

LANGUAGE ARTS 406

FUN WITH FICTION

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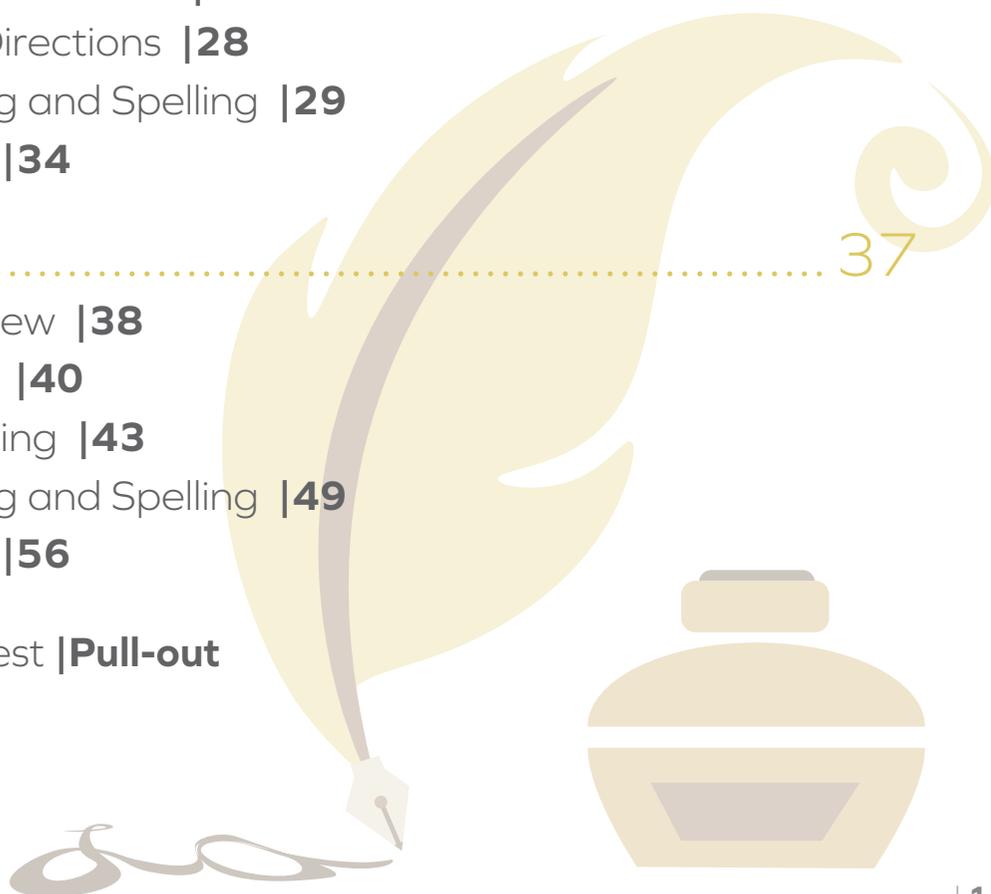
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LIFEPAC Test | **Pull-out**



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FUN WITH FICTION

In this LIFEPAC® you will find three new stories that will help improve your reading skills. You will learn new ways of giving a book report and a new rhyming pattern for poetry. You will find puzzles and poems and even a song to sing.

Your study and work in this LIFEPAC will help you write an outline, a story summary, and a title. You will also learn how to give and how to follow directions. You will learn to spell abbreviations and words with hyphens.

Objectives

Read these objectives. The objectives tell you what you will 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 completed this LIFEPAC, you should be able to:

1. Use improved reading skills.
2. Write an outline with Roman numerals and capital letters.
3. Write a summary of a story.
4. Write a title correctly.
5. Use a book list.
6. Give a good book report.
7. Compare parables and fables.
8. Follow and give directions.
9. Use words that help us to "see."
10. Write a poem in a new rhyming pattern.
11. Compare stanzas and paragraphs.
12. Define new vocabulary words.
13. Write with improved slant of letters.
14. Spell new words.

1. FINDING THE FACTS

In this section you will improve your reading with a story about seals and a story about a **tornado**. You will study several suggestions for writing a book report. As you review writing with the correct slant, you will practice writing abbreviations.

Finally, you will work a crossword puzzle using the names of months.

Objectives

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

1. Use improved reading skills.
2. Write an outline with Roman numerals and capital letters.
3. Write a summary of a story.
4. Write a title correctly.
5. Use a book list.
6. Give a good book report.
12. Define new vocabulary words.
13. Write with improved slant of letters.
14. Spell new words.

Vocabulary

Study these vocabulary words. Learning the meanings of these words is a good study habit and will improve your understanding of this LIFE PAC.

active (ak' tiv). Lively; moving rather quickly much of the time.

blubber (blub' ur). The fat of whales and other sea animals.

cellar (sel' ur). An underground room used for storing food.

fiction (fik' shun). Something made-up; a story that is not a fact.

funnel (fun' ul). A hollow cone with a wide mouth at the top, ending at the bottom in a tube.

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

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

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

Note: All vocabulary words in this LIFE PAC 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, 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

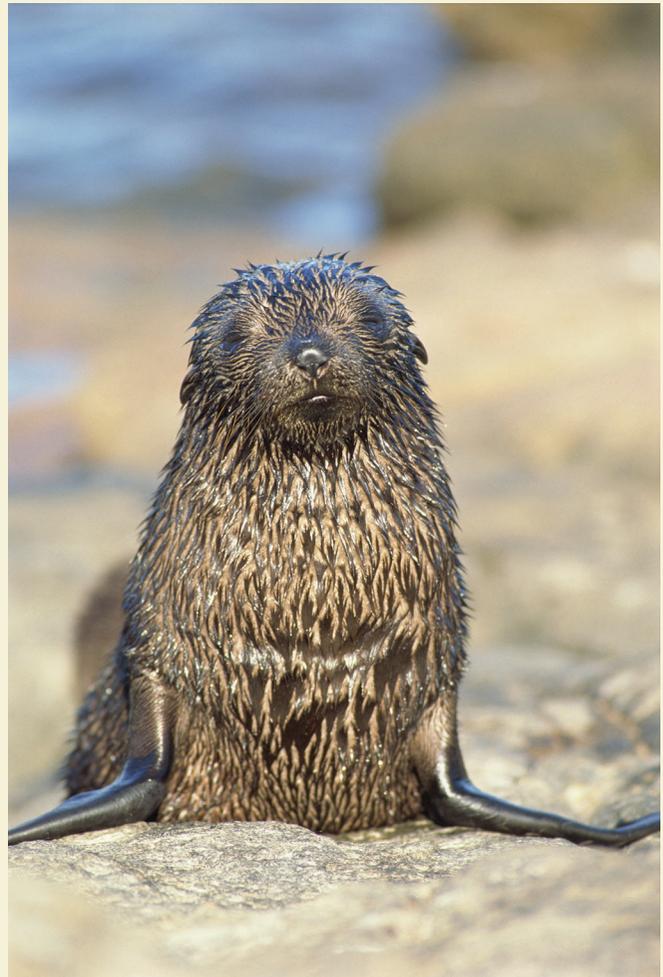
"Wow!" exclaimed Jeff. "An elephant seal weighs two and one-half tons!"

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

The elephant seal has a **snout**. It fills with air when the seal roars. The elephant seal is the largest of all seals and is not very **active**.

Most seals are gray or brown, but some are spotted. Some have bands or rings of a darker color. They have a thick layer of fat, called **blubber**, under the skin. This fat keeps in the body heat.

"The elephant seal is a funny-looking animal, isn't it, Jeff?" said Mike.

"Yes, I think so," replied Jeff. "But I guess the elephant seals wouldn't think so! Let's show the class this picture of the seal with a snout."



Circle the letter of the correct answer.

- 1.1** Which kind of seal has no ears?
a. harbor seal
b. sea lion
c. fur seal
- 1.2** Which seal has larger flippers?
a. harbor seal
b. fur seal
- 1.3** Which seal is quieter?
a. harbor seal
b. fur seal
- 1.4** Which seal has a snout?
a. fur seal
b. elephant seal

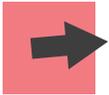


Some statements are true. These statements are called “facts”. Other statements tell what someone thinks. These statements are called “opinions”. This statement is a fact: “There are fifty states in the United States”. This statement is an opinion: “Alaska is the most interesting state in the Union”.



