



LANGUAGE ARTS

STUDENT BOOK

▶ **6th Grade | Unit 7**

LANGUAGE ARTS 607

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Stories

Introduction

If we speak, listen, read, or write, our main purpose should be to share ideas. Time is wasted if we read and do not remember what we have read. We should read purposefully and wisely.

Words are important. Once a student told his teacher that he didn't like to read books. "You don't like books?" the teacher replied in surprise.

"I like books," the boy answered. "It's just the words I don't like."

If words trouble us, we should take time to get acquainted with them, to learn what they mean and to add them to our vocabulary. Words build vocabularies, and people who are successful usually have large vocabularies. The dictionary is a wonderful tool to help you. Use it. Build your vocabulary regularly.

Objectives

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

1. Give a definition of a true story.
2. Tell the main details of each reading selection in this LIFEPAC.
3. Arrange the events of each story in this LIFEPAC in the correct order.
4. Identify the clues that indicate the validity of a story or statement.
5. Show the relationship between cause and effect.
6. Identify the author's purpose or the main idea of a passage.
7. Spell words with the digraph *ea*.
8. Spell certain multisyllable words from the Bible.
9. Spell words with the *ear* letter pattern.
10. Spell certain number words.
11. Use nouns and pronouns correctly in a sentence.
12. Identify the adjectives in a sentence.
13. Identify some suffixes and tell what they mean.
14. Use demonstrative pronouns correctly in written sentences.
15. Write a business letter.

1. SECTION ONE

In this section you will study some skills that will help you read with greater understanding. You will study some ways you can help yourself learn to spell new words and add them to your Word Book. Also, you will study some writing rules and practice your writing skills.

Section Objectives

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

1. Give a definition of a true story.
2. Tell the main details of each reading selection in this LIFEPAC.
3. Arrange the events of each story in this LIFEPAC in the correct order.
4. Identify the clues that indicate the validity of a story or statement.
5. Show the relationship between cause and effect.
6. Identify the author's purpose or the main idea of a passage.
7. Spell words with the digraph *ea*.
8. Spell certain multisyllable words from the Bible.

Vocabulary

Study these words to enhance your learning success in this section.

agate (ag it). A kind of quartz stone with variously colored stripes, cloudy colors, or mosslike formations.

arid (ar id). Having very little rainfall; very dry.

austere (ô stir). Stern, very strict with children.

defy (di fi). To set oneself openly against someone or some authority.

drone (drôn). A male honeybee that does not work; an idler; a loafer.

eddy (ed ē). A small whirlpool of water.

exuberance (eg zü bur uns). The fact or condition of being overflowing with growth and health.

lure (lür). To lead away by arousing desire.

stubborn (stub urn). Fixed in purpose or opinion.

tantalizingly (tan tu lī zing le). Teasingly with something desired in sight, but out of reach.

taunt (tônt). To jeer at; insulting remarks.

validity (vu lid u tē). Truth or soundness.

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, pūit, 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.

STORY—“LET GEORGE DO IT!”

“Let George Do It” is a true story. In the early 1900s George Warner became a much-loved missionary in China. Later he became president of a missionary organization with mission fields around the world. The events surrounding this story are told as his daughter and grandchildren remember them.

Often God uses little experiences in our childhood to help build character traits that make us what we are as adults. George Warner learned

an important lesson and never forgot it.

George grew to be a man who served God in a responsible way, but he had been an irresponsible boy. Because each of us is sometimes irresponsible, we can feel as George felt. Being able to relate to the story gives the story human interest.



Let George Do It!

Della Johnson

1 Tall, lanky George walked barefoot along a dusty path in Alderdale, Washington. The **arid** country dazzled in the sunshine of a beautiful day. George’s thoughts turned to the order Papa had just given him.

2 “George, I want you to help dig irrigation ditches today.”

3 “What an unpleasant task!” thought George. Surely it was in his home the idea, “Let George do it,” originated. The **taunts** of the boys now rang in his ears. They often chanted, “It was 18 and 65, George Segundus was then alive, a lazy old **drone** from the land of ...” George’s thoughts continued to plague him. “Oh, why did my family call me George, and why do I have to work on a day like this? There are so many better things to do!” he thought.

4 Just then George spotted William, his older and only brother, at the bottom of the river bank. William was with a neighbor boy preparing the boat for a ride. “George, come with us for a ride,” the boys called.

