

Whose Is It?

Nouns can be made to show ownership. Ownership nouns end with an apostrophe and s. The apostrophe and s show that something belongs to that person, place, or thing.

Using ownership nouns makes a sentence shorter and easier to read.

The horses that belong to the man are on the road.

The man's horses are on the road.

Add an apostrophe and s to make a singular noun show ownership. (*insect - insect's*).



Underline the words that show ownership.

1. papers tractor's cat's ponds worker's



Rewrite the phrases, using words that show ownership. Write cursive.

2. the toys that belong to the baby

3. the paw of the dog

WE REMEMBER



Circle the paragraph about good ways to prepare for tests.

4. After each lesson, Marta wrote important things in her notebook. Each day she read the list and added new things. She underlined important words in her LightUnit.

Grace worked through her LightUnit as fast as she could. She did not write down important things or underline important words. She did not review each lesson the next day.



Underline the topic sentence of the second paragraph in Number 4.



Circle *S* for *statement* or *Q* for *question*.

5. Some butterflies fly south for the winter months. **S** **Q**
6. Why do butterflies fly south? **S** **Q**



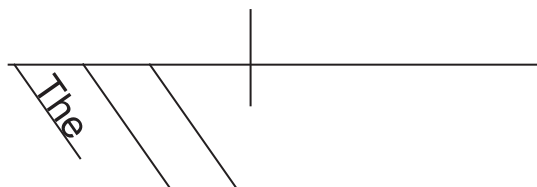
Underline words to complete the sentences.

7. A paragraph is a group of sentences that tell about one **topic, word**. Sentences in a paragraph **follow each other, start on a new line**. The **first, last** line is indented.



Diagram the sentence.

8. The pretty little bird chirped.



Lesson 9



Write the number of the correct word in each box.

- | | | | |
|--------------|---------------|-----------|---------------|
| 1. underline | 3. cheerfully | 5. list | 7. directions |
| 2. remember | 4. test | 6. listen | 8. review |

9. carefully when your teacher explains a lesson. Follow the carefully in your LightUnit. As you study your LightUnit, things you want to remember. Keep a where you can it often. Study this list, *Study Word* boxes, lesson titles, and pictures when you study for a . Do your test . Tests help you what you have learned.



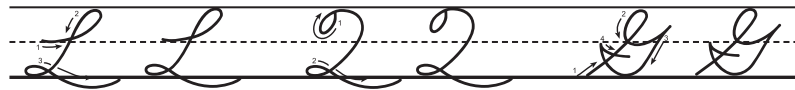
Circle the word that comes first in alphabetical order.

10. sneak sleet sunbeam

Penmanship



*Remember to make good loops and slanted lines.
Bring the tail of the L and Q below the baseline.*



Do your penmanship on page 54.

- 11. Write the cursive capitals *L*, *Q*, and *G* four times.
Write the cursive words *Lamb*, *Quit*, and *God* twice.

S-P-E-L-L-I-N-G

Sometimes words that look the same are pronounced differently. Listen to the word *lead* in these sentences.

I will lead you to the right place. Lead is a very heavy metal.



Write *lead* on the blanks. Mark the *e* long or short. Write cursive.

12. John dropped the _____ weight on his foot.

13. Can you _____ the way to the park?



Add *member* and *lumber* to these words to make compound words.

14. _____ ship _____ yard



Write two spelling words that begin with consonant blends.

15. _____

Lesson 10

Review and Quiz 2

Let's find out how much you remember of what you have learned.

Prepare for the quiz by looking over the work you have done so far. If you don't understand something, ask your teacher for help.



SECTION 3

Lesson 11

Writing a Paragraph

Not just any group of sentences is a paragraph. A paragraph must have a topic sentence. The other sentences must all be about the same subject.



On other paper, write a rough draft. Follow the directions.

1. Choose a topic for your paragraph.
 Write a topic sentence to tell about the subject of your paragraph.
 Write three or four more sentences to tell more about your topic.



Write your paragraph on the lines.

○ 2.

Handwriting practice lines consisting of multiple sets of solid top and bottom lines with a dashed midline.

Lesson 11



Proofread your paragraph. Circle *yes* or *no* to answer the questions.

- 3. a. Does your paragraph have a topic sentence? **yes** **no**
- b. Does each sentence begin with a capital letter
and end with a punctuation mark? **yes** **no**
- c. Did you write neatly? **yes** **no**

WE REMEMBER



Rewrite the phrase to make it show ownership. Write cursive.

4. **the waves of the ocean**



Write the abbreviations for *February, November, and December.*

5. _____



Match the phrases to make sentences.

6. Singular nouns •

• show something belongs to someone.

Plural nouns •

• name one person, place, or thing.

Words that show ownership •

• name more than one person, place, or thing.

A topic sentence gives •

• the subject of a paragraph.



Write a good title for the paragraph you wrote in Number 2.

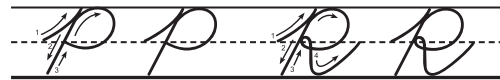
△ 7.

Penmanship



Work neatly. Use good slant, make all the strokes correctly and keep your letters on the right lines. Do not press on your pencil too hard or too lightly.

Remember not to make the circles in the capital R and P too big.



Do your penmanship on page 55.

- 8. Write the cursive capitals *P* and *R* four times.
Write the words *Peace* and *Robin* twice.

S-P-E-L-L-I-N-G

WORDS TO SPELL 3

paid	right	might	globe	marker
chain	lie	soap	chart	smart
size	tire	show	Thurs.	Thursday

An *a* followed by *r* says *är*, as in *star* and *car*.

är



car



star

Lesson 11



Write the spelling words that have the *är* sound. Circle the letters that say *är*. Write cursive.

9. _____



Write the spelling words that say *ā*. Mark the vowels.

10. _____



Write three one-syllable spelling words that begin with consonant digraphs. Write cursive.

11. _____



Write spelling words in the blanks. Write cursive.

12. Mother _____ the clerk for the groceries.

13. The coat was a _____ too large for Gary.

14. We use _____ to wash our clothes.

15. Dad fixed the flat _____ .

16. The teacher used a _____ to teach geography.



Proofread your work.



Cut out the Section 3 spelling word bookmark.