopic particles** as it lays on the ground.

In the cities the **toxicity** is worse, of course, but even in rural areas the lead content in the environment is measurable and dangerous, the scientists reported.

Eating snow is definitely not a "cool" idea!



Complete these activities.

- 1.1** Read the article, "Eating Snow Is Not Cool." Circle the letter which tells where the topic sentence was found.
- introductory sentence
 - detail sentence
 - summary sentence
- 1.2** Put an X on the line before the sentence that gives the main idea.
- _____ Two university scientists analyzed snow.
- _____ The lead is trapped while the snow is falling.
- _____ Eating snow and licking icicles can be dangerous to your health.

Finding supporting details. Supporting details give factual information about the main idea. Supporting details are found in complete sentences or in parts of sentences.

Vocabulary words help you understand the meaning of supporting details, and therefore of the main idea.



| Eating an icicle



Match the words with the definition. Place the letter of the definition on the line before each word.

- | | | |
|------|----------------------------|--|
| 1.3 | _____ accumulative (adj.) | a. more than others |
| 1.4 | _____ analyze (verb) | b. a scientist who studies the chemical changes in the earth's composition and crust |
| 1.5 | _____ environmental (adj.) | c. a person who studies the earth's crust |
| 1.6 | _____ EPA (noun) | d. having to do with surrounding things |
| 1.7 | _____ especially (adv.) | e. having to do with manufacturing |
| 1.8 | _____ exhaust (noun) | f. tiny particles seen only with a microscope |
| 1.9 | _____ geochemist (noun) | g. growth by continuous addition |
| 1.10 | _____ geologist (noun) | h. especially |
| 1.11 | _____ industrial (adj.) | i. poisonous quality |
| 1.12 | _____ microscopic (adj.) | j. abbreviation for Environmental Protection Agency |
| 1.13 | _____ particle (noun) | k. a list of things for a special purpose |
| 1.14 | _____ particularly (adv.) | l. a very little bit |
| 1.15 | _____ toxicity (noun) | m. escape of gases from an engine |
| | | n. separate into parts to learn what something is made of |



Match each statement with a supporting detail taken from the snow article.

There is one statement that has no support.

- 1.16 The men who analyzed the snow were qualified for the job. _____

- 1.17 Snow in the city is more poisonous than snow in the country. _____

- 1.18 No snow is safe for eating. _____

1.19 More lead is found in automobile fumes than in industrial discharge. _____

1.20 Paint factories discharge greater amounts of lead than soap factories. _____

1.21 Snow gathers poisonous chemicals as it falls to the ground. _____

1.22 Eating one handful of snow would kill a child. _____

Reading between the lines. A main idea may not be directly stated. It may be **implied**. When you **infer** ideas that are implied, we say you *read between the lines*. You can use supporting details to prove an idea that is inferred.



| Looks like we are having fruit salad for supper!



Read the statements. Match the inferred idea with a supporting detail.

	Inferred Idea	Supporting Detail
1.23	_____ There is some lead in drinking water.	a. A small percentage of the pollution found in snow can be traced to paint factories.
1.24	_____ There are more automobiles in the city than in the country.	b. Toxicity is worse in urban areas.
1.25	_____ The EPA standards are used to make comparisons.	c. Fifty times more lead was found in the tested snow than in Philadelphia's drinking water.
1.26	_____ Some paint contains lead.	d. In remote rural areas the lead content in the environment is measurable and dangerous.
1.27	_____ Environmental geologists help keep air safe.	e. Levels of lead in snow in Philadelphia were ten to twenty times greater than the water standard set by EPA.
		f. Dr. George Meyer and Dr. David Grandstaff analyzed the snow.

Distinguishing between fact and opinion. A *fact* is a statement that has been proven. An *opinion* is a statement that tells what a person thinks or feels about a fact.

<i>Examples:</i>	Fact:	There are twenty-four hours in one day and one night.
	Opinion:	The night hours are more beautiful than the daytime hours.

SELF TEST 1

Complete the sentences with words from the word list (each answer, 2 points).

accumulative	exhaust	lead	analyzed
geochemist	microscopic	environmental	geologist
particles	especially	industrial	toxicity

- 1.01** The EPA makes _____ studies to protect our environment.
- 1.02** Studies of levels of poisons in snow were made by a _____.
- 1.03** Studies of snow showed _____ of lead in snow in both rural and city areas.
- 1.04** Automobile _____ fumes are trapped in the falling snow.
- 1.05** High levels of poisonous lead were found when the scientists _____ the snow.
- 1.06** The EPA sets the standard of how high the level of _____ can be in drinking water.
- 1.07** Snowdrifts often show an _____ amount of poison.
- 1.08** The bits of lead cannot be seen because they are _____.
- 1.09** A city with many factories is an _____ center.
- 1.010** We should all be _____ concerned with keeping the environment clean.

Answer the questions with the word *opinion* or *fact* (each answer, 2 points).

- 1.011** _____ The first president of the United States is the father of our country.
- 1.012** _____ Whales are the most beautiful creatures in the ocean.
- 1.013** _____ The acorn is a seed of the mighty oak tree.
- 1.014** _____ Honeybees need flowers to make honey.
- 1.015** _____ Honeybees are the most beautiful insects.

In the following sentences, underline the supporting detail from which the main idea may be inferred (each idea, 4 points).

1.016 The honeybee fertilizes the flower by carrying pollen from blossom to blossom.

Main idea—Honeybees are helpful insects.

1.017 Wind carries the pollen from one head of wheat to another.

Main idea—Wind aids in the production of wheat.

1.018 Scientists use reference books to help them locate useful information.

Main idea—A scientist must be able to read.

1.019 Robert walked into the station, bought his ticket, and checked his luggage.

Main idea—Robert was taking a trip.

1.020 The bell rang and the children laughingly walked out the door.

Main idea—School was over.

Name the four kinds of sentences (each answer, 3 points).

1.021 _____

1.022 _____

1.023 _____

1.024 _____

Name the punctuation mark that is used after each kind of sentence (each answer, 3 points).

1.025 _____

1.026 _____

1.027 _____

1.028 _____

List five characteristics of good handwriting (each answer, 3 points).

- 1.029 _____
- 1.030 _____
- 1.031 _____
- 1.032 _____
- 1.033 _____

Complete the following statements (each numbered answer, 3 points).

- 1.034 Parts of words are a. _____ with one b. _____ sound.
- 1.035 The vowel sound that is spelled by two vowels but only makes a single sound is called a _____.

Circle the vowel digraph in each word (each answer, 1 point).

- 1.036 appearance
- 1.037 revealing
- 1.038 boastfully
- 1.039 volunteer
- 1.040 guarantee
- 1.041 painfully
- 1.042 astronaut
- 1.043 audience
- 1.044 sorrowful
- 1.045 allowance



Teacher check:

Score _____

Initials _____

Date _____



Take your spelling test of Spelling Words-1.



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