Write *fact* or *opinion* after each statement.

- 1.5 Some seals can swim at birth. _____
- 1.6 The elephant seal is a funny-looking animal. _____
- 1.7 Most seals are gray or brown. _____
- 1.8 Sea lions have small ears. _____



Define these words.

- 1.9 active _____
- 1.10 blubber _____
- 1.11 snout _____

Book Reports

Some of the reading exercises you have already done will help you to write a book report. For example, in other LIFE PACs you were looking for the main idea in a story. A good way to tell someone else about a book you have read would be to tell some of the main events.

Read the following story and look for the main events.



Storm Clouds Over Kansas

Tom stood with his father in the doorway of the barn. They were watching the dark clouds gather in the sky beyond their farmhouse on the Kansas prairie. The cattle and horses were restless. They seemed to know that a bad storm was coming.

Tom started to feed the cows, but he stopped suddenly when his father called. "Tom, come quick!" shouted Father. "Look at that sky now!" A dark **funnel**-shaped cloud was coming toward them.

"Hurry!" Father called. "Run to the **cellar** and open the door." Father headed for the house to get Tom's mother and two little sisters.

Tom got the cellar door open just as the others arrived. A mighty wind nearly blew them off their feet, but they all managed to scramble down the steps. Tom's father closed the door behind them, and they were safe from the storm.



| Storm Cellar

The cellar was an underground storage place for vegetables and other foods that needed to be kept through the winter. "This isn't a very comfortable place," said Tom's mother, "but I'd rather be here than in the house!"

"Is it a **tornado**, Dad?" asked Tom. His little sisters stared, wide-eyed with excitement.

"It really is a tornado!" Tom's father announced. "And it looks like a bad one. I'm concerned about the buildings and the animals. Let's pray that they won't be harmed."

The children all knelt with their parents for prayer. Finally, Father decided that it would be safe to peek outside. Carefully he lifted the door a crack. The storm seemed to have stopped, so he opened the door wide and looked out.

"The barn roof is gone!" he exclaimed. "But thank the Lord the house was low enough to miss the strongest part of the wind. It's all right."

Branches, fence posts, and an odd collection of objects were scattered all over the yard. The yard was quite a mess. Tom and his father rushed to the barn to quiet the frightened animals, thankful that none of them was hurt.

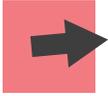


1.12

Circle the letters of the three main events from the story.

- a. Father went to the house to get Tom's mother and sisters.
- b. Storm clouds gather.
- c. The family takes shelter in the cellar.
- d. The yard was a mess.
- e. They look at the farm after the storm.

An outline. You have outlined a story before, using Roman numerals and capital letters. The main events would be listed with Roman numerals. Something that was told about a main event would be under it and would be listed with a capital letter.



Complete these activities.

1.13 Write the main events of the story opposite the Roman numerals. Write them in the order given in the story. The second one is done for you.

I. _____

II. The Family Takes Shelter in the Cellar

III. _____

1.14 List the details that support the main idea.

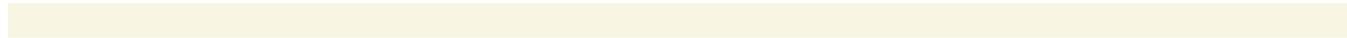
II. The Family Takes Shelter in the Cellar

A. _____

B. _____

C. _____

D. _____



A summary. A **summary** gives the important events or facts of a story or book. A summary skips most of the details, but a few interesting ones should be given. A summary of a book makes a good book report.



Write a short summary of either "Some Facts About Seals" or "Storm Clouds Over Kansas."

1.15 _____

Fiction and nonfiction books. Some books are stories that have never happened. These books are called **fiction**. Other books are true. The story of someone's life is a true story and is not fiction. It is called *nonfiction*. A history book or science book is nonfiction.



Read the title of each book and write it under the correct column. The first one is done for you.

The Life of George Washington
How to Make a Kite
Jack and the Beanstalk

Green Eggs and Ham
Billy's Trip to the Moon
Shells of the Sea

1.16

FICTION**NONFICTION**

The Life of George Washington

Book titles. Every important word in a book title should begin with a capital letter. Every first word in a title should also be capitalized. Such words as *and*, *of*, *the*, *a*, and *to* do not need to be capitalized unless they are the first word. Check the titles in 1.16 to see if you capitalized the letters in each title correctly.

Correct any that you missed.

**Teacher check:**

Initials _____ Date _____

Book lists. Book lists usually give the author’s name first, then the name of the book. The names are listed in alphabetical order by the author’s last name.

Example: Jones, John. *Shells of the Sea*.

When you want to read a book, you might choose one from a book list. The book list may tell you whether a book is fiction or nonfiction.

Book Report. There are many ways to give a book report. The name of the book and the author’s name should be included in any kind of report. A written report should include a summary of the story. Do not give the ending if you are telling the story to students who may want to read the book. A good report should make others want to read the book. Giving away the ending would spoil it for them. If you are asked to give the report directly to your teacher, you may give the ending.

Here are some other ways to report on a book.

1. Draw pictures or cut them out of magazines. Choose pictures that show different parts of the story or some of the characters. Mount them in the order that they occurred in the book. Put them in a booklet or show them to the class in order. Tell the story.
2. Write a letter to a friend telling about the book. Try to make it so interesting that your friend would want to read the book.
3. Make a poster advertising the book. Be sure to use a picture as well as lettering. Show it to the class and tell something about the book. Be sure to tell what you think of it. Did you like the book or not? Why, or why not?



| Girl creating a poster

- 1.17** Plan a book report on the last book you have read, or report on a new one. Give your report in front of the class, write it, and turn it in to your teacher.



Match these definitions with a word.

1.18 _____ funnel

1.19 _____ tornado

1.20 _____ summary

1.21 _____ fiction



Teacher check:

Initials _____

Date _____

- a terribly strong wind
- something made-up, a story that is not a fact
- a brief statement giving the main points
- a hollow cone with a wide mouth at the top, ending at the bottom in a tube
- the long nose of an animal



Handwriting and Spelling

Handwriting and spelling are important skills which you use almost every day. The following activities will help you to improve these skills.

Handwriting. Look at the lowercase letters to see how they slant. No letter is written straight up and down. Notice the dotted line that goes through the center of the first two letters. This dotted line shows you how far to the right the letter should lean. Think of an imaginary line going through all of the letters as you copy them. Be sure that all parts of a letter slant the same.



Complete these exercises.

1.22 Copy the sample letters.

The dotted lines will help you with the first two.

a d e i m n o r s u v w x

1.23 Write these words. Watch the slant of each letter.

ace mine or sue van won

Spelling. Learn to spell the words from Spelling Words-1. Big Words-1 are spelling words for the hard worker.

SPELLING WORDS - 1

January

February

March

April

May

June

July

August

September

October

November

December

Jan.

Feb.

Mar.

Apr.

Aug.

Sept.

Oct.

Nov.

Dec.

Mr.

Mrs.



Copy these spelling words in your best handwriting.

1.24

a. _____

b. _____

c. _____

d. _____

e. _____

f. _____

g. _____

h. _____

i. _____

j. _____

k. _____

l. _____

m. _____

n. _____

o. _____

p. _____

q. _____

r. _____

s. _____

t. _____

u. _____

v. _____

w. _____

These words are for hard workers.

BIG WORDS - 1

pound (lb.)

ounce (oz.)

street (St.)



Write a sentence on each line, using the words and abbreviations from the spelling list.

1.25 July _____

1.26 Mr. _____

1.27 January _____

1.28 April _____

1.29 Mrs. _____

1.30 September _____



Write the full name of each month after its abbreviation.

1.31 Feb. _____

1.32 Dec. _____

1.33 Aug. _____

1.34 Oct. _____

1.35 Nov. _____

1.36 Mar. _____



Unscramble each word and write it correctly.

1.37 yMa _____

1.38 nuJe _____

1.39 ptmeSerbe _____

1.40 chMra _____

1.41 gstAuu _____

- 1.42 lirpA _____
- 1.43 uraaJyn _____
- 1.44 brcoOte _____



Write the correct answer on each line.

