

## SECTION 3

### Lesson 11 (Pages 45-49)

## Finishing a Story

### Objectives for Lesson 11

1. To complete a story
2. To practice the cursive downcurve stroke
3. To recognize the downcurve stroke in cursive writing
4. To recognize vowel sets in spelling words

### Review

1. What two useful parts of books have we studied? Where will you find each one?
2. What are some names for God?
3. How do you write names for God?
4. How do you write ownership nouns?

### Teaching the Lesson

Open this class period by discussing a trip to Grandfather's house. Tell your students some interesting things you have done at your Grandfather's house. Be enthusiastic. Let students relate their experiences.

Give students a story starter. Imagine with them how the story may have ended. Write their ideas on the board. Read the ideas and decide with your class which may be good endings and which ones are not so good. Let students say why they are or are not good ideas.

Number the ideas in logical order. Now read the complete story.

### Creative Writing

#### Writing an Ending to a Story

#### Exploring and Drafting

The creative writing project in this LightUnit is different in several ways. The children will write only the ending of a story. The usual four sessions are combined into two days of work, and the instructions are mainly in the LightUnit.

## SECTION 3

### Lesson 11

### Finishing a Story

#### Creative Writing

 Your **Creative Writing** in this LightUnit is a little different. Begin by reading this story:

As the children walked on and on, they realized they were lost. Which way was home? Billy said the cliff was straight ahead. Art said they were going the right way.

Suddenly Billy had an idea. Tired as he was, he scrambled up a tall tree as fast as he could. If he could get to the top, he could see above the other trees.

What he saw almost made him sick. "Stop!" he cried. "The cliff! The cliff is just ahead! Stop!"

But the children were too tired to listen. They were too tired to care. They walked on.

*Ring* went the timer on Miss Day's desk. Storytime was over. They would have to wait until tomorrow to find out what happened.

The children sighed as they got out their Language Arts books. What would the children do? Would they listen to Billy and turn around? Or would they keep on following Art?

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### Lesson 11

If they turned around, what would Art do? If they didn't turn around, what would happen to them?

You did not read the ending for this story. For **creative writing** in this LightUnit, you will write an ending for it.

 Follow these directions to get ideas for your first draft. Put a check in the box beside each step as you do it.

-  1.  Think about the story and what may have happened.
- Write ideas about what may have happened on other paper.
- Read all your ideas and make sure they are good.
- Number your ideas in the right order.

### WE REMEMBER

 Underline the best phrase to finish each sentence.

2. Learn to study well because it . . .
  - a. makes my brothers and sisters happy.
  - b. will make our friends think we are smart.
  - c. pleases God.

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Read the story in the LightUnit with the students. Catch the suspense of a group of children taking a hike, getting off the trail, and being lost.

Tell your students that this time they will do the exploring on their own—without anyone’s help. They will think of their own ideas and not discuss them with classmates. They will jot down their ideas, number them in an order that makes sense, and then write their first draft.

If you have real difficulty, privately ask some leading questions to get their imaginations started. Be enthusiastic and optimistic about their work.

### Questions for Discussion

1. What are some important things to remember when you write part of a story?
2. What will you do when you proofread your story?

### Penmanship

What is worth doing, is worth doing right. Penmanship is no exception.

3. The table of contents is . . .
  - a. in the front of a book.
  - b. in the middle of a book.
  - c. at the end of a book.
4. Put a period after a . . .
  - a. phrase.
  - b. question.
  - c. statement.
5. An index is . . .
  - a. in the front of a book.
  - b. in the middle of a book.
  - c. at the end of a book.

**✎ Circle the names of God that should be capitalized.**

6. Behold, (god) is mighty.
7. His delight is in the law of the (lord)
8. For unto you is born this day in the city of David a Saviour, which is (christ) the (lord)

**✎ Write each ownership noun with an apostrophe and s.**

9. tongue of the toad                      rim of the bowl  
toad's                                      bowl's

**✎ Underline the correct word.**

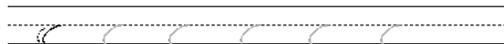
10. Randy went to, too town too, two days ago. He spent to, too much money.
11. Too, To proofread means to read a book, check over your work.

### Penmanship

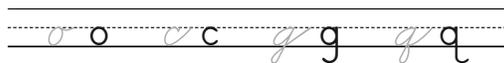


Today you will write more letters with the downcurve stroke. Remember to place your paper at the right slant.

**✎ Trace the downcurve strokes with your pencil. Write ten downcurve strokes on other paper.**

12. 

