

Most of your spelling words for this section have suffixes. Suffixes change the meaning of root words.

Double the last consonant if . . .

1. the word has a short vowel sound.
2. the word ends with one consonant.
3. the suffix begins with a vowel.



Write each spelling word that doubles the final consonant before adding the suffix. Underline the root words. Write cursive.

15.

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Cut out the Section 1 bookmark.



Remember to proofread all your work in this LightUnit.

Lesson 2

Then What Happened?

What makes a good paragraph? You already know that a paragraph needs a good topic sentence. A good paragraph

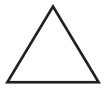
also tells things in the proper order. If the sentences are out of order, the paragraph does not make sense.

As we wound our way up the mountain, we saw lots of rocks, trees, and flowers. Last summer we went to visit Grandmother and Grandfather. At noon we stopped for a picnic and saw some deer. We had a good visit. At Grandfather's, I helped Grandmother pick strawberries and Kevin helped Grandfather load hay.

What is wrong with this paragraph? It doesn't tell what happened in the right order. The sentences are all mixed up.

STUDY

transition word (tranzɪʃən wɜːd) a word that keeps the action moving. *Then* and *next* are transition words.



Say these words to someone.

Words like *first*, *after*, *then*, *later*, *next*, *finally*, *now*, and *last* are **transition words**. They help the reader go from one sentence to another. Use these words to make your paragraph easier to read.



Read the paragraph. Underline the transition words that help the reader go from one action to the next.

1. Mother makes delicious pancakes. First, she puts flour, salt, sugar, and baking powder into a bowl and stirs. Then she separates the egg yolks from the egg whites. She puts the egg yolks and milk into the bowl with the flour. After mixing well, she adds the beaten egg whites and stirs the batter. Finally, she dips the batter onto the skillet and fries the pancakes.

WE REMEMBER



Complete the sentence to tell what a glossary is. Write cursive.

○ 2.

A glossary is



Use an ownership word to rewrite the phrase. Write cursive.

the handkerchief that belongs to the girl

3.



Underline the compound sentence.

4. Jeff and Thomas cut the logs and loaded the truck.

Jeff cut the logs and Thomas loaded the truck.



Underline the correct homophones.

5. The **to**, **two** little girls wanted **to**, **too**, go **to**, **two** the bank **too**, **two**.

6. **Their**, **There** car is in the garage.

7. **There**, **They're** studying about the two layers of skin.

8. **There**, **They're** are many blood vessels in the second layer of skin.

9. **Your**, **You're** skin protects you in many ways.

10. **Your**, **You're** my friend.

When diagramming a sentence, put the noun and verb on the straight line. Put the articles and describing words on slanted lines under the noun.

The pretty little wings flapped.



Draw an arrow from the article to the noun. Diagram the sentence.

11. The funny monkey chattered.

Penmanship



Turn to page 55 and study Example 2 before you write.
Make sure you punctuate the sentence correctly.



Turn to page 55 and copy Number 2.

- Teacher, how did I loop my O?

Good **Fair** **Poor**



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

When a root word ends with two consonants or has a long vowel sound, do not double the last consonant before adding a vowel suffix.



Write the spelling words that do not double the last consonant when adding a suffix. Write cursive. Circle the suffix in each word.

12.

_____	_____
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_____	_____
_____	_____
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_____	_____
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_____	_____
_____	_____
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_____	_____



Write the spelling words that could describe weather. Write cursive.

13.

_____	_____	_____
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_____	_____	_____

Lesson 3

Pronouns

A pronoun takes the place of a noun.

PRONOUNS

USE WHEN...

<i>I, me</i>	→ →	talking about yourself
<i>we, us</i>	→ →	talking about yourself and others
<i>it</i>	→ →	talking about a thing
<i>you</i>	→ →	talking to someone else
<i>she, her</i>	→ →	talking about a girl or woman
<i>he, him</i>	→ →	talking about a boy or man
<i>them, they</i>	→ →	talking about other people

Always capitalize the pronoun *I*.

Say *I* last when you use it with a noun or pronoun.

The pronoun *you* can be singular or plural.



Underline the correct pronoun to replace the underlined words.

1. Mother took the flowers to the neighbors. **them** **they**
2. Arlin gave the books to Justin. **he** **him**
3. Mr. Bowman answered the question for Judy and me. **them** **us**
4. Carol and Ruth took a fruit basket to Sister Mary. **her** **she**



Write pronouns to replace the underlined nouns.

They

The children walked to school through the rain.

5. _____ Town is a busy place.
6. _____ Dad and I visited the ostrich farm.
7. _____ James studied hard for the test.



Write a sentence using *I* with another person's name.

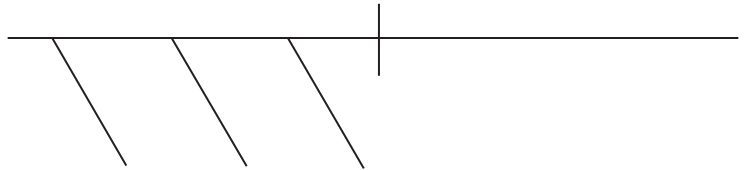
- 8. _____

WE REMEMBER

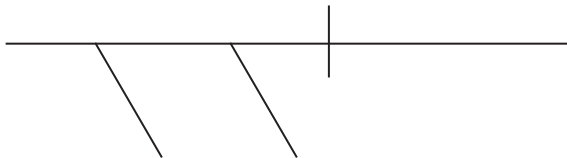


Underline the articles. Draw arrows to the nouns they signal. Diagram the sentences.

9. The little brown puppy ran.



10. An icy wind blew.



Box the first three words of each sentence that shows someone thinking good thoughts.

11. It takes time to study for this test, but I want to make a good grade. I will study hard.

I got 85% on my test last time, so this time I will try to do better.

I hate to study. I don't care what I get on my test.



Underline the correct words.

12. Cindy **can, may** go to town with Mother today.

13. I **can, may** carry the groceries to the car.



Underline the titles of respect and initials. Then write them correctly.

14. I signed the paper g t b.

15. We will help mr and mrs Lee move.



Circle the transition words. Underline the compound sentence. Box the first word of the topic sentence.

16. Saturday Martha made breakfast by herself for the first time. First she stirred up some orange juice. Then she cooked some oatmeal. Next she set the table. After that she put some cinnamon rolls on a plate and warmed them. Finally, everything was ready, and the family sat down to a wonderful meal.

Penmanship



Turn to page 55 and copy Number 3.

○ Teacher, how did I slant my letters?

Good Fair Poor



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



Write the root words and add the suffix in parentheses. Write cursive.

17. slip (ed)

hard (er)

gray (est)

rust (y)

brag (ing)

frisk (y)



Write the root words for these words. Write cursive.

faster

trusting

shopper

18.

Three sets of handwriting lines (top solid, middle dashed, bottom solid) for writing the root words.



Do this on other paper.

- 19. Write the Section 1 spelling words.

Lesson 4

Nouns and Pronouns

Read the paragraph. How could pronouns be used to make it sound better?

Sally went to the bookstore with Father. Sally saw a book that Sally liked. Sally asked Father to buy it so that Sally could read it. Father said Sally could have the book.



In the paragraph above, underline the proper nouns that should be replaced by pronouns.

Do not use a pronoun right after a noun.

Henry he went to the orchard to pick apples.