- 1.45 Which three months begin with the letter *J*?
- a. _____ c. _____
- b. _____
- 1.46 Which two months begin with the letter *M*?
- a. _____ b. _____
- 1.47 Write the four months that end with the letters *ber*.
- a. _____ c. _____
- b. _____ d. _____
- 1.48 Write the four months that end with the letter *y*.
- a. _____ c. _____
- b. _____ d. _____
- 1.49 Which month has two *r*'s? _____
- 1.50 Which month has three *e*'s? _____
- 1.51 Which month has two *u*'s? _____
- 1.52 What punctuation mark follows each abbreviation?
- _____



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

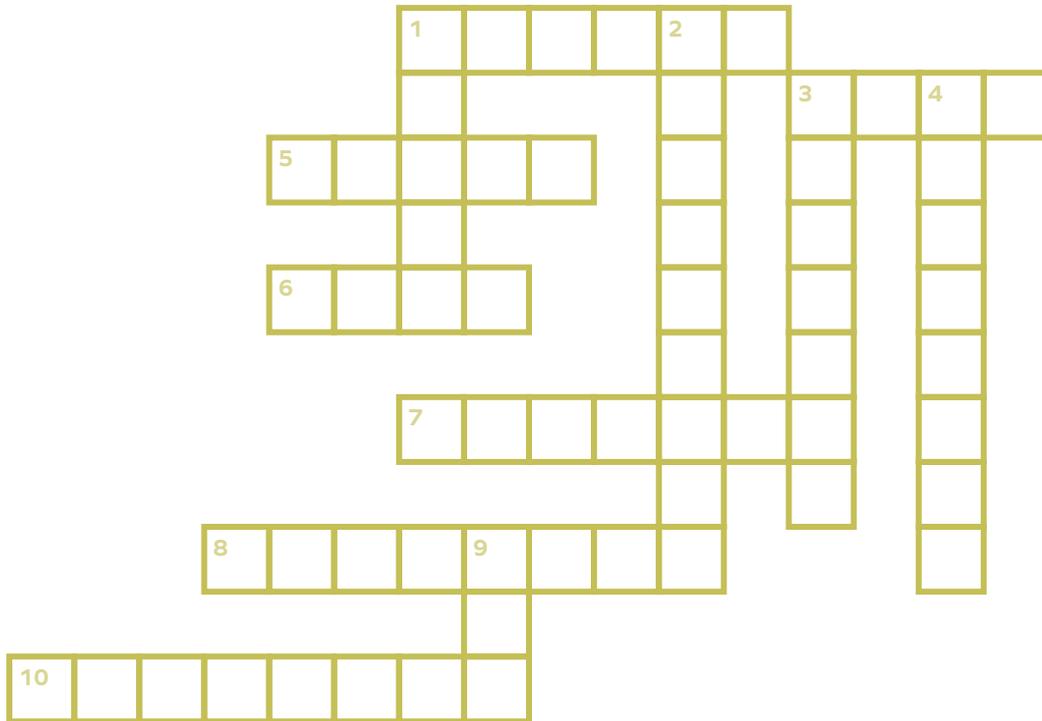
1.53 Jan. Feb. Mar. Apr. Aug. Sept. Oct. Nov. Dec. Mr. Mrs.

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

		JULY						2014
		SUN	MON	TUE	WED	THU	FRI	SAT
27				1	2	3	4	5
28	6	7	8	9	10	11	12	
29	13	14	15	16	17	18	19	
30	20	21	22	23	24	25	26	
31	27	28	29	30	31			



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.

SELF TEST 1

Circle the letter of the correct answer (each answer, 3 points).

- 1.01** How much does an elephant seal weigh?
 a. two and one-half tons
 b. one and one-half tons
 c. three-quarters of a ton
- 1.02** What colors are most seals?
 a. black and white
 b. gray or brown
 c. gray and white
- 1.03** Why were Jeff and Mike reading about seals?
 a. They had been to a zoo.
 b. They lived by the ocean.
 c. They had to give a report.

Match the word with its meaning (each answer, 3 points).

- | | | | | |
|--------------|-------|---------|----|---|
| 1.04 | _____ | active | a. | a hollow cone with a wide mouth at the top ending at the bottom in a tube |
| 1.05 | _____ | blubber | b. | a terribly strong wind |
| 1.06 | _____ | fiction | c. | lively |
| 1.07 | _____ | funnel | d. | a brief statement giving the main points |
| 1.08 | _____ | snout | e. | something made-up |
| 1.09 | _____ | summary | f. | the long nose of an animal |
| 1.010 | _____ | tornado | g. | the fat of whales and other sea animals |

Write *fact* or *opinion* on each line (each answer, 2 points).

- 1.011 _____ Seals are ugly.
- 1.012 _____ Seals have blubber.
- 1.013 _____ Young seals are called pups.
- 1.014 _____ Dogs make good pets.
- 1.015 _____ George Washington was the first President of the United States.
- 1.016 _____ Cherry pie tastes better than peach pie.
- 1.017 _____ My mother is the world's greatest cook.
- 1.018 _____ January has thirty-one days.
- 1.019 _____ Summer is the best season of the year.
- 1.020 _____ Adam was the first man.

Answer *true* or *false* (each answer, 2 points).

- 1.021 _____ Summaries should not be used for book reports.
- 1.022 _____ The story of someone's life is nonfiction.
- 1.023 _____ There is only one way to give a book report.
- 1.024 _____ In an outline the capital letters are used for ideas that are more important than those with Roman numerals.
- 1.025 _____ A summary gives the important events or facts of a story.
- 1.026 _____ A book of *fiction* is *not true*.
- 1.027 _____ Every word in a title should begin with a capital letter.
- 1.028 _____ A book list usually gives the name of the author before the name of the book.
- 1.029 _____ Always tell the ending of a book when giving a report to the class.
- 1.030 _____ A book report should include the name of the author.

Answer each question (each answer, 5 points).

1.031 How are books usually arranged on a book list? _____

1.032 What words in a title should begin with capital letters?

1.033 How should a story be outlined? _____

List three ways of giving a book report (each way, 5 points).

1.034 _____

1.035 _____

1.036 _____

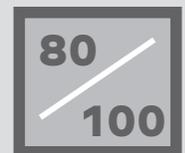


Teacher check:

Score _____

Initials _____

Date _____



Take your spelling test of Spelling Words-1.

2. PARABLES AND FABLES

In this section you will improve your reading skills by reading “Follow the Leader.” A puzzle will help you learn to follow directions.

Also, you will practice writing with the correct slant and will find puzzles and questions to help you spell words with suffixes.

Objectives

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

1. Use improved reading skills.
7. Compare parables and fables.
8. Follow and to give directions.
12. Define new vocabulary words.
13. Write with improved slant of letters.
14. 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 LIFE PAC.

fable (fă' bul). A story that is made up to teach a lesson, often about animals who can talk.

parable (par' u bul). A short story used to teach some truth or moral lesson.

moral (môr' ul). The lesson, inner meaning, or teaching of a fable, a story, or an event; having to do with right or wrong.

Pronunciation Key: hat, āge, cāre, fāir; 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.



Parables and Fables

A **parable** is a short, simple story teaching a **moral** lesson. Jesus often taught a lesson by telling a story in the form of a parable. A **fable** uses talking animals instead of people. Both parables and fables can both teach a lesson about right and wrong.

Follow the Leader

Three little geese were having fun,
following the leader one by one.
Gloria decided to try it awhile,
and joined the others in single file.
Across a lawn that was freshly mowed,
they followed the leader out onto the road.
They waddled along on their little webbed feet,
and came at last to a field of wheat.
Back and forth through the golden grain,
the leader led them over the plain.
They swam through a pond where the mud was thick,
and Gloria's feet began to stick.
"O my!" she said. "I can't get loose!"
she was such a fat and heavy old goose!
She tugged and pulled till at last she was free,
then she hurried to join the other three.
Into a woods the leader led them,
Gloria was hungry, but nobody fed them.
Night was near; the woods were thick,
she stumbled and tripped on a crooked stick.
The leader walked on and Gloria, too,



"O dear!" she said, "What shall I do?"
Her feet were tired, and now it was night,
"I'd like," she said, "to see a light."
Her leader had led the group astray,
she wanted her home, but could not find the way.
Then Gloria's owner found the four geese,
and they followed him home to comfort and peace.
Don't you be a goose and get lost in the night,
when you follow a leader, be sure that he's right.
If you follow Jesus in all that you do,
His light will guide you and will see you through!



Answer this question.

2.1 Is the story you just read a fable or parable? _____



Complete this activity.

