



LIFE·PAC®

Language Arts

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Alpha Omega Publications®

LANGUAGE ARTS 401

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LANGUAGE ARTS 401

This LIFE PAC® contains a story that tells how important it is to feel needed and wanted. The activities will help you to understand the story.

You will learn something about the history of the English language, how to improve your reading and study skills, and how to make a written report.

Stories using your new spelling words and helpful handwriting exercises will add to your LIFE PAC enjoyment.

OBJECTIVES

Read these objectives. The objectives tell you what you will be able to do when you have successfully completed this LIFE PAC.

When you have finished this LIFE PAC, you should be able to:

1. Select the main idea of a paragraph or a story.
2. Give details of a story.
3. Put the events of a story in the order in which they happened.
4. Write a simple outline.
5. Define words by the way they are used in sentences.
6. Tell the moral lesson of a story.
7. Define new words.
8. Name Greek and Latin roots and "borrowed words" from other languages.
9. Write a report.
10. Write lower-case letters.
11. 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.

challenge (chal' enj). A contest of skill.

concentrate (kon' sun trāt). To pay close attention.

directions (du rek' shunz). A guide that tells what to do.

fluency (flü' un sē). A smooth, easy flow.

launch (lônch). To start; to set going.

munching (munch´ing). Chewing noisily.

outline (out´līn´). A general plan.

philology (fu lol´u jē). Study of language or words.

phrase (frāz). Two or more words arranged together to act as a unit in a sentence.

source (sôrs). The beginning of something.

subtopic (sub´top´ik). Under the main topic; a less important subject.

unabridged (un´u brijd´). Complete. Not shortened.

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, ĭce; hot, ōpen, ōrder; oil; out; cup, pūt, rŭle; child; long; thin; /TH/ for then; /zh/ for measure; /a/ represents /a/ in about, /e/ in taken, /i/ in pencil, /o/ in lemon, and /u/ in circus.

I. SECTION ONE

The first story in this unit is about a boy your age who had some special friends and a unique problem which his entire family helped to solve. Also, in this section you will learn about the history of some of the English words you use every day. You will learn to spell some new words.

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

1. Select the main idea of a paragraph or a story.
2. Give details of a story.
3. Put the events of a story in the order in which they happened.
6. Tell the moral lesson of a story.
7. Define new words.
8. Name Greek and Latin roots and "borrowed words" from other languages.
10. Write lower-case letters.
11. Spell new words.

Restudy these vocabulary words.

philology

source

unabridged

JOEY AND THE SAD TREE (PART ONE)



Joey Prince was a very happy young man because he had many special friends—four squirrels, two rabbits, and many colorful birds that visited the bird feeder daily. In the large yard were thirteen trees of various sizes.

At mealtime each day, Joey and his family fed the birds, squirrels, and rabbits. Someone also refilled the water container every day. The family gave the squirrels nuts and crackers. Sometimes, as an extra treat, Mrs. Prince spread peanut butter on the crackers. The rabbits were given



The animals liked to eat in Joey's yard.

lettuce and carrot tops, which they loved. The birds were fed birdseed and bread crumbs.

Joey's special friends thanked Joey and his family in ways that delighted everyone. The rabbits hopped around and ate within arm's reach of family members. Sometimes the squirrels sat on Joey's lap to eat their food, and the birds often rested on his shoulders. Sue, Joey's younger sister, often played in the yard while the rabbits and birds ate nearby. Squirrels took nuts from Sue's hand. These wild animals came near to the people in Joey's family because they trusted them.

One day while playing in the yard, Joey noticed that one tree seemed to have a sad look on its trunk. He ran into the house to tell his mother.

Mother went into the yard to see for herself.

"Yes, Joey, that tree looks unhappy. We must find the reason why it is sad."

When his older sister, Liz, came home Joey showed her the sad tree, too. "I'll think about how we can make it happy again," she said.

Joey and his family loved their home and all the little animals that lived nearby. They were a happy family, who shared their thoughts with each other. If something troubled one of them, the rest knew about it. They sat down together and talked over their problems. They had learned that they could solve most of their problems together.

That night after dinner the family went into the living room to talk about the sad tree. Liz was the first person to enter the conversation.

"Let's build a seat around the tree so we can sit under its branches," she suggested.

"Liz, that is a good idea," Joey remarked. He looked at his dad. "What about that idea, Dad?"

"I think that is a good idea, but why not build seats around all the trees that don't have swings hanging from them? I'll need help to build them," he answered. Sue, Joey's younger sister, added, "I know I can help by holding nails and running errands."



Joey talked to the sad tree.