



LIFE·PAC®

Language Arts

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Alpha Omega Publications®

LANGUAGE ARTS 504

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LANGUAGE ARTS 504



In Language Arts LIFEPAK® 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 LIFEPAK, 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 LIFEPAK successfully, you will have taken another step toward being a good communicator.

OBJECTIVES

Read these objectives. The objectives tell you what you should be able to do when you have successfully completed this LIFEPAK.

When you have finished this LIFEPAK, 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.

VOCABULARY

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

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

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

attitude (at' u tüd). The feeling, manner, and behavior of a person toward a situation or cause.

comely (kum' lē). Pleasant to look at; attractive.

comrade (kom' rad). Companion and friend; a person who shares in what another is doing; partner.

courtesy (kér' 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 fēr'). To find out by thinking; conclude.

inventory (in' vun tōr' e). A list of things for a special purpose.

metaphor (met' u fōr). A phrase or word that means one thing ordinarily but is applied to something else to make a comparison; a figure of speech.

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

originator (u rij' u nāt ôr). One who causes something to come into being.

outline (out' līn). A brief plan.

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

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

personality (pēr' su nal' u tē). Qualities of a person that make he or she different from others.

predicate (pred' u kit). The word or words in a sentence that tell what is said about the subject.

preserve (pri zerv'). Place where wild animals, fish, or trees and plants are protected.

primitive (prim' u tiv). Of early times; of long ago; very simple.

report (ri pôrt'). Anything formally expressed in writing.

resist (ri zist'). Act against; oppose.

restrain (ri stran'). Hold back; keep down; keep within limits.

scornfully (skôrn' ful lē). Showing contempt; mockingly; full of scorn.

simile (sim' u lē). An expressed comparison of two different things or ideas using "like" or "as"; a likeness between things.

source (sôrs). A person, place, or thing from which anything comes or is obtained.

structure (struk' chur). A building; anything composed of parts arranged together.

subject (sub' jikt). Something thought about, discussed, or studied; word or group of words about which something is said in a sentence.

sullenness (sul' un nis). Silence because of bad humor or anger; gloominess.

survey (ser vā'). Look over; view; examine; measure for boundaries.

topic (top' ik). Subject that people think, write, or talk about.

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

trait (trāt). Quality of mind or character, such as honesty.

treacherous (trech' ur us). Not to be trusted; not faithful; not reliable; deceiving.

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; /TH/ for then; /zh/ for measure; /u/ represents /a/ in about, /e/ in taken, /i/ in pencil, /o/ in lemon, and /u/ in circus.

I. SECTION ONE

Section One 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.

SECTION 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.

Restudy these vocabulary words.

accumulative	exhaust	infer
analyzed	geochemist	microscopic
courtesy	geologist	particle
environmental	imply	particularly
EPA	industrial	toxicity
especially		



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. Once upon a time, all children could enjoy eating snow and licking icicles. A homemade winter snow cone was a treat hard to resist. Eating it while making canyons through a huge snowdrift made it more delightful. Many times boys and girls competed for the longest, crystal clear, icy spear dangling from a wintry housetop!

Space-age children are not free to eat snow and lick icicles. Read the following article to learn why eating snow can be dangerous to your health. Discover how we learned the facts about poison snow.