2.2 Read one of these parables and discuss it with your teacher. Then write the story in your own words.

Matthew 7:24-27, "The Builders"

Luke 15:8-10, "The Lost Coin"

Luke 15:11-32, "The Lost Son"

Luke 15:3-7, "The Lost Sheep"

Matthew 13:47-50, "The Net"

Matthew 13:3-8, "The Sower"



Teacher check:

Initials _____ Date _____



Circle the letter of the correct answer.

2.3 What is the lesson to be learned from "Follow the Leader"?

- a. Gloria and the other geese got lost.
- b. We should be sure to follow the right leader.
- c. Do not stay out after dark.

- 2.4** In which of these verses does the Bible tell us who to follow? Find them in your Bible, then circle the letter.
- a. Romans 14:19
 - b. Hebrews 12:14
 - c. Matthew 4:19
- 2.5** How many geese were with Gloria?
- a. three
 - b. four
 - c. two
- 2.6** Where did the geese go first?
- a. to the field
 - b. into the woods
 - c. across the lawn
 - d. across the pond
- 2.7** Which sentence has nothing to do with the story?
- a. Gloria was fat and old.
 - b. The geese were out after dark.
 - c. A cow was in the field watching the geese.



Define these words.

- 2.8** parable _____

- 2.9** fable _____

- 2.10** moral _____

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?

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

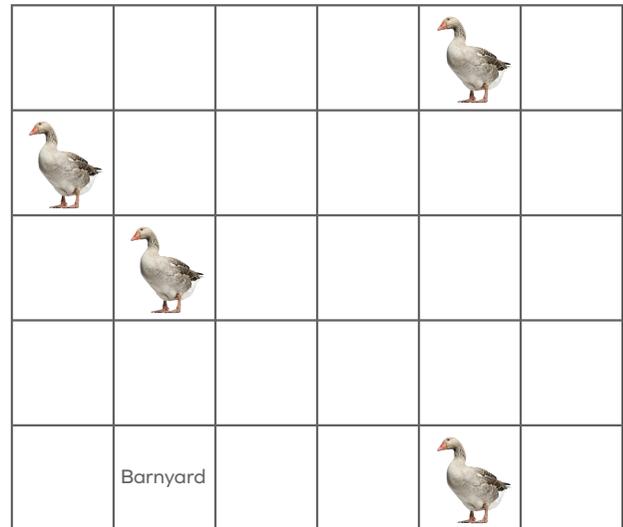
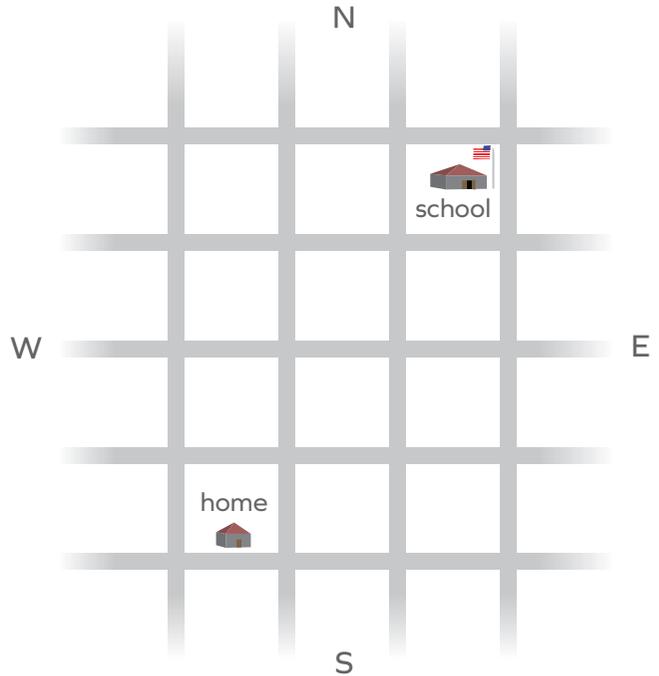


Follow these directions.

2.12

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

- Start in the barnyard square.
- Go left one space and up one space.
- Write *lawn* in this space.
- Go right two spaces.
- Write *road* in this space.
- Go right one space, up two spaces, and left one space.
- Write *field* in this space.
- Go up one space and left one space.
- Write *pond* in this space.



- Go left one space, down two spaces, and right four spaces.
- Write *woods* in this space.
- Go down one space, left three spaces and down one space. You should be back at the barnyard!

Handwriting and Spelling

Your handwriting and spelling should improve as you use the skills you have learned in these LIFEPAcs. The following activities will help you continue this improvement.

Handwriting. Seven letters have strokes that go below the base line. They are:

f f g g j p q y z

Watch the slant as you do these exercises.

2.13 Copy the letters.

Handwriting practice lines for exercise 2.13, showing a set of three lines (top blue, middle dashed pink, bottom blue) repeated twice.

2.14 Copy these words and letters, paying careful attention to the low strokes.

fig jug que puppy zipper

Handwriting practice lines for exercise 2.14, showing a set of three lines (top blue, middle dashed pink, bottom blue) repeated twice.



Finish each word with a letter or letters from the samples.

2.15 ra _____

2.16 _____ ip

2.17 _____ra_____e

2.18 ja _____

2.19 _____ueen

2.20 ca _____e

2.21 _____am

2.22 _____eather

2.23 _____uit



Teacher check:

Initials _____ Date _____

Spelling. Learn to spell the words from Spelling Words-2. Big Words -2 are spelling words for hard workers.

SPELLING WORDS - 2

agreement
friendless
statement
chewable

childish
sickness
careless
homeless

presentable
babyish
helpless
trainable

apartment
greatness
stillness

Review:

February
Feb.
April

August
Aug.
Apr.

Oct.
October

Dec.
December



Write these spelling words and abbreviations in your best handwriting.

2.24

- | | | |
|----------|----------|----------|
| a. _____ | b. _____ | c. _____ |
| d. _____ | e. _____ | f. _____ |
| g. _____ | h. _____ | i. _____ |
| j. _____ | k. _____ | l. _____ |
| m. _____ | n. _____ | o. _____ |
| p. _____ | q. _____ | r. _____ |
| s. _____ | t. _____ | u. _____ |
| v. _____ | w. _____ | x. _____ |
| y. _____ | | |

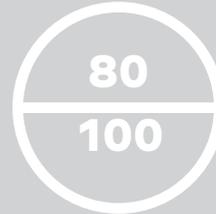
LANGUAGE ARTS 406

LIFEPAC TEST

NAME _____

DATE _____

SCORE _____



Circle the letter of the best answer (each answer, 3 points).

- Which answer gives the best summary of "Storm Clouds Over Kansas"?
 - Tom was feeding the cows when the storm began.
 - Tom and his family took shelter in the storm cellar during a tornado.
 - The animals were not hurt during the tornado.
- Which is an opinion?
 - Alaska is the largest state.
 - It is cold enough to need a sweater in March.
 - President's Day is in February.
- Which title is written correctly?
 - the Prince and the Baker
 - The Prince And The Baker
 - The Prince and the Baker
- Which of these titles is nonfiction?
 - Jerry and the Kite
 - A History of the United States
 - My Trip to the Moon

Complete this outline. Put Roman numerals and capital letters in this outline (each answer, 1 point).

5. _____ . Harbor Seals
 - _____ . Have no ears
 - _____ . Are quiet
 - _____ . Have short flippers
- _____ . Fur Seals and Sea Lions
 - _____ . Have small ears
 - _____ . Are noisy
 - _____ . Have longer flippers

Write a vocabulary word in the blank after its definition (each answer, 4 points).

6. Fat of whales and other sea animals. _____
7. Give, put, or place. _____
8. A story that is made up to teach a lesson and has animals that can talk.

9. Something made-up that is not a fact. _____

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

10. _____ A book list usually gives the author’s last name first.
11. _____ A good book report should include the main points of the book.
12. _____ A parable always uses an animal for a character.
13. _____ Naming the color of a shirt would help us to “see” it.
14. _____ Lines of poetry that rhyme usually have the same number of accented syllables.
15. _____ The first two lines of a poem must rhyme.
16. _____ A stanza is to a poem what a paragraph is to a story.
17. _____ Directions that you give to someone should be brief, but complete and easy to follow.

Read this poem, then write the line that should be used in the blank (this answer, 2 points).

