

### How-To

Suppose you want to know how to draw lions like your friend Ethan. You ask Ethan to tell you how. He says, “I don’t have time to tell you now. But I can write the directions for you.”

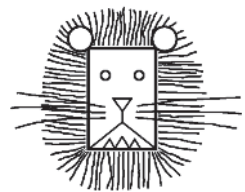
You can hardly wait until you get the directions. One day there is an envelope in the mailbox for you from Ethan. You open it, pull out the paper, and begin to read the directions for drawing a lion that Ethan wrote for you. This is what you read:

Draw a box. Put two rings on the corners and a nose in the middle. Draw lines from the nose to the corners. Draw eyes and teeth and a mane. Put whiskers on, and your lion is done.

Could you draw a lion from Ethan’s directions? Are they clear and easy to understand? Can you tell exactly what you need to do? No. The directions are confusing.

Now read these directions:

To draw a lion, first get a piece of paper. Draw a box that is a little taller than it is wide. On the outside of the top two corners of the box, draw two little circles for ears. Then put an upside-down triangle in the middle of the box for a nose. Add a short vertical line from the bottom of the nose. Draw two diagonal lines from the bottom of the short line to the bottom corners of the box. Put three sharp teeth along the bottom edge of the box. Then draw two circles for eyes. Now you are ready for the mane. Make the mane by drawing lines out from the edges of the box. Now you need to make three big whiskers on each side of the nose. And your lion is finished!



Do you think you could draw a lion from *these* directions? They are more clear, aren’t they? What makes this paragraph better than the first one?

Lesson 3

1. It gives more details and explains them very carefully.
2. It uses transition words like *first*, *next*, *after*, *then*, and *now* to show order.



**Follow the directions.**

1. Circle the transition words in the second set of directions.
- △ 2. Follow the directions to draw the lion.

## We Remember



**Name five subject pronouns. Beside each, write the other pronoun form that means the same as the subject pronoun.**

3. \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Some sentences have both a helping verb and a main verb. Draw arrows from the adverb to the helping verb and to the main verb.

Many early Christians were cruelly tortured.



**Underline the adverbs in the sentences. Draw arrows to the verbs they modify.**

4. Steve has quickly finished his homework.

5. "Sleep well tonight," said Mother.
6. Charlene shivered excitedly.



**Write the correct form of each irregular verb.**

7. (draw) Sherilyn \_\_\_\_\_ pictures on Timmy's get-well card.
8. (lose) Dad \_\_\_\_\_ his car keys.



**Underline the words that should be capitalized.**

9. mother and aunt susan cleaned grandma's house last week.
10. many english words have come from greek and latin.
11. some belizeans speak spanish and english.
12. there was an earthquake in el salvador.



**Write T or F.**

13. \_\_\_\_ Fidgeting in church distracts others.
14. \_\_\_\_ Speak clearly when giving directions to someone.
15. \_\_\_\_ Do most of the talking when you are with your friends.
16. \_\_\_\_ Encyclopedia articles do not always agree with the Bible.
17. \_\_\_\_ Write in phrases when taking notes.
18. \_\_\_\_ Use a pleasant voice and be courteous on the phone.



**Underline the verb twice and the subject once.**

19. Do not climb the peach tree.
20. The playhouse in the apple tree belongs to Tina.



**Put commas in the sentences where they belong.**

21. "Mother when was I born?" asked Benjamin.
22. "You were born on Monday July 23 1990" answered Mother.

Lesson 3



Write the subject of each sentence.

- 23. \_\_\_\_\_ After dishes were done, Nicole helped Jennifer with a puzzle.
- 24. \_\_\_\_\_ Rejoice in the Lord.
- 25. \_\_\_\_\_ Look at that beautiful sunset!



Complete the comparisons.

- 26. *pretty* \_\_\_\_\_
- 27. *good* \_\_\_\_\_
- 28. *well* \_\_\_\_\_



## Penmanship

Be careful to copy a poem exactly as it is written.



Copy the last four lines of the poem on page 9. Remember to put the author's name at the end of the poem.

- 29. I wrote the author's name.    *Yes*    *No*



## Spelling



Copy these spelling words.

