

Creative Writing

Exploring

In this LightUnit, you will write a **thank-you note** to someone. First, you will **explore** what this means.



God wants us to be thankful. He tells us to give thanks always for all things. Sometimes things happen or someone gives us something that we don't really like. Then it may be hard to be thankful.

Think about the many friends God has given you. Our friends do many things for us. Sometimes they give us gifts.

Think about some of the things people do for you. Your teacher helps you learn to study. Your mother cooks your meals. Maybe your dad helps you make kites. Maybe he goes on walks through the woods with you. Did you ever say thank you for all the things they have done?

Thank your friends when they help you. You can **say** thank you, or you can **write** a thank-you note.



Do these things in your Creative Writing notebook.

- 3. List **five** *people* that have done things for you or have given you gifts.
 - Write **what they did** for you or **what they gave** you.
 - Write two good **ending sentences**. Later you will use one of them to finish your thank-you note.

WE REMEMBER



Underline the homophones in the sentences.

4. Mother will need to knead the bread dough with her hands.
5. We heard the herd of cows running toward the barn.
6. They won the game by one point.



Write the homophones above in alphabetical order.

- | | |
|-------------|----------|
| 7. a. _____ | d. _____ |
| _____ | _____ |
| b. _____ | e. _____ |
| _____ | _____ |
| c. _____ | f. _____ |



Put a punctuation mark at the end of each sentence.

8. Who saw a burning bush that did not burn
9. Moses saw a bush on fire, but it did not burn



Underline true or false.

- | | | |
|---|-------------|--------------|
| 10. It is good to hurry through your work. | true | false |
| 11. It is important to do your work neatly and carefully. | true | false |
| 12. The first line in a paragraph is indented. | true | false |

Lesson 1

Penmanship



m m

Some cursive letters begin with the overcurve stroke. The lowercase **m** is one of those letters. It has three humps and lives on one space.



Trace the strokes and the cursive *m*. Write each stroke once and each letter and letter set four times in your notebook.

- 13.

ll ll ll m m m m mm



Trace the letters. In your notebook, write each cursive letter three times and the manuscript letter once.

- 14.

p k q o g c

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

Some words have vowels followed by **r**. The **r** often changes the sound of the vowel so that it does not have the long or short vowel sound.

WORDS TO SPELL 1

brother	far	sister	start	hard
fourth	hurt	card	winter	Thursday
north	first	car	March	horse



Write a spelling word for each pronunciation.

- | | | | |
|----------|-------|-------|-------|
| 15. fär | _____ | kärd | _____ |
| | _____ | | _____ |
| 16. kär | _____ | stärt | _____ |
| | _____ | | _____ |
| 17. härd | _____ | märch | _____ |
| | _____ | | _____ |



Use spelling words with the är sound in the sentences.

18. It is not _____ to make a birthday
_____ for Mom.
19. Spring will _____ in _____.
20. The _____ is not _____ from the house.



Don't forget to proofread your work.

Verbs That Tell About the Past

Verbs can tell about when things are happening. The sentence **Sharon is happy** tells us that Sharon is happy now. When things are happening now we say they are happening in the **present**.

Sometimes verbs tell about something that happened in the past. It may have happened yesterday, last week, or last year.

Was and **were** are verbs that do not show action. They tell about things that happened in the **past**.

These sentences tell about things that happened in the past:

Tommy **saw** a robin.

Rose **watered** the flowers.

The cows **were** in the barn.



Underline the action verbs. Circle the verbs that do not show action. Circle present or past to answer the questions.

1. The horse galloped across the field.

When did the horse gallop across the field? **present** **past**

2. The coyote howled late at night.

When did the coyote howl? **present** **past**

3. Roxie is a cute little puppy.

When is Roxie cute? **present** **past**

Lesson 3

4. Sally was at home last night.

When was Sally at home?

present

past

5. The lame man limped to the car.

When did the man limp to the car?

present

past

Creative Writing

Revising

Today you will **revise** your thank-you note. Read again what you wrote. Does it still sound right? Does it say what you want to say?



Follow these instructions.



- 6.
 - If you want to say anything more, write it now.
 - Read your note to someone else. Let them tell you if it sounds right. Reading something aloud can help us find things to change.
 - Mark the things you want to change with a red pencil.

You will use a thank-you card for your note. It will have a picture and the words **Thank You** on the front.

- Make your thank-you card. Ask your teacher for special paper. Fold it in half. Draw a picture and write **Thank You** on the front. Color the picture. Don't write in it yet. Keep it in your notebook.

WE REMEMBER



Underline the sentences that are true about homophones.

7. They are spelled the same.
8. They have different meanings.
9. They sound alike.



Circle the correct choices.

10. You will help yourself if you check your work **carefully, carelessly**.
11. An index is found in the **back, front** of a book.
12. A table of contents is found in the **back, front** of a book.
13. A glossary gives the **page number, pronunciation and meaning** of a word.



Underline the action verbs. Circle the verb that doesn't show action. Circle *present* or *past* to tell when it happened.

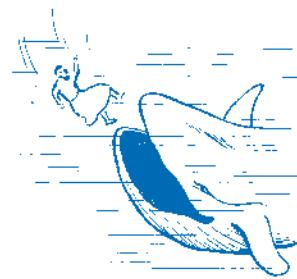
- | | | |
|--|----------------|-------------|
| 14. God's people walked through the Red Sea. | present | past |
| 15. Miriam works carefully. | present | past |
| 16. Paul was a man of God. | present | past |

Lesson 3



Underline the words that should be capitalized.

17. please put rover in his pen for the night.
18. a big fish swallowed jonah.



Mark the first vowels. Divide the syllables.

19. seven bother tiny every over

Penmanship



The cursive *v* begins with an overcurve stroke
and lives on one space.



Trace the strokes and the *v*. Write each stroke once in your notebook. Write each letter and letter set four times.

- 20.



Trace the letters. In your notebook, write each cursive letter three times and each manuscript letter once.

- 21.



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

The **ör** sound is often spelled with **or** and **our**, as in **for** and **four**. Sometimes the **or** will have a silent **e** at the end, as in **sore**.



Write a spelling word for each pronunciation. Write the letters that say the *ör* sound after the word. Then write the consonant digraph. If the word has no digraph, put an x.

22. fórth

23. hórse

24. nórth



Divide the words into syllables. Then write a syllable on each blank. One is done for you.

brother**bro****er**

25. Thursday

26. winter

27. sister