- 18.** I have a little puppy dog;
 He waits for me each day
 And when he sees me coming home
-

- a. He wants to run and play.
- b. He wants to run and roam.
- c. He hides behind a log.

Complete each statement. Circle the words that best complete each statement and write them on the lines. (each answer, 3 points).

- 19.** Jesus often used _____ in his teachings.

- a. parables
- b. fables
- c. poems

- 20.** The main points of an outline are listed beside _____.

- a. small letters
- b. capital letters
- c. Roman numerals

- 21.** A good summary skips most of the _____.

- a. main events
- b. details
- c. interesting details

- 22.** The story of someone's life would be listed as _____.

- a. fiction
- b. nonfiction
- c. a fable

- 23.** In a title _____ are capitalized.

- a. all important words
- b. all words
- c. only the first and last words

- 24.** A book list is usually put in alphabetical order by _____.

- a. the author's first name
- b. the title of the book
- c. the author's last name

25. When giving a book report to your class you should not give

_____.

- a. the main events
- b. the ending
- c. the interesting details

Answer these questions (each question, 5 points).

26. How should good directions be given? _____
_____.

27. How is the stanza of a poem like the paragraph of a story?

28. In what way are fables and parables the same and in what way are they different?

a. _____

b. _____

29. How are poems of many lines divided? _____

30. What is the new poetry pattern you learned in this LIFEPAC?

Take your LIFEPAC Spelling Test.

These big words are for hard workers.

BIG WORDS - 2

dependable
government

happiness
heartless

stylish



Copy these spelling words in your best handwriting.

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



Complete this activity.

- 2.26** Write the root word and suffix for each of the following spelling words.

	Root Word	Suffix
a. homeless	_____	_____
b. careless	_____	_____
c. presentable	_____	_____
d. agreement	_____	_____
e. chewable	_____	_____
f. trainable	_____	_____
g. greatness	_____	_____
h. childish	_____	_____
i. babyish	_____	_____



Unscramble these sentences and circle the spelling words.

- 2.27** little The lived boy apartment in friendless an.

2.28 person very presentable careless A is not.

2.29 may strikes Anyone helpless when be sickness.

2.30 be games Childish can fun.

2.31 meat not Tough chewable is.



Answer these questions.

2.32 In which spelling word do you find *ie*? _____

2.33 In which spelling word do you find *ai*? _____

2.34 Which four spelling words contain silent e?

a. _____

b. _____

c. _____

d. _____



Write the spelling word that contains the smaller word. Circle the smaller word. The first one is done for you.

end

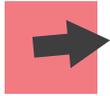
friendless

2.35 sent _____

2.36 dish _____

2.37 rain _____

2.38 ill _____



Solve the crossword puzzle with spelling words. Words from the extra list may be used.

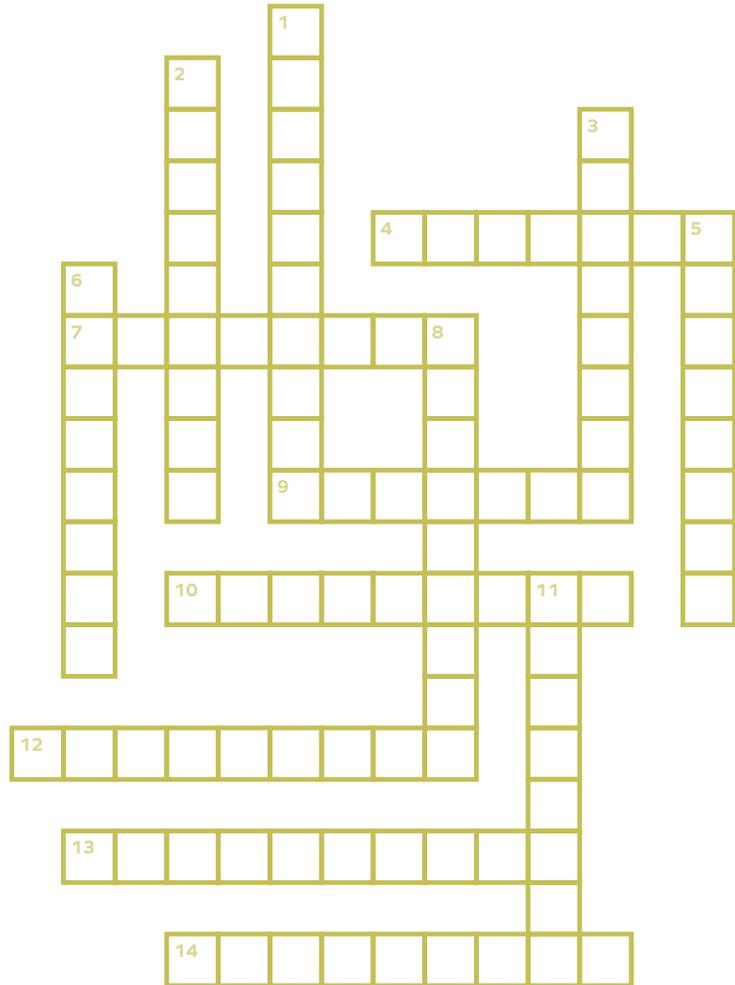
2.39

Down

1. Without friends
2. Something stated
3. Like a child
5. Not able to help oneself
6. Able to be chewed
8. Quiet, without motion
11. Illness

Across

4. Like a baby
7. Without a home
9. In style
10. The state of being great
12. Gladness
13. That on which you can depend
14. Unfeeling, cruel



Ask your teacher to give you a practice spelling test of Spelling Words-2 and Big 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 first 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 2

Answer true or false (each answer, 1 point).

- 2.01** _____ A parable has a moral.
- 2.02** _____ A fable is about people.
- 2.03** _____ Parables and fables teach lessons.
- 2.04** _____ Jesus often taught by using parables.
- 2.05** _____ Parables are usually very long stories.
- 2.06** _____ Good directions are very long.
- 2.07** _____ Directions should be complete.
- 2.08** _____ Directions should be hard to follow.
- 2.09** _____ A fable is a true story.
- 2.010** _____ The story "Follow the Leader" taught a lesson.

Circle the letter of the best answer (each answer, 3 points).

- 2.011** What is a fable?
- a. a short, simple story
 - b. a story using an animal character
 - c. a short, simple story about animals
 - d. a short, simple story using animal characters and teaching a moral lesson
- 2.012** In the story of the geese, where were the geese when their owner found them?
- a. in the pond
 - b. in the woods
 - c. in the field
- 2.013** What did Gloria, the goose, learn when she got lost?
- a. to follow the right leader
 - b. to stay out of muddy ponds
 - c. that her owner would always find her

- 2.014** Which sentence has nothing to do with the story of the geese?
- Gloria's owner shut the geese in a pen to keep them from running away.
 - There were four geese playing "Follow the Leader."
 - The geese got lost in the woods.
- 2.015** The word *moral* means
- a kind of animal.
 - a lesson or meaning; having to do with right or wrong.
 - a picture on a wall.

Complete each statement (each answer, 5 points).

- 2.016** A parable teaches a _____ lesson.
- 2.017** Jesus often taught by using _____.
- 2.018** Two ways of writing that teach a lesson about _____
- _____ and
 - _____ are
 - _____ and
 - _____.
- 2.019** To get to the right place, we need to listen and follow _____.
- 2.020** The leader of the geese had led the group _____.
- 2.021** Be sure you follow the right _____.
- 2.022** A Christian's leader is _____.

Answer each question (each answer, 5 points).

- 2.023** How are a parable and a fable alike?
- _____
- 2.024** How should book titles be written? _____
- _____
- 2.025** What is a summary? _____
- _____
- _____
- _____

2.026 What should be listed opposite the Roman numerals in an outline?

2.027 What should be listed opposite the capital letters in an outline?

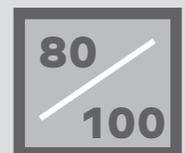


Teacher check:

Score _____

Initials _____

Date _____



Take your spelling test of Spelling Words-2.

3. POETRY

This section will review what you know about rhyme and about other ways of writing your thoughts in a poetic manner. You will learn how to “see” with words and how to write a poem with several parts. You will find a poem set to music that you can enjoy singing with your teacher, your classmates, or your family.

Handwriting exercises will help you to improve the slant of lowercase letters. You will also do new spelling exercises and puzzles.