- 30. avenue \_\_\_\_\_
- 31. servant \_\_\_\_\_
- 32. interstate \_\_\_\_\_
- 33. exit \_\_\_\_\_
- 34. sidewalk \_\_\_\_\_

35. treatment \_\_\_\_\_
36. whisper \_\_\_\_\_



**Write a spelling word in each category.**

37. adult            babyish            youth            \_\_\_\_\_
38. fly                glide                sail                \_\_\_\_\_
39. ache                hurt                painful            \_\_\_\_\_
40. biggest            tiniest                smallest            \_\_\_\_\_



**Write the spelling words from the sentences.**

41. Did the captive think he could escape on the trail?  
 \_\_\_\_\_
42. It is not childish to ask God for wisdom.  
 \_\_\_\_\_
43. Listening in church will improve our worship.  
 \_\_\_\_\_

## Lesson 4

### Writing a How-To

In Lesson 3 you read some how-to paragraphs. You know that a good how-to paragraph does these things:

- ... gives details and explains very carefully.
- ... uses transition words like *first*, *next*, *after*, *then*, and *now* to show order.

A how-to paragraph may also include pictures that help explain the directions.





Lesson 4



Circle the letters of right ways to use the telephone.

22. a. Take messages accurately.                      c. Talk unkindly about other people.  
b. Guess at unfamiliar numbers.                      d. Be courteous.



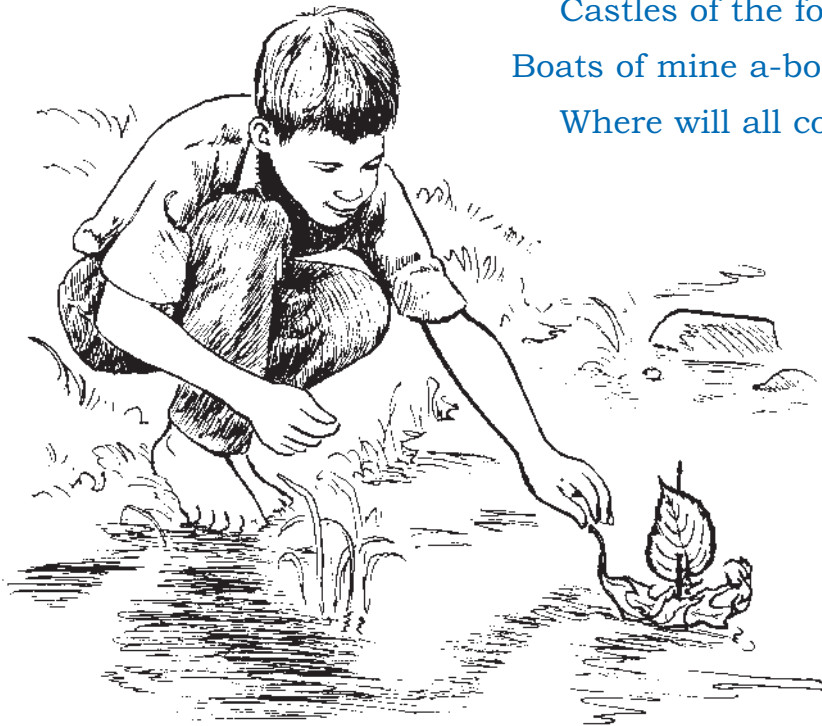
## Penmanship

Here's the next poem you'll copy.

### WHERE GO THE BOATS?

Dark brown is the river,  
Golden is the sand.  
It flows along forever,  
With trees on either hand.

Green leaves a-floating,  
Castles of the foam,  
Boats of mine a-boating—  
Where will all come home?



On goes the river  
And out past the mill,  
Away down the valley,  
Away down the hill.  
Away down the river,  
A hundred miles or more,  
Other little children  
Shall bring my boats ashore.

—Robert Louis Stevenson



Copy the title and first verse of the poem.

- 23. I indented the second and fourth lines.      Yes      No



# Spelling



Write the spelling words that have the vowels in this order. No words have the same vowels in the same order. Hint: Look for the first vowel and check the rest of the vowels in the word.

24. ooi \_\_\_\_\_

33. ai \_\_\_\_\_

25. ie \_\_\_\_\_

34. ae \_\_\_\_\_

26. ii \_\_\_\_\_

35. oa \_\_\_\_\_

27. iea \_\_\_\_\_

36. io \_\_\_\_\_

28. aeue \_\_\_\_\_

37. ieae \_\_\_\_\_

29. oe \_\_\_\_\_

38. eae \_\_\_\_\_

30. ea \_\_\_\_\_

39. oi \_\_\_\_\_

31. iay \_\_\_\_\_

40. ioe \_\_\_\_\_

32. ei \_\_\_\_\_

41. aie \_\_\_\_\_



Fill in the missing letters. Then write the spelling words.

42. \_\_\_ ea \_\_\_ \_\_\_ t \_\_\_\_\_

43. w \_\_\_ d \_\_\_ \_\_\_\_\_

44. \_\_\_ h \_\_\_ p \_\_\_ \_\_\_\_\_

45. \_\_\_ g \_\_\_ s \_\_\_\_\_