5 The sun sparkled **tantalizingly** on the waters of the Columbia River. The river always held a special **lure** for these adventuresome boys. The **exuberance** of youth filled George—his father’s request was forgotten. George cupped

his hands and yelled, “Here I come, wait.” Running, he kicked at the sagebrush that would **defy** his advance.

6 George reached the boys and with one quick jump leaped into the boat. The boys paddled away. The breeze behind them licked the waters, bobbed the boat, and helped push them on their way. Little **eddies** swirled in the blue mass around them. The boys knew these waters well enough to avoid most of the contrary currents. The boys had become rather intimately acquainted with these **stubborn** pools from past experiences.

7 George looked toward the shore and saw the large sand dunes. What great fun they had rolling down these huge mounds of sand. In the summer warm winds would shift the sand and sometimes reveal treasures such as Indian arrowheads. Old timers said that long ago this area was an Indian burial ground.

8 Now the boys were passing an island in the middle of the river. Because of the many beautiful **agates** they found there, the Warner family had dubbed it Agate Island. Sometimes the family would take a boat and paddle out and have picnics on the island. Their young imaginations could run wild. At one end of that island was an Indian burial ground. Papa

carefully warned the children not to go near it. He reminded them that they must respect their Indian friends.

9 The day sped on; the boys took turns rowing the boat. It was a special thrill to feel strength flowing through their muscles as they won the battle against the tough currents of the mighty Columbia.

10 The sun warmed their bodies. George relaxed and looked at his brother. William was so strong and quiet. George laughed to himself as he thought of times not too long ago when he wondered if he, “the baby” of the family, would ever be strong enough to “get on top” in one of those brotherly squirmishes. That day had come. Now, once in awhile, he could compete and occasionally come out ahead.

11 The hours sped by quickly and the boys were now returning home. George looked up. The schoolhouse stood out more graphically than the other buildings of Alderdale. George chuckled to himself as he recalled an incident of only last week.

12 A group of young children had been sitting on the recitation bench. George had glanced up just in time to see something that roused his already strongly developed sense of humor. A stray cat had come in and had taken a seat between two of the children. All that could be seen of the cat were his ears over the top of the back of the bench and a swinging tail brushing back and forth between the back and seat of the wooden bench. Although usually a diligent, serious student, George had all he could do to control his laughter.

13 The skies were still blue, but a heavy cloud began to engulf George as he saw Papa coming



slowly down the path. A strange feeling developed in his stomach. Now George realized what he had done. How would he face Papa? George’s sensitive conscience was already hurting. In all the glory of this day, he had left a job undone and disobeyed his father. What would Papa do?

14 Papa was an impressive looking, dignified person with a balancing sense of humor. But Papa could be stern, and Papa expected obedience.

15 As they pulled up to the river bank, **austere** lines darkened Papa’s face. Papa’s voice was husky as he looked George in the eye. “George, do you want to be like this always?”

16 George hung his head, “No, Papa.” Not another word was spoken as the two slowly made their way home. George vowed in his heart never to be so irresponsible again. He was thoroughly ashamed of what he had done. Through the years, his father’s words were to ring in his ears many times.

Note: The town of Alderdale now lies quiet and still beneath the waters of the lake formed by John Day Dam.



Circle the correct answer for each question.

- 1.1 What mistake did George make?
 - a. He laughed.
 - b. He was ashamed of what he had done.
 - c. He disobeyed Papa.

- 1.2 What decision did George make?
 - a. Never to go boating again.
 - b. Never to be so irresponsible again.
 - c. Never to have fun again.

- 1.3 What did Papa's words mean?
 - a. George would never learn to dig ditches.
 - b. George shouldn't have fun.
 - c. George would be irresponsible.

Complete the following activity.

- 1.4 Place a **X** before each word or words that accurately describes something found in this story.
 - a. ____ suspense
 - b. ____ humor
 - c. ____ human interest
 - d. ____ information
 - e. ____ mystery

Look for these words in the story "Let George Do It!"

- 1.5 In Paragraph one find a word that means *without shoes*. _____
- 1.6 In Paragraph one find a word that means *sparkled brightly*. _____
- 1.7 In Paragraph three find a word that means *started at a certain point*. _____
- 1.8 In Paragraph five find a word that means *to resist*. _____
- 1.9 In Paragraph eight find a word that means *named*. _____
- 1.10 In Paragraph twelve find a word that means *industrious*. _____
- 1.11 In Paragraph thirteen find a word that means *to cover or swallow up*.