Objectives

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

9. Use words that help us to “see.”
10. Write a poem in a new rhyming pattern.
11. Compare stanzas and paragraphs.
12. Define new vocabulary words.
13. Write with improved slant of letters.
14. 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 LIFE PAC.

bestow (bi stō'). To give, to put, or to place.

burdens (bēr' dunz). Heavy loads, duties, or sorrows.

cherish (cher' ish). To hold dear or to treat with tenderness; to aid or protect.

moods (müdz). Feelings.

prevail (pre vā'l). To be in general use; the most usual or strongest.

romp (romp). To rush and tumble in a playful manner.

Do you remember how to count accents in a line of poetry?

Here's an example: Ti' ny buds' on trees' ap peared'.

This line has four accents.

Another example: Shad' ows creep' a long' the lone'ly path'.

This line has five accents. Read each one quietly to yourself and tap each accent on the desk with your finger.



Mark and count the accents in each line and put the number on the line.

3.11 _____ The clank of chains broke through the silent night.

3.12 _____ Behold I bring you tidings of great joy.

3.13 _____ Love thy neighbor as thyself.

Lines that rhyme should have the same number of accents.



Write a line to finish this couplet (a two-line poem).

3.14 Merry sings the yellow bird.



Teacher check:

Initials _____ Date _____

Poetry Tips

We can make our writing sound more poetic in several ways. Using different words beginning with the same letter is one way. We can compare two things by saying that one thing is *like* another; for example, "He is *built like* a string bean." We can leave out *built like* and say, "He is a string bean."

Many words have synonyms that have about the same meaning, but are more interesting and do a better job of describing. "He *dashed* across the street" says more than "He *ran* across the street." A "*tough exam*" is a more interesting expression than a "*hard exam*."

Adjectives and adverbs give a sentence more meaning. For example, an "*awkward monkey*" means more than a "monkey." "He crept *mysteriously* around the corner" says more than "He crept around the corner."



Complete each sentence with an interesting word or expression.

- 3.15** The batter ran to first base like _____ .
- 3.16** She looks like _____ .
- 3.17** Marie sings like _____ .
- 3.18** He _____ into the field.
- 3.19** Jean _____ on the couch.



Circle the word that would make the sentence more interesting.

- 3.20** They (liked, admired) the new student.
- 3.21** They (bustled, hurried) about doing their work.
- 3.22** He was an (old, ancient) dog.
- 3.23** Her (chocolate, brown) dress was new.
- 3.24** The children chattered (loudly, noisily) under the tree.
- 3.25** The men hurried (frantically, excitedly) to the drowning boy.

Sometimes you can “see” with words. For example, “The clay was *oozing* and *squishing* between the fingers of the small boy.” *Oozing* and *squishing* help you to “see” the clay in your mind. You can “see” the clay in the small boy’s fingers with the help of these two words. You can almost feel the clay yourself!

“The *billowing* clouds in the heavens were blown gently by the wind”. The word *billowing* helps you to “see” the puffy clouds. “The *weeping* willow tree swayed in the breeze.” *Weeping* helps you to “see” how the branches of the willow tree droop and hang low to the ground.



Circle the one word in each sentence that can help you to “see.”

- 3.26** The smoky fire burned low.
- 3.27** The fire sputtered and burned out.
- 3.28** The twisted tree trunk lay on the ground.
- 3.29** His body was bruised.
- 3.30** The chocolate pie was cooling on the kitchen table.

Sometimes we feel happy, and sometimes we are sad. Sometimes we are angry, or we might feel pleased. These expressions are **moods**. Something that happens to us can make us feel a certain mood.

Poets often try to write a poem with a particular mood. The poem on the following page expresses a certain mood.



Bed in Summer

By Robert Louis Stevenson

In winter I get up at night
 And dress by yellow candle-light.
 In summer, quite the other way,
 I have to go to bed by day.

I have to go to bed and see
 The birds still hopping on the tree,
 Or hear the grown-up people's feet
 Still going past me in the street.

And does it not seem hard to you,
 When all the sky is clear and blue,
 And I should like so much to play,
 To have to go to bed by day?



| Boy trying to sleep while the sun is up



Complete these exercises.

- 3.31** Circle the letter of the mood that best fits "Bed in Summer."
 a. excited b. happy c. dissatisfied d. pleased
- 3.32** Read these verses from Song of Solomon 2:11 through 13 and circle the letter of the mood that best fits it.
- "For, lo, the winter is past, the rain is over and gone; The flowers appear on the earth; the time of the singing of birds is come, and the voice of the turtle is heard in our land; The fig tree putteth forth her green figs, and the vines with the tender grape give a good smell. Arise, my love, my fair one, and come away."
- a. sad b. hopeless c. pleasant d. dissatisfied

Poetry Writing

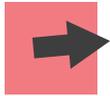
In Language Arts LIFEPAK 403 you learned to put two couplets together to form a four-line poem. The first two lines rhymed and the last two lines rhymed. Now read these four lines with a different pattern.



Breezes

Breezes push the fluffy clouds
 And sway the leafy trees.
 I wish that I might **romp** on high
 Just like a playful breeze.

This poem is not made of two couplets. Notice which lines rhyme. Only one pair of rhyming words appear, and they are not together. The first and third lines may rhyme or the second and fourth lines may rhyme. In this poem the second and fourth lines rhyme.



Complete these exercises.

3.33 Circle the two words that rhyme.

Busy, busy are the bees
 That buzz from flower to hive.
 They work from dawn to sunset
 Not just nine to five!

3.34 Finish this poem with a line that rhymes with the second line. You might use *sing, bring, thing, ring, or everything* for a rhyming word.

Sing a song of thankfulness
 For Christ, our Lord, is king.
 Praise Him for His love and care,



Teacher check:

Initials _____ Date _____

Accented syllables. In this new pattern you will find that the number of accented syllables in the first line will be the same as in the third line. The number of accented syllables in the second line will be the same as the number of accented syllables in the fourth line. Look at the Breezes poem and answer these questions.



Answer these questions.

- 3.35** How many accented syllables are in either the first or the third line of the poem about the breezes? _____
- 3.36** How many accented syllables are in either the second or the fourth line of the poem about the breezes? _____



Complete this activity.

- 3.37** Finish this poem by using the new pattern. Use the same number of accented syllables as the second line. Make the last line rhyme with the second line. Think of what you want to say. Then think of a word to rhyme with *Miss* that could be the last word of your line.

In hopes you'll be my valentine,
 Pretty little Miss,
 I made this card of hearts and flowers



Teacher check:

Initials _____ Date _____



Complete these activities.

- 3.38** Look through some poetry books that your teacher has for you to read. Find and read some poems that follow this new pattern.



Teacher check:

Initials _____

Date _____

3.39 Now try writing four lines all by yourself. You may use one of these titles, or you may use one of your own. Try several, and write them on another piece of paper.

Kitten in a Basket

Puppy Parade

High As a Kite

Something to Cry About

Surprise

Clang, Clang, Bang, Bang!



Teacher check:

Initials _____ Date _____

Capital letters in a poem. Now that you have written several poems, let's review what you know about using capital letters in a poem. Every important word in a title, including the first word, should begin with a capital letter. Each line of a poem usually begins with a capital letter. Use whatever punctuation you would use if it were not a poem.





Choose your best poem and copy it on these lines in your best handwriting.

3.40



Complete this activity.

3.41

Read at least one of your poems to the class and listen to those written by your classmates.



Teacher check:

Initials _____ Date _____

Verses or stanzas. A poem that has many lines, may be divided into **verses** or **stanzas**. These divisions are like paragraphs. Each paragraph continues the thought already begun and adds to it. Each verse or stanza does the same in a poem.

Sometimes poems are set to music. Sometimes they are written to fit music that is already written. Not all poems can be sung, but some make beautiful words for songs.