**✎ Find and trace the downcurve strokes in these letters. Write the manuscript letters beside the cursive letters.**

13. 

**✎ Trace the slant strokes and undercurve strokes. Write five slant strokes and five undercurve strokes on other paper.**

14. 

### SPELLING

The vowel sets **oa** and **ow** often say **ō**. These rules on the next page tell when to use **oa** and **ow**.

1. Use **oa** at the beginning of a word.
2. Use **oa** in the middle of a word.
3. Use **ow** at the end of a word.
4. Use **ow** when it is followed by **l** or **n**.

### WORDS TO SPELL 3

blow	low	wave	own	toad
grow	boat	toast	bowl	five
gives	throat	live	twelve	breve

**✎ Write the words that say **ō**. Beside each word, write the number of the rule above that tells why it is spelled with **oa** or **ow**.**

15. blow    3    throat    2
16. grow    3    toast    2
17. low    3    own    4
18. boat    2    bowl    4
19. toad    2

## Lesson 12 (Pages 50-55)

### Ownership Nouns in Sentences

#### Objectives for Lesson 12

1. To use ownership nouns in sentences
2. To practice the cursive overcurve stroke
3. To recognize the overcurve stroke in cursive writing
4. To recognize w as a vowel or a consonant

#### Review

1. Where do you divide a word when it has two consonants in the middle?
2. What words need to be capitalized?
3. What are verbs?

#### Teaching the Lesson

Ask your students to tell you what they know about nouns. Nouns name people, places, and things. Nouns may be singular or plural. Nouns that name people or pets are capitalized. Nouns may show ownership.

Ownership nouns show that something belongs to someone. We change singular nouns to show ownership by adding an apostrophe and an s.

We can use ownership nouns to shorten sentences. Write the sentences below on the board. Have students choose the noun to which something belongs. Underline it. Rewrite the sentence, changing the noun to an ownership noun.

1. *The apple that belongs to the teacher is on her desk.*  
*The teacher's apple is on her desk.*
2. *The engine of the airplane needed repairing.*  
*The airplane's engine needed repairing.*
3. *The children used the bike that belongs to Jim.*  
*The children used Jim's bike.*

#### Lesson 12

#### Ownership Nouns in Sentences

Sometimes a noun ends with an apostrophe and s. It shows ownership. Something belongs to it.

*The goat pulled Lucy's cart.*

*Lucy's* has an apostrophe and an s. That means something belongs to Lucy. Do you know what belongs to Lucy? Yes, the cart belongs to Lucy.

Some words that end with s are **plural nouns**. They mean **more than one**.

*The goats pulled the cart.*

*Goats* has an s. It is a plural noun. It does not show that anything belongs to the goats. It means that more than one goat pulled the cart.

 Circle the ownership nouns. Underline two plural nouns. Put an x on the singular nouns.

1. Jack's toys are in his bedroom.
2. The buck's antlers are big.
3. The ~~dog~~ licked the kitten's ~~tail~~.
4. Cathy played in the neighbor's ~~yard~~.
5. John's big, blue ~~duck~~ is in the ~~shop~~.



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#### Lesson 12

 Write the sentences, making a noun show ownership in each sentence. The first one is done for you.

This truck belongs to Joey.

*This is Joey's truck.*

6. The tail of the squirrel is bushy.

*The squirrel's tail is bushy.*

7. The handle of the cup broke.

*The cup's handle broke.*

#### Creative Writing

 Read the story on page 45 again. Read the ending you wrote. Check the boxes as you do the steps to finish your story.



8.  Change any part of your story that needs to be changed.
- Add any new thoughts that you have.
- Write your ideas neatly on other paper.

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## Questions for Discussion

1. How do we write ownership nouns?
2. How are ownership nouns and plural nouns different?

### Suggested Activity

For extra practice, call on a student to write his name on the board. Have another student write something that belongs to that student. Now let the first student write his name to show ownership.

## Creative Writing

### Revising, Editing, and Presenting

Today children will look at the story endings they wrote yesterday, do the revising/editing steps, and write the final drafts.

Tell the students everyone will read their endings to the class during the next several days. Be sure to make time for them.

Lesson 12

- Proofread your paper. Did you use capital letters in the right places? Did you use punctuation marks where they belong? Is your ending interesting? Did you write neatly?
- If you marked up your paper very much, you will need to write your story again on other paper. Write it neatly.

### WE REMEMBER

 Circle the person's name you should say first when you introduce someone.