- 1.12 In Paragraph sixteen find a word that means *promised or pledged*.

WORD BANK

arid
arrowheads
adventuresome
dignified

impressive
irresponsible
recitation
sensitive



Select a word from the Word Bank to complete each sentence.

- 1.13** The _____ country dazzled in the sunshine of a beautiful day!
- 1.14** The river always held a special lure for these _____ boys.
- 1.15** In the summer warm winds would shift the sand and sometimes reveal treasures such as _____ .
- 1.16** A group of young children were sitting on a _____ bench.
- 1.17** George's already _____ conscience was hurting.
- 1.18** Papa was an a. _____ looking, b. _____ person.
- 1.19** George vowed in his heart never to be so _____ again.

READING SKILLS

Three reading skills will make you enjoy stories more. These three skills are called sequence, validity, and cause and effect. These skills will also help to make studying more profitable.

Sequence. The first skill is remembering the sequence, or order, in which events happened in a story. This skill will also help you remember the order of events in Bible study or social studies.



Place these events from “Let George Do It!” in the right sequence.

- 1.20 _____ George reached the boys, and with one quick jump, leaped into the boat.
- 1.21 _____ “George, do you want to be like this always?”
- 1.22 _____ They were now approaching home.
- 1.23 _____ Tall, lanky George walked along the dusty path in Alderdale, Washington.
- 1.24 _____ George looked toward the shore and saw the large sand dunes.
- 1.25 _____ “George, come with us for a ride,” the boys called.
- 1.26 _____ A strange feeling developed in his stomach.

Validity. A true story or a chapter from history often has within itself proofs of its **validity**. These proofs are to be found by certain tests. Does the author say the story is true? If the

author says it is true, are dates, place-names, or other pieces of information given that may be checked in other sources?

Complete the following activity.

- 1.27 Place a **X** mark in front of each statement that indicates the story is true.
- _____ The author tells you George Warner was a real person.
 - _____ A stray cat had come in and joined the group.
 - _____ The breeze behind them licked the waters.
 - _____ The Columbia River borders Washington state.
 - _____ A date is given.
 - _____ The hours sped by.

Cause and Effect. Frequently the cause of something is stated immediately before the effect. Occasionally cause and effect are separated in the story. If they are, part of the fun

of reading is thinking back to see if you can remember what caused events to happen as they did.



Match the following cause with the correct effects.

1.28 _____ William and friend

1.29 _____ breeze

1.30 _____ sand dunes

1.31 _____ agates

1.32 _____ sun

1.33 _____ cat on recitation bench

1.34 _____ Papa's simple words

a. offered great fun

b. made George forget his father's order

c. warmed their bodies

d. caused the boat to bob

e. encouraged the Warners to name the island *Agate Island*

f. caused George to make a lifetime decision

g. imaginations

h. made George chuckle

SPELLING AND HANDWRITING

You will review how to study words to learn to spell them correctly. You will also review some handwriting rules.

Spelling. When you study each of the spelling lists in this LIFEPAK, remember these four rules. Following this pattern when you study will help you.

HOW TO STUDY A WORD

1. **THINK** Pronounce the word correctly. Know its meaning. See if there are any unusual spellings of its sounds. Look for silent letters or double letters. Notice word endings. Look for sound patterns.

2. SOUND SYLLABLES

Break the word into syllables. Say the word by syllables. Spell the word by syllables.

3. **LOOK** Look at the word as a whole. Now close your eyes and try to remember what it looks like. Now spell it to yourself.

4. REMEMBER

Spell the word to yourself several times. Write the word until you know it.

SPELLING WORDS-1

| | | | |
|------------|------------|------------|---------------|
| already | forsaken | merciful | seat |
| arrowheads | great | patiently | transgressors |
| break | iniquity | prospereth | treasures |
| consume | irrigation | reach | unpleasant |
| envious | leaped | screamed | |

When *e* and *a* are together, the *e* usually is long /ē/ as in *meat* or *seat*. Sometimes the *e* is short /e/ as in *bread* and *ready*, and sometimes it sounds like *a* as in *break* /ā/. The vowels *ea* are working together to make one sound. Vowels

working together to make one sound are called a vowel digraph.

