

## Lesson 4

### *Run, Jog, Race, Dash*

**Action verbs** tell what the noun in a sentence does. Eight-year-old Susie may *laugh, giggle, chuckle, or snicker*. Dick may *run, jog, race, or dash* across the yard.

Suppose Dick is chasing the fastest boy in school. Which sentence would you use?

Dick jogged after Johnny.      Dick raced after Johnny.

Each verb gives a different picture. Always choose verbs that will make your reader *see* what is happening.



**Underline two verbs that could be used instead of the verb in the box.**

- |    |                                    |         |         |         |
|----|------------------------------------|---------|---------|---------|
| 1. | <input type="text" value="walk"/>  | tiptoe  | graze   | shuffle |
| 2. | <input type="text" value="talk"/>  | whisper | chat    | sing    |
| 3. | <input type="text" value="shout"/> | yell    | whisper | scream  |
| 4. | <input type="text" value="jump"/>  | crawl   | hop     | leap    |
| 5. | <input type="text" value="sit"/>   | squat   | perch   | thump   |



**Underline the better verb for each sentence.**

- Mary **stumbled, skipped** slowly through the deep snow.
- I **crunched, squashed** the dry leaves with my hands.
- The old man **crashed, thumped** down the street with his wooden leg.



**Underline the verb in each sentence. Write a better verb in the blank.**

- 9. Tommy looked around the corner.  
 Tommy \_\_\_\_\_ around the corner.
- 10. The little boy walked after his father.  
 The little boy \_\_\_\_\_ after his father.

## WE REMEMBER



Underline the question word. Make up an answer for the question and write it as a statement.

- 11. Who lit the candle?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Put an X in the box of each name that is not like it would be in a phone book. Number the other names in alphabetical order.

- |     |                          |              |                          |             |
|-----|--------------------------|--------------|--------------------------|-------------|
| 12. | <input type="checkbox"/> | John BOYD    | <input type="checkbox"/> | CLINE Elmer |
|     | <input type="checkbox"/> | Mike CLIFTON | <input type="checkbox"/> | Peter Cross |
|     | <input type="checkbox"/> | CLOVER Diane | <input type="checkbox"/> | CLARKE Brad |



Circle the correct words.

- 13. You may **set**, **sit** outside to eat your lunch today.
- 14. **Set**, **sit** the box outside the door.
- 15. Do not **set**, **sit** on the damp ground.
- 16. **Set**, **Sit** the bottle on the counter.



**Put quotation marks where they belong.**

17. Susan, did you know that our Thanksgiving is always on the fourth Thursday in November? asked Crystal. But Thanksgiving in Canada is on the second Monday in October.

I know, said Susan. Mr. and Mrs. Lane lived in Canada before they moved to Virginia this year. He said Canada's Thanksgiving is almost like ours.

Last year Mrs. Lane baked a 14-pound turkey, Susan remarked. They had friends and relatives at their house for dinner.

This year they sent me a Thanksgiving card, stated Susan.

They sound like friendly people. I wish they'd come to visit us, said Crystal.



**Underline the correct word. Circle the other *no* and *not* words.**

They don't want anything, nothing.

18. I didn't finish **any, none** of my work.

19. There isn't **any, no** bread in the freezer.

## Penmanship



**Write Sentence 4 on page 52.**

How well do my letters touch the lines?

**Good**

**Fair**

**Poor**



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

The *ēr* sound can be spelled several ways. Learn which spellings to use for the *ēr* sound.

where      bear      hair      pare



Write a spelling word that says *ēr*. Circle the letters that say *ēr*.

20.

\_\_\_\_\_

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\_\_\_\_\_



Write the spelling words that begin with consonant digraphs in alphabetical order.

21.

a. \_\_\_\_\_

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\_\_\_\_\_

b. \_\_\_\_\_

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\_\_\_\_\_

c. \_\_\_\_\_

-----

\_\_\_\_\_

d. \_\_\_\_\_

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\_\_\_\_\_

## Lesson 5

### Review and Quiz 1

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.



Be sure you can answer the following questions. Answer them on other paper or study them with a friend.

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



Write an ownership noun from your spelling list in each blank.  
Use each word once.

14.

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

bottle

bat

dress

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

desk

fur

feed



Write two one-syllable words that have the ə sound.

15.

\_\_\_\_\_

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\_\_\_\_\_

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## Lesson 8

### Subjects and Predicates

The *complete subject* is the main noun and the words that go with it.

The *complete predicate* is the main verb and the words that go with it.

You know how to find the complete subject and predicate. Now you will learn to find the **simple subject** and the **simple predicate**.

*The contented cows stood in the shade.*

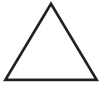
*The contented cows* is the complete subject. It tells what did the action. *Stood in the shade* is the complete predicate. It tells what the subject did.

The simple subject is *cows*. It is the main noun. The simple predicate is *stood*. It is the main verb.

**STUDY**

**simple predicate** (sim' pəl pre' di kət) the verb in the complete predicate that tells the action of the noun

**simple subject** (sim' pəl səb' jikt) the noun or pronoun in the complete subject that tells who or what did the action



Say these words to someone.



Draw a line between the complete subject and complete predicate. Underline the simple subject once and the simple predicate twice.

Buffy | likes his bath.

1. Ten eager children climbed the mountain.
2. Joe slammed the door.
3. Large brown leaves dropped from the tree.
4. Wild animals learn to protect themselves.
5. The fourth elephant jumped.

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## WE REMEMBER



Underline the better verbs.

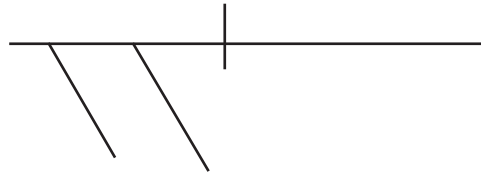
6. Darrel **looked**, **peeped** through the tiny hole.
7. My sister **gathers**, **gets** the eggs.
8. The lamb **ran**, **bounced** through the field, trying to catch the butterfly.

Lesson 8



Diagram the sentences. Use a ruler to draw the second diagram.

9. The angry lion roared.



10. A strong limb broke.



Underline the good homework habits.

11. Keep a list of all your homework.

Tell your parents when you have homework.

Study for about a half hour, then take a five-minute break.

Think about what you would like to do after your homework is done.



Build a sentence from this simple subject and simple predicate.

Men rode.

○ 12.

Four sets of handwriting lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

## Penmanship



Study the example. Do not crowd your sentences at the ends of lines.

*A stitch in time saves nine.*



Turn to page 53 and write Sentence 7.

- How well are the sentences in my paragraph spaced?

**Good      Fair      Poor**



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

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Many words that end with the *v* sound end with a silent *e*. Read these words.

save      cave      have      love      give      pave



Write the spelling words that end with the *v* sound and a silent *e*.

13.




Write ownership nouns from the spelling list in the blanks.

△ 14. The \_\_\_\_\_ claws scratched my hands.

△ 15. The \_\_\_\_\_ hands are so tiny!

△ 16. The teacher put the \_\_\_\_\_ work on the wall.

△ 17. The \_\_\_\_\_ father took him fishing.

△ 18. A \_\_\_\_\_ love is a gift from God.



Do this on other paper.

- 19. Write the Section 2 spelling words.