9. Mother or your friend *Sue*
10. *neighbor boy* or Grandmother
11. Miss Wilson or your sister *Jean*
12. *Samuel* or Julia



 Underline the answer that best finishes each sentence.

13. All names for God begin with a . . .
  - a. small letter.
  - b. capital letter.
  - c. cursive letter.
14. When you finish a story . . .
  - a. do not write any ideas.
  - b. write your ideas in correct order.

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Lesson 12

 Underline the verb in each sentence.

15. Mother Opossum carried her babies on her back.
16. The beautiful rose bush bloomed all summer.
17. The stars twinkled in the sky.



 Circle the words that should be capitalized.

18. please stay on the playground. karen
19. mother put edith's dress in the closet.

 Divide the words into syllables.

20. sud|den    doc|tor    twit|ter    of|ten    hap|py

 Circle the correct words.

21. Mom put too, two eggs in the cake batter.
22. She needs too, to add sugar too to.
23. I is, am enjoying my school work.

### Penmanship



The **overcurve stroke** is another cursive stroke. It starts at the baseline and goes up. A few letters have the overcurve stroke.

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Lesson 12

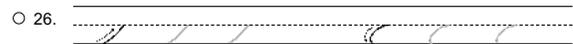
 Trace the overcurve strokes with your pencil. Write ten overcurve strokes on other paper.



 Find and trace the overcurve strokes in these letters. Write the manuscript letters beside the cursive letters.



 Trace these undercurve and downcurve strokes. Write five undercurve and five downcurve strokes on other paper.



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

Sometimes **w** is a consonant. When **w** says **w**, it is a consonant. It is usually at the beginning of a word or syllable when it is a consonant.

The **w** in these words is a consonant:

**water were swim week Wednesday**

Sometimes **w** is a vowel. It is a vowel when it comes after another vowel and does not say **w**. It does not say any sound of its own, but helps the vowel say its sound.

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## Penmanship

The overcurve stroke begins some letters and is part of a forward oval. It starts at the baseline and moves upward to the midline or headline, depending on the size of the letter. As it reaches the top, it curves.

Encourage good posture and correct paper slant.

## Spelling

As with the letter *y*, *w* may also be a consonant or a vowel. It is a consonant when it says the /w/ sound. As a consonant it is usually the first letter of a word or syllable or part of a consonant blend or consonant digraph.

The letter *w* is considered a vowel when it is part of a vowel set or vowel blend. When it is part of a vowel set, it is silent.

Emphasize the vowel sets *oa* and *ow* in the spelling words. Review the rules for *oa* and *ow*.

## Lesson 13 (Pages 55-60)

### Using Parts of Books

#### Objectives for Lesson 13

1. To use parts of books
2. To practice the cursive overcurve stroke
3. To recognize the overcurve stroke in cursive letters
4. To recognize consonant blends in spelling words

#### Review

1. What is a good way to learn new words?
2. Why is it important to learn to sound out big words?
3. What are some things to do when writing a story ending?
4. What are consonant blends?

The *w* is a vowel in these words:

*raw lawn gown crow shown*

Write the spelling words that have *w* as a vowel.

27. *blow* *own*  
*grow* *owl*  
*low*

Write the spelling words that have *w* as a consonant.

28. *wave* *twelve*

### Lesson 13

#### Using Parts of Books

The *table of contents* and the *index* are two very helpful parts of books. Use them to find quickly what you are looking for in the book.

The table of contents is in the front of your book. It lists all the lesson titles in your book and has the page numbers on the right. The lesson number is on the left.

### Lesson 13

This LightUnit has an *index* in the back listing many words in this LightUnit. The words are in alphabetical order and have page numbers beside them. For some words, there is more than one page number. You can read something about the word on each page listed.

Circle *table of contents* or *index* to show where to find these.

1. lesson number  *table of contents*  *index*
2. page number of a word  *table of contents*  *index*
3. page number of a lesson  *table of contents*  *index*
4. alphabetical list of words  *table of contents*  *index*

Answer these questions using the *table of contents* and *index*.

5. In which lesson can you read about "Words That Show Ownership"? 3
6. Find the page on which you can read about "Dividing Words Into Syllables." 5
7. Find three pages on which you can read about consonant blends.

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## Penmanship

Have students look for these points when they evaluate their own handwriting:

1. Are the strokes slanted right?
2. Does each stroke begin and end on the correct line?
3. Do strokes cross lines that should not be crossed?
4. Is the writing neat?

Be sure students have mastered the strokes that have been taught.