Look at the vowels in each word. Look for the *ea* vowel pattern.



Complete the following spelling activity.

1.35 Find ten words in Spelling Words-1 with the vowel digraph *ea*. The first one is done for you.

- alr ea dy
-
- | | |
|---|---|
| <p>a. _____</p> <p>c. _____</p> <p>e. _____</p> <p>g. _____</p> <p>i. _____</p> | <p>b. _____</p> <p>d. _____</p> <p>f. _____</p> <p>h. _____</p> |
|---|---|

The digraph *ea* has three sounds. Look at these words. Each word is spelled phonetically. Say the word to yourself.

s ea t - sēt

h ea d - hed

br ea k - brāk

SELF TEST 1

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

- 1.01 _____ In the early 1900s George Warner became a much-loved missionary in China.
- 1.02 _____ You always hear all vowel sounds in words.
- 1.03 _____ Papa didn't want George to have fun.
- 1.04 _____ The idea, "Let George Do It," originated in the Warner home.
- 1.05 _____ It is helpful to follow a pattern when you study.
- 1.06 _____ George could not remember what his father wanted him to do.
- 1.07 _____ When two vowels work together to make one sound, it is called a vowel digraph.
- 1.08 _____ If we speak, listen, read, or write, the main purpose should be to share ideas.
- 1.09 _____ It has been proved that successful people do not need large vocabularies.
- 1.010 _____ Every effect has a cause.
- 1.011 _____ Events placed in the order in which they happened are in sequential order.
- 1.012 _____ The Warners called the island *Agate Island* because they found so many agates there.
- 1.013 _____ Papa could be stern, and Papa expected obedience.
- 1.014 _____ The vowel combination *ea* is called a vowel digraph.
- 1.015 _____ The town of Alderdale now lies quiet and still beneath the waters of the lake formed by John Day Dam.

Write the correct word on the blank to complete each statement (each numbered answer, 3 points).

- 1.016 Words build our _____ .
- 1.017 You should read _____ .
- 1.018 History or true stories usually contain evidence of _____ .
- 1.019 "Let George Do It!" is a _____ story.
- 1.020 The events surrounding this story are told as George's a. _____ and
b. _____ remember them.

- 1.021** Often God uses little experiences in our childhood to help build _____ traits.
- 1.022** The digraph ea can have _____ different sounds.
- 1.023** A group of young children were sitting on the _____ bench.
- 1.024** Old timers said that long ago the sand dunes had been an _____ ground.
- 1.025** When two vowels work together to make one sound it is called a vowel _____.

Write the word on the blank from the Word Bank that correctly completes each statement (each answer, 2 points).

WORD BANK

| | | |
|-------------|------------|-------------|
| ashamed | irrigation | schoolhouse |
| dazzled | licked | stray |
| defy | mounds | swirled |
| engulf | pattern | syllables |
| experiences | plague | thrill |

- 1.026** The arid country _____ in the sunshine of a beautiful day.
- 1.027** "George, I want you to dig _____ ditches today."
- 1.028** George's thoughts continued to _____ him.
- 1.029** Running, he kicked at the sagebrush that would _____ his advance.
- 1.030** The breeze behind him _____ the waters.
- 1.031** Little eddies _____ in the blue mass around them.
- 1.032** What great fun they had rolling down these huge _____ of sand.
- 1.033** When studying spelling words, breaking the words into _____ is helpful.
- 1.034** It was a special _____ to feel strength flowing through their muscles.
- 1.035** Follow a _____ when you study.
- 1.036** The _____ stood out more graphically than the other buildings.
- 1.037** The boys had become rather intimately acquainted with these stubborn pools from past _____.
- 1.038** A _____ cat had come in and joined the group.

1.039 A heavy cloud began to _____ George.

1.040 George was _____ of what he had done.

Answer each item in complete sentences (each answer, 5 points).

1.041 In your own words explain why it is important to have a good vocabulary.

1.042 Explain the lesson George learned. _____

| | | | | |
|---|--------------------|----------------------|----------------|------------|
|  | SCORE _____ | TEACHER _____ | initials _____ | date _____ |
|---|--------------------|----------------------|----------------|------------|



Take your spelling test of Spelling Words-1.



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