

Discover
**SHURLEY
ENGLISH**

Sample Pages



Shurley
Instructional
Materials, Inc.

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2013 Edition
Discover Shurley (Sample Pages)



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Discover

SHURLEY ENGLISH

Jingles
Question & Answer Flow
Skills

Sample Lessons from:

Level 4

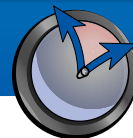
Chapter 5

pages 186–192



Shurley
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JINGLE TIME



Listening and Speaking

Jingle 13 The Pronoun Jingle

These little pronouns,
Hangin' around,
Can take the place
Of any of the nouns.

With a smile and a nod
And a twinkle of the eye,
Give those pronouns
A big high five! Yeah!

Jingle 14 The Subject Pronoun Jingle

There are seven
Subject pronouns
That are easy as can be.
SUBJECT PRONOUNS!

I and We,
He and She,
It and They and You.
Those are the subject pronouns!

GRAMMAR TIME



Pronouns

It's time to learn about **pronouns**. These handy little words take the place of nouns, so we don't have to say the same nouns over and over again.

Reference 71

Pronouns

A **pronoun** is a special word that can take the place of a noun in a sentence. A pronoun can stand for a person, place, thing, or idea. Think of it as a substitute for a noun.

Example: **noun** **pronoun**
The **cat** climbed up a tree, but **it** could not get back down.

Without pronouns, the example sentence would sound odd and very repetitive.

Example: **noun** **noun**
The **cat** climbed up a tree, but the **cat** could not get back down.

Lesson 1 Ancillary Items:

▶ Jingle Posters 13-14

TEACHER INSTRUCTIONS

Collect **Writing Assignment 1** from your students' Final Paper folders. Use the Student and Teacher Assessment Rubrics (pp.184–185a) to evaluate **WA 1** before conference time in *Chapter 6, Lesson 1*.

TEACHER INSTRUCTIONS

1. Introduce the Pronoun and Subject Pronoun Jingles. Demonstrate the jingles or use the Jingle CD.
2. Practice the new jingles several times until students can sing or recite them smoothly.

Lesson 1 Student Objectives

Jingle Time:



- ▶ Study Jingle 13
- ▶ Study Jingle 14

Grammar Time:

- ▶ Discuss Pronouns
- ▶ Recognize Subject Pronouns
- ▶ Classify Introductory Sentences
- ▶ Recite a Noun Check
- ▶ Identify Singular and Plural Nouns
- ▶ Identify Common and Proper Nouns
- ▶ Study the Noun Chart
- ▶ Identify Six Parts of Speech

Word Study:

- ▶ Discuss Two-word Nouns
- ▶ Discuss Multiple Meanings of a Word

Writing Connection:

- ▶ Use Details to Make Sentences More Interesting
- ▶ Discuss Meanings of Common Titles

Writing Time:

- ▶ Turn in WA 1 for Evaluation
- ▶ Write Journal Entry 10

There are several kinds of pronouns.
The first pronoun you will learn is the **subject pronoun**.



Reference 72

Subject Pronouns

A **subject pronoun** takes the place of the subject noun in a sentence. Only certain pronouns can be used as subject pronouns: **I, we, he, she, it, they, and you**. These pronouns are also called *personal pronouns*.

To find a subject pronoun, ask the subject question **who** or **what**.

A subject pronoun is labeled with the abbreviation **SP**.

★ A subject pronoun does not affect the pattern of a sentence because it simply stands for a subject noun. Sentence patterns always begin with **SN**, even when the sentence starts with a subject pronoun.

Adding the Subject Pronouns to the Question and Answer Flow

Sample Sentence:

She searched hurriedly for the lost keys!

- Who searched hurriedly for the lost keys?
she - Subject Pronoun (Write **SP** above *she*.)
- What is being said about she?
she searched - Verb (Write **V** above *searched*.)
- Searched how? **hurriedly - Adverb** (Write **Adv** above *hurriedly*.)
- For - Preposition** (Write **P** above *for*.)
- For what? **keys - Object of the Preposition** (Write **OP** above *keys*.)
- What kind of keys? **lost - Adjective** (Write **Adj** above *lost*.)
- The - Article Adjective** (Write **A** above *the*.)
- Subject Noun, Verb, Pattern 1** (Write **SN V P1** in the blank.)
- Skill Check!**
 - ➔ (For the lost keys) - Prepositional Phrase
 - ➔ Exclamation point, strong feeling, exclamatory sentence (Write **E** at the end of the sentence.)
 - ➔ Go back to the verb. Divide the complete subject from the complete predicate.

	SP	V	Adv	P	A	Adj	OP	
SN V	She	/	searched	hurriedly	(for	the	lost keys)! E	
P1								

Level 4 | Chapter 5

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Lesson

TEACHER NOTE

Even when sentences begin with a subject pronoun, the beginning of the sentence pattern remains **SN**. The **SN** is part of a consistent system of sentence pattern identification, not the actual label of the subject in the sentence. (*The SN is a symbolic holder for the subject noun/pronoun of a sentence pattern.*)



Strategies To Engage the Mind

- At first, say the Question and Answer Flow slowly so that students can clearly hear the beginning and ending sounds and inflections. Then, be sure to speed up to a naturally flowing rate of speech.
- Color-code the parts of a sentence by using colored chalk or dry-erase markers as you write these sentences on the board. Students will learn to recognize that the subject is blue, the verb is green, etc. Color-coding will help students learn the structure of English sentences quickly.
- Have students read each sentence with you in unison before classifying it. If students struggle with reading or comprehension, read the sentence again after it is classified. This signifies taking it apart and putting it back together.