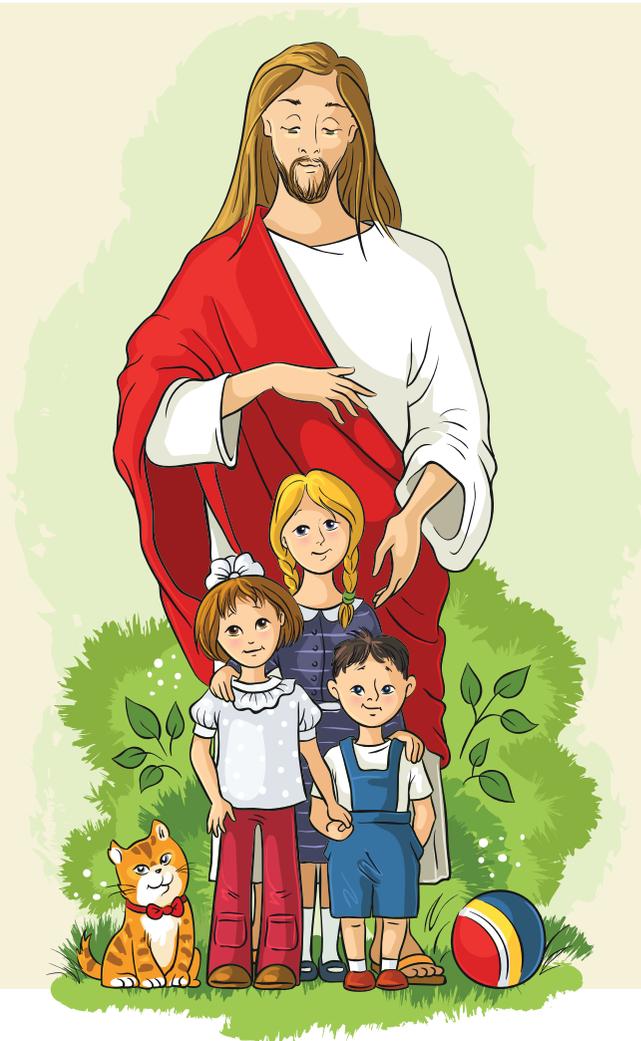
Here is a poem in two stanzas that could be sung. Each stanza has eight lines.

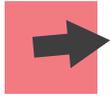


Don't Run Away From Jesus

Don't run away from Jesus,
 He's the truest friend you'll know.
 If you follow where He leads you
 Rich blessings He'll **bestow**.
 Don't run away from Jesus,
 For His light will guide your way:
 He'll lead you to a life of glory,
 Walking with Him each day!

Don't be afraid to trust Him,
 For His help will never fail.
 If you need Him, He'll be with you;
 His power will **prevail**.
 Don't run away from Jesus,
 Lay your **burdens** at His feet;
 Give Him your life to **cherish** 'til you
 Meet at the judgment seat!



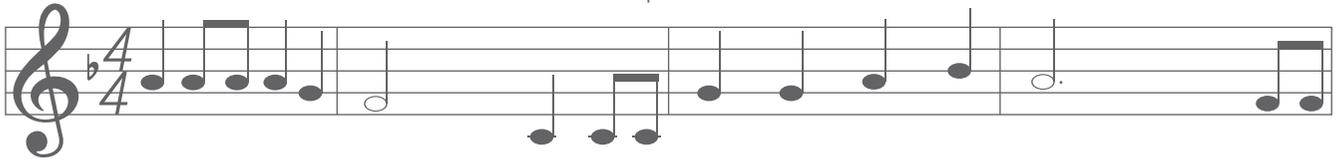


Complete this activity.

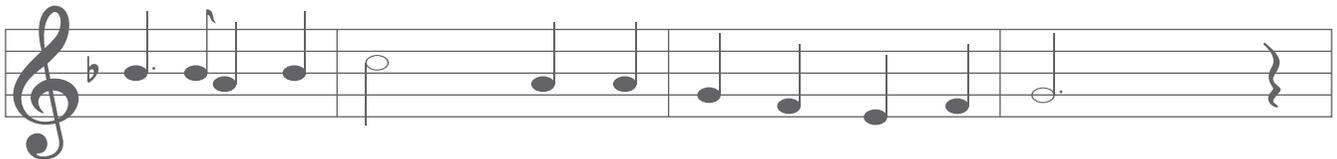
3.42 Now let's try these words in a song. Sing it with your teacher and classmates, or at home with your family.

DON'T RUN AWAY FROM JESUS

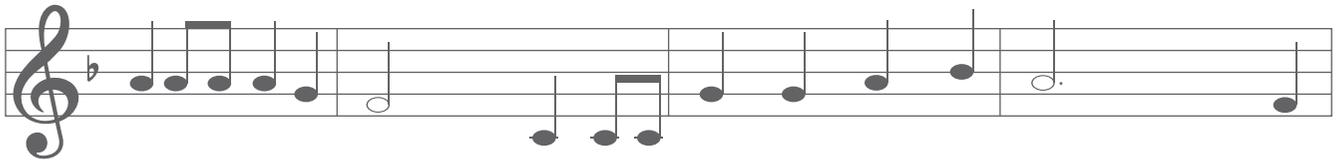
Mildred Spires Jacobs



Don't run a-way from Je- sus. He's the tru- est friend you'll know. If you
 Don't be a-fraid to trust Him. For His help will ne- ver fail. If you



fol- low where He leads with you. Rich bless- ings. He'll be- stow.
 need Him, He'll be with you; His pow- er will pre- vail.



Don't run a-way from Je- sus. For his light will guide your way; He'll
 Don't run a-way from Je- sus. Lay your bur- dens at His feet; Give



lead you to a life of glo- ry, Walk- ing with Him each day!
 Him your life to cher- ish 'til you Meet at the judg- ment seat!



Define these words.

3.43 moods _____

3.44 romp _____

3.45 verse _____

3.46 stanza _____

- 3.47 bestow _____
- 3.48 prevail _____
- 3.49 burden _____
- 3.50 cherish _____

Handwriting and Spelling

Have you seen an improvement in your handwriting and spelling? Check all of your written work to be sure you are spelling words correctly and using your best handwriting. Give your best effort as you practice these skills.

Handwriting. Letters that go above the middle line need to be written with special attention to the slant of each part of the letter. Pay special attention to the tall lines as you write.



Complete these exercises.

- 3.51 Copy these letters.



- 3.52 Copy these words.





Answer this question.

3.53 Which letter goes above the middle line and below the base line?



Use each letter in a word. Do not use any of the sample words.

3.54 _____ **3.58** _____

3.55 _____ **3.59** _____

3.56 _____ **3.60** _____

3.57 _____



Teacher check:

Initials _____ Date _____

Spelling. Learn to spell the words from Spelling Words-3. Big Words-3 are spelling words for hard workers.

SPELLING WORDS - 3

Sunday	Sun.	all-out
Monday	Mon.	first-rate
Tuesday	Tues.	good-looking
Wednesday	Wed.	grown-up
Thursday	Thurs.	hopeful
Friday	Fri.	pull
Saturday	Sat.	red-haired
summer		

Review:

January	August	friendless
Jan.	Aug.	statement



Copy these spelling words in your best handwriting.

3.61

- | | |
|-----------|-----------|
| a. _____ | b. _____ |
| c. _____ | d. _____ |
| e. _____ | f. _____ |
| g. _____ | h. _____ |
| i. _____ | j. _____ |
| k. _____ | l. _____ |
| m. _____ | n. _____ |
| o. _____ | p. _____ |
| q. _____ | r. _____ |
| s. _____ | t. _____ |
| u. _____ | v. _____ |
| w. _____ | x. _____ |
| y. _____ | z. _____ |
| aa. _____ | bb. _____ |

These big words are for hard workers.

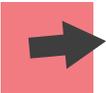
BIG WORDS - 3

funnel-shaped

nonfiction

self-taught

half-hearted



Copy these words in your best handwriting.

3.62

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



Answer these questions.

- 3.63** Which two days of the week contain a silent letter?
 a. _____ b. _____
- 3.64** Which two days of the week begin with the letter S?
 a. _____ b. _____
- 3.65** Which two days of the week begin with the letter T?
 a. _____ b. _____
- 3.66** Which two words have the /u/ sound as in *buck*?
 a. _____ b. _____
- 3.67** Which two words have the /u/ sound as in *full*?
 a. _____ b. _____
- 3.68** Which word has an o with a short /u/ sound? _____
- 3.69** Which word has a long /i/ sound? _____
- 3.70** Which five words contain a hyphen?
 a. _____ b. _____
 c. _____ d. _____
 e. _____
- 3.71** Which new word and which review word have a short /a/ sound?
 a. _____ b. _____



Complete these sentences with words from the spelling list.

- 3.72** Carla looked like a _____ in her older sister's dress.
- 3.73** Jerry's brother was _____ that he could get on the team.
- 3.74** We go to church on _____ .
- 3.75** Jack made an _____ effort for baseball.
- 3.76** The season which immediately follows spring is _____ .