## Spelling

Consonant blends are two or more consonants together that make two or more sounds. They may be found anywhere in the word.

As students write consonant-blend words, they should also note spellings of vowel combinations.

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## Lesson 14 (Pages 60-64)

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## From Statements to Questions

### Objectives for Lesson 14

1. To change statements to questions
2. To practice the cursive overcurve stroke
3. To recognize the overcurve stroke in cursive letters
4. To define some spelling words

### Review

1. How is *the* pronounced before a word that begins with a vowel? with a consonant?
2. What is the difference between a plural noun and a noun that shows ownership?
3. How is a table of contents different from an index?
4. How is a sentence different from a phrase?

### Teaching the Lesson

In verbal communication, we don't always respond in complete sentences. In writing, however,

Lessons 13, 14

Write a spelling word that has a three-consonant blend.

23. throat

Write spelling words that begin with two-consonant blends.

24. blow      twelve  
grow      breve

Write a word that ends with a consonant blend.

25. toast

### Lesson 14

#### From Statements to Questions

We use many statements when we talk. We ask questions. Statements and questions are sentences.

Use a statement when you want to tell someone something. Use a question when you want to ask something.

Questions can be changed to statements and statements can be changed to questions.

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Lesson 14

Read these statements and questions to see how the statements have been changed:

*My bat is in the box.*  
*Where is my bat?*

*Miriam made pancakes for breakfast this morning.*  
*What did Miriam make for breakfast this morning?*

Read the statements. Write a question for each statement.

- 1. Dad is making a doghouse.

Teacher Check

- 2. I live in a white house.

Teacher Check

- 3. I saw five monkeys at the zoo.

Teacher Check

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we almost always use complete sentences.

Statements and questions are both sentences. Statements can be changed to questions and questions can be changed to statements. All sentences begin with capital letters, end with punctuation marks, and express complete thoughts.

Several questions can be made from one statement. Use the statements in the text to make more questions. Write the questions on the board as students give them. Emphasize correct punctuation and capitalization.

### Questions for Discussion

1. What kinds of sentences do we use to communicate?
2. What is a statement?
3. What is a question?
4. How do all sentences begin? end?

### Suggested Activity

Divide students into two groups. Have one group give statements. The other side should respond with questions. Then have the first group ask questions and the second group respond with statements.

### Penmanship

Observe your students carefully as they do their penmanship.

### Spelling

Some words are spelled alike with multiple meanings. Some have different pronunciations too (*live, wave, blow*). *Live* can be pronounced *līv* or *liv*. *Wave* and *blow* are always pronounced the same, but have multiple meanings.

Take time to explain the definitions of any words your students do not understand.

### Questions for Discussion

1. Find a spelling word that can be pronounced two ways.
2. Find a spelling word that names the mark that shows a short vowel sound.

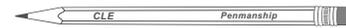
### WE REMEMBER

- IS** Underline the right choice for each sentence.
4. We did thē, thə easy lesson first.
  5. Put thē, thə blue bowl on the table.
  6. The toads, toad's skin is bumpy.
  7. Two blue jays, blue jay's scolded us from the treetop.
  8. The hummingbirds, hummingbird's wings are pretty.
  9. Use the index, table of contents to find a lesson in your book.
  10. Use the index, table of contents to read about a word in your book.
  11. After finishing Section 1 in your LightUnit, get ready for a quiz, test.
  12. When checking your work at the scoring table, you should be fast, careful.
  13. Use a red, green pen to check your work.
  14. To, Two of Jane's friends went to, too the zoo two, too.

\* \* \* \* \*

- IS** Underline the groups of words that are sentences.
15. Apples and oranges are good afternoon snacks.
  16. Chips and pop
  17. You feel better when you get enough sleep.

### Penmanship

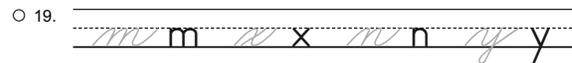


The cursive *m* and *n* have more than one overcurve stroke.

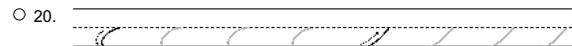
**IS** Trace the overcurve strokes with your pencil. Write ten overcurve strokes on other paper.



**IS** Find and trace the overcurve strokes in these cursive letters. Write the manuscript letters beside the cursive letters.



**IS** Trace the downcurve and undercurve strokes. Write five downcurve and five undercurve strokes on other paper.



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

**IS** Write a spelling word for each meaning.

21. two words that name numbers five twelve