

Lesson 4

Dividing Words Into Syllables

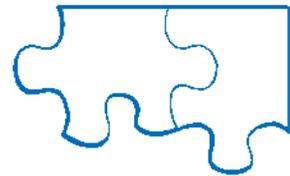
We divide compound words between the two little words that make a compound word. We divide words that have prefixes or suffixes between the prefix and root word and between the root word and suffix.

We can also divide words between two consonants that are the same. We call them **double consonants**.



pen|ny

puz|zle



Divide these words between the double consonants.

- muffle summer little puzzle hurry
- paddle ladder funny happy wiggle



Draw a line from each word to its number of syllables.

3.

second	1	wonderful	puzzle	1	forgetful
squirm	2	exit	stroke	2	great
huddle	3	summer	understand	3	happy

WE REMEMBER



Put an *N* above each noun.
Put a *V* above each verb.

4. The family went to the city.
5. Mother packed a good lunch.
6. My pencil broke.



Underline the sentence that is right.

7. That there dress is mine.
That dress is mine.



Circle the right choice.

8. A habit is something we do **often**, **not very often**.
9. Learn to be **quick**, **quiet**.
10. Follow **some of**, **all** the directions.
11. **Proofread**, **Quickly look over** your work when you are finished.
12. **Nouns**, **Verbs** show action.
13. Use **thē**, **thə** before a word that begins with a vowel.
14. Use a **period**, **comma** after **yes** or **no** at the beginning of a sentence.
15. Every sentence begins with a **capital**, **lowercase** letter.
16. **Kin**, **Colt** comes first in alphabetical order.
17. **Colt**, **City**, **Cent** comes first in alphabetical order.



Draw a line to the sound the underlined letters make.

18. wringer

f

knew

f

phone

r

enough

n

graph

phrase



Circle the sentences that tell how you should check your work.

19. Mark wrong answers wrong.

Check your answers carefully.

Be honest sometimes.

Make a neat **x** when scoring.



Penmanship



Write your sentences to look like a story. If one line is not full, start the next sentence on that same line.



Write these sentences on other paper.

- 20. **Joseph lived with some bad people. But he still loved God.**

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



In some words, the **k** sound is followed by **e** or **i**. Use **k** to spell the **k** sound.

kid

kept

kite

keg



Lesson 4



Write three spelling words that start with the *k* sound followed by an *e* or *i*.

21.



Write spelling words that rhyme with these words.

22.

croak

bent



Circle the number of syllables in each word.

23.

pencil 1 2 3

December 1 2 3

24.

second 1 2 3

price 1 2 3



Write each spelling word that has a long vowel and a *c* that says *s*.

25.

Creative Writing 



Today you will finish your Creative Writing.

Review for Quiz 1

You have learned many things in Section 1. Now it is time to see how much you remember.

- Read the words in the **Word Study** boxes. If you do not understand any words, ask your teacher to help you.
- Read the titles in your LightUnit. Do you remember each lesson? What were some things you liked?
- If you had any questions wrong, read them again. Do you know the answers now? If not, find and study the answers in your LightUnit.



**When you are ready, ask your teacher for Quiz 1.
Read all the directions carefully.**

*Good. Better. Best.
Never let it rest
'Til your good is better
And your better best!*

Turn to page 73 to do the Extra Activity for Section 1.

SECTION 2

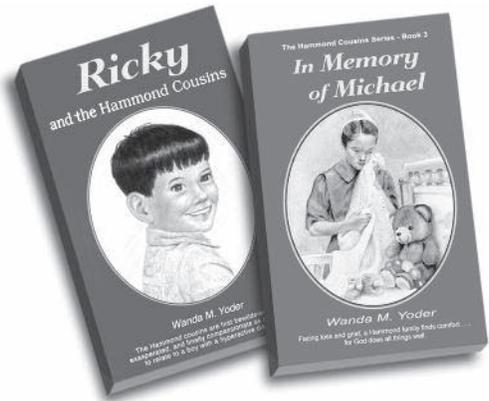
Lesson 6

Book Reports

We learn many things from books. Some books tell us about animals. Some tell us about people. Some books tell us about other times or places.

Tell your friends about the books you read. Maybe they will want to read them too.

Here are some things you will want to say when you tell about your books.



1. The title of your book.
2. Who wrote the book.
3. Something you liked about the book.
4. Where to find the book.

STUDY

book report (bŭk rĭ•pŏrt) a report given to tell about a book that was read



Say these words to someone.

Your teacher will ask you to give a **book report** in class. You will want to plan to say the title of your book and who wrote it. Tell something you really liked about

it. Tell the class where to find the book. Maybe they will want to read it too.

Your book report does not need to be long. It may last about two or three minutes. Say just enough to make others want to read the book.

When you give your book report, stand up straight. Talk loudly enough that everyone in the class can hear. Use good expression. Do not play with your hands. Keep them at your sides if you are not holding something to show the class.

You may want to draw a picture about something that happened in the book to show the class.

Start planning to give a book report. In Lesson 11 you will give a book report to your class. You need time to get ready for it. Below is a list of things you need to do. You do not have to do them all in one day. Do one or two things every day. When you get to Lesson 11, you should be ready to give your book report to your class.

1. Find a book you like.
2. Read the book carefully.
3. Write things you like about the book.
4. Learn to say the title of the book.
5. Learn to say who wrote the book.
6. You may draw a picture to show something that happened in the book.

Lesson 6



Underline the phrases that tell what you should say when you give a book report.

1.
 - a. who wrote the book
 - b. what happened yesterday
 - c. the title of the book
 - d. something that happened in the book
 - e. where others can find the book
 - f. what Mother made for supper



Work on your book report for 10 or 15 minutes.

- 2. I worked on my book report _____ minutes.

Silent Letters

igh = ī



night

<u>l</u>ight	<u>n</u>ight
<u>r</u>ight	<u>s</u>ight
<u>m</u>ight	<u>f</u>ight



Mark the vowels. Cross out *all* the silent letters.

3. knife right fight sign flight
4. tight light write night comb

WE REMEMBER



Underline the correct word.

5. The word *wonderful* has **two**, **three** syllables.
6. There are **one**, **two** syllables in *happy*.
7. Writing is one way to **communicate**, **language**.
8. Find **an**, **a** place for me.



**Underline the nouns in each sentence.
Circle the verbs.**

9. Jerry slipped on the ice.
10. Jan broke the pencil.
11. The colt ran to the barn.



Write the sound of the underlined letters on the line.

- | | | | | | |
|-----|---------------|--|---------------|--|--------------------|
| | _____ | | _____ | | _____ |
| | | | | | |
| 12. | <u>w</u> ring | | la <u>ugh</u> | | ph <u>o</u> netics |
| | _____ | | _____ | | _____ |
| | _____ | | _____ | | _____ |
| | | | | | |
| 13. | <u>R</u> alph | | gn <u>a</u> t | | nu <u>m</u> b |
| | _____ | | _____ | | _____ |
| | _____ | | _____ | | _____ |

Penmanship



Sometimes you may want to write words in two columns. Begin numbering your paper just as you do when you have one column.

Now find the middle of your paper. Use your ruler to draw a straight line down to the bottom of your paper. Then number the second column like you did the first column.



Copy these words in two columns on your own paper.

○ 14.

1.	colt	7. age
2.	cent	8. kin
3.	city	9. face
4.	gym	10. pack
5.	glad	11. page
6.	game	12. huge



Write Neatly!