Use each of these words in a sentence.

3.77 Saturday _____

3.78 Wednesday _____

3.79 Tuesday _____

3.80 good-looking _____

3.81 red-haired _____

3.82 first-rate _____

3.83 summer _____

3.84 pull _____



See how many words you can make from the letters in *Wednesday*.

3.85 Write the words on these lines. Example: *den*

a. _____

b. _____

c. _____

d. _____

e. _____

f. _____

g. _____

h. _____

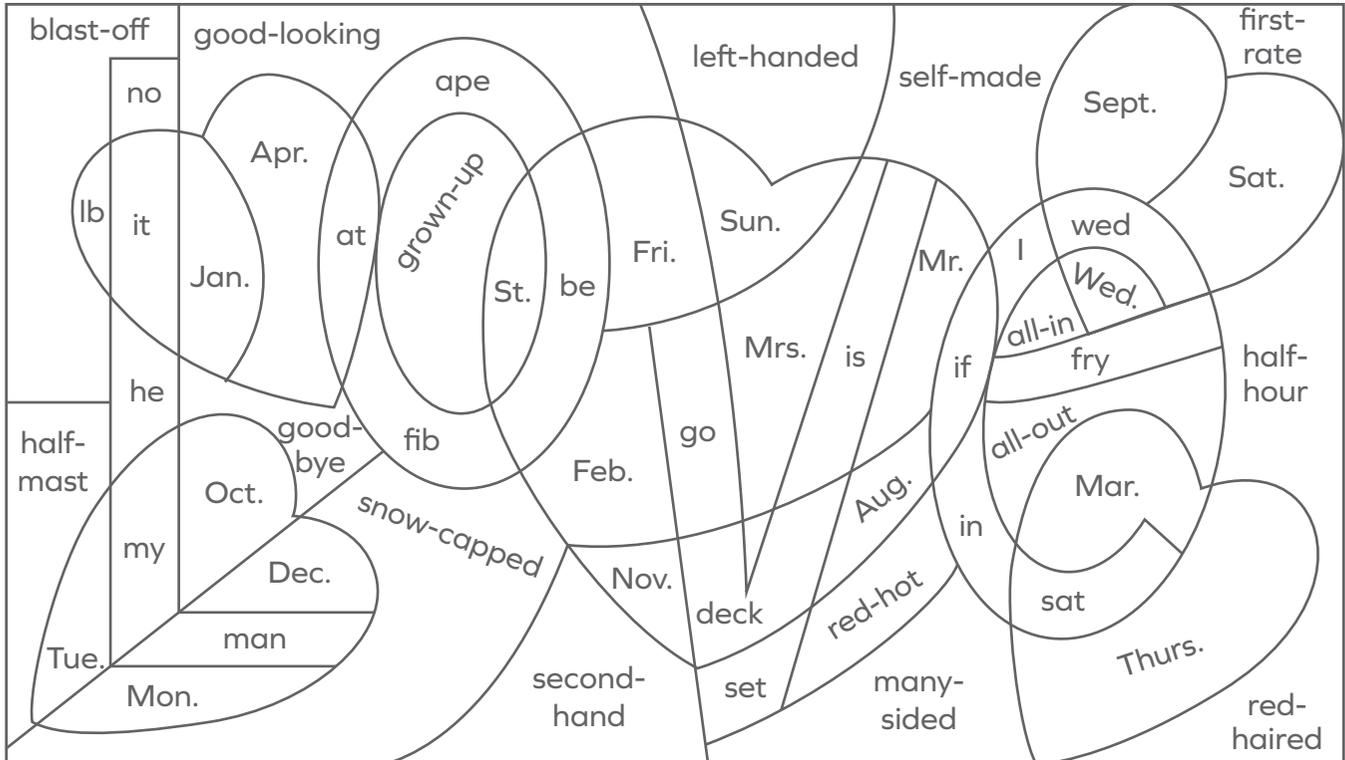
i. _____



Color the puzzle.

3.86

Color abbreviations **red**.
 Color a word with a hyphen **yellow**.
 Color the remaining words black.





Find the days of the week in this puzzle.

3.87

S	T	U	B	Y	T	A	C	P
K	H	O	B	S	U	E	R	O
R	U	M	O	S	E	C	D	I
D	R	X	E	U	S	S	I	T
C	S	M	O	N	D	A	Y	E
M	D	E	R	D	A	T	P	Q
G	A	O	Z	A	Y	U	O	L
F	Y	I	R	Y	B	R	O	C
W	E	D	N	E	S	D	A	Y
H	J	F	R	I	D	A	Y	S
V	O	W	I	E	R	Y	A	L



Ask your teacher to give you a practice spelling test of **Spelling Words-3** and **Big Words-3**. Restudy the words you missed.



Before you take this last **Self Test**, you may want to do one or more of these self checks.

1. _____ Read the objectives. See if you can do them.
2. _____ Restudy the material related to any objectives that you cannot do.
3. _____ Use the **SQ3R** study procedure to review the material:
 - a. **S**can the sections.
 - b. **Q**uestion yourself.
 - c. **R**ead to answer your questions.
 - d. **R**ecite the answers to yourself.
 - e. **R**evue areas you did not understand.
4. _____ Review all vocabulary, activities, and Self Tests, writing a correct answer for every wrong answer.

SELF TEST 3

Match the words that rhyme (each answer, 3 points).

- | | | |
|-------------|---------------|----------|
| 3.01 | _____ ship | a. seven |
| 3.02 | _____ between | b. slip |
| 3.03 | _____ praise | c. more |
| 3.04 | _____ shore | d. raise |
| 3.05 | _____ heaven | e. seen |

Count the number of accented syllables and circle the letter of the correct number (each answer, 3 points).

- 3.06** O sing unto the Lord!
 a. five
 b. three
 c. four
- 3.07** Silent night, holy night.
 a. three
 b. five
 c. four

Circle the letter of the more interesting sentence (each answer, 3 points).

- 3.08** a. He looked mean.
 b. He looked as mean as a bulldog.
- 3.09** a. She was soaking up the warm sunshine.
 b. She was lying in the sun.
- 3.010** a. The trip was eventful.
 b. The trip was interesting.
- 3.011** a. He ran surprisingly fast.
 b. He ran quite fast.

Circle the letter of the sentence that helps us to “see” (each answer, 3 points).

- 3.012** a. Melted ice cream dribbled down his chin.
b. Melted ice cream ran down his chin.
- 3.013** a. Jean wore a pretty dress.
b. Jean wore a purple dress.

Circle the letter of the mood that describes this sentence (this answer, 3 points).

- 3.014** The fire engine went clanging up the street.
a. happy
b. sad
c. excited
d. pleasant

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

- 3.015** _____ Verse and stanza mean the same.
- 3.016** _____ All poems can easily be set to music.
- 3.017** _____ In all poems, the first and second lines must rhyme.
- 3.018** _____ Rhyming lines usually have the same number of accented syllables.
- 3.019** _____ In the story, “Storm Clouds Over Kansas,” several animals were hurt in the tornado.
- 3.020** _____ An opinion is usually a fact.
- 3.021** _____ In an outline, capital letters are used for the most important points.
- 3.022** _____ Book lists usually give the author’s last name first.
- 3.023** _____ Only the first word and important words in a title begin with a capital letter.
- 3.024** _____ You should not tell the ending of a book when reporting to the class.

Write a definition for each word (each definition, 4 points).

3.025 active _____

3.026 fiction _____

3.027 summary _____

3.028 snout _____

3.029 fable _____

3.030 moral _____

3.031 parable _____

Answer each question (each answer, 5 points).

3.032 How are a parable and a fable the same? _____

3.033 How is a fable different from a parable? _____

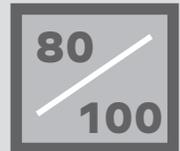


Teacher check:

Score _____

Initials _____

Date _____



Take your spelling test of Spelling Words-3.



Before you take the LIFEPAC Test, you may want to do one or more of these self checks.

1. _____ Read the objectives. See if you can do them.
2. _____ Restudy the material related to any objectives that you cannot do.
3. _____ Use the **SQ3R** study procedure to review the material.
4. _____ Review activities, Self Tests, and LIFEPAC vocabulary words.
5. _____ Restudy areas of weakness indicated by the last Self Test.
6. _____ Review all Spelling Words in this LIFEPAC.