ACTIVITY

To help students understand the concept of subject pronouns, practice role-playing. Stand in front of your students and point to yourself with your index finger. Say aloud: "I am _____." (*insert name*) Emphasize the subject pronoun in this and in all the following oral exercises.

Next, have a student stand facing you and point first to yourself and repeat the first statement: "I am _____." Now point to the student with your index finger and say aloud: "You are _____." (*insert name*)

Then, remain standing with your student helper and point to a student far away in the classroom. Say aloud: "He (or She) is _____." (*insert name*)

To demonstrate the subject pronouns *we* and *they*, form two small groups of students. Point to one group and say "they." Point to the other group with yourself included and say "we." To demonstrate the subject pronoun *it*, point to an inanimate object.

TEACHER INSTRUCTIONS

1. Display the sentences.
2. Do a vocabulary check.
3. Lead students in the Question and Answer Flow.
4. Make sure students are reciting both the questions and the answers.

Lesson 1

Writing Connection...

1. Compare Sentence 1 to Sentence 2. The sentences mean basically the same thing, but Sentence 2 is more appealing because of the added details. Notice how adjectives, adverbs, and prepositional phrases are used to improve and expand the meaning of the original sentence. Name the words and phrases in Sentence 2 that are used to add more details.
2. When you write, ask yourself this question: Have I used enough adjectives, adverbs, and prepositional phrases to make my sentences interesting? Brainstorm and make a list of interesting adjectives, adverbs, and prepositional phrases that can be used for elaboration.
3. Conduct an online dictionary search for the word *miss*. Read all of its meanings. Next, study the meanings of the most common titles that we use, such as *Miss*, *Mrs.*, *Mr.*, and *Ms*.

1 We will only identify nouns during the Noun Check today. Listen carefully as I demonstrate a Noun Check for Sentence 1. Then, we will recite the Noun Check for all three sentences together.

Classifying Sentences

Classify the Introductory Sentences with your teacher, using the Question and Answer Flow. Classifying these sentences will help you learn subject pronouns.

Introductory Sentences

ORAL PARTICIPATION

1. _____ We listened to the songs.
2. _____ We listened eagerly to the new songs on the radio.
3. _____ Miss Johnson stepped very carefully around the broken glass on the floor.

Student Tip...

If you aren't sure if the subject of a sentence is a noun or a pronoun, just recite the Subject Pronoun Jingle. If the subject is I, we, he, she, it, they, or you, then it is a subject pronoun!

Word Study

1. In Sentence 3, the words *Miss Johnson* is a two-word proper noun. Even though it is made of two words, it acts as a single noun.
2. When a title is used as part of a name—as in *Miss Johnson*—it must begin with a capital letter, just like a name would. In addition, it is considered part of the name, so it must be classified together with the name as one noun.
3. *Miss*, as a title, usually means a young, unmarried woman. But when the word *miss* is not capitalized, it has multiple meanings, such as *failure to be present* (missed the movie). If you see it spelled with a lowercase letter, it has another definition. Can you think of other meanings?

Noun Check
Adding Pronouns **1**

Now that you have classified the Introductory Sentences, it is time to do a Noun Check. During a Noun Check, you identify nouns doing different noun jobs. Since a pronoun takes the place of a noun, it can be located in any noun-job position. Today, you will use the noun-job box to learn how to deal with pronouns in noun-job positions. **REMEMBER:** A pronoun is **NOT** circled in a noun check. Recite the Noun Check with your teacher.



Strategies To Engage the Mind

An activity for recording sentences is found on page Q64 in your Teacher's Manual.

Teaching Tip...

Help students make a class list of titles used with different names, like *Prince William*, *Professor Andrew*, *Dr. Wilson*, and so on.



Sentence 1

We listened to the songs.

1. Who listened to the songs? **we** - Subject Pronoun
2. What is being said about we? **we listened** - Verb
3. **To** - Preposition
4. To what? **songs** - Object of the Preposition
5. **The** - Article Adjective
6. **Subject Noun, Verb, Pattern 1**

Note: For the sentence pattern, write **SN** even though the subject may be a subject pronoun.

7. Skill Check!

- ➔ (To the songs) - Prepositional Phrase
- ➔ Period, statement, declarative sentence
- ➔ Go back to the verb. Divide the complete subject from the complete predicate



Sentence 2

We listened eagerly to the new songs on the radio.

1. Who listened eagerly to the new songs on the radio? **we** - Subject Pronoun
2. What is being said about we? **we listened** - Verb
3. Listened how? **eagerly** - Adverb
4. **To** - Preposition
5. To what? **songs** - Object of the Preposition
6. What kind of songs? **new** - Adjective
7. **The** - Article Adjective
8. **On** - Preposition
9. On what? **radio** - Object of the Preposition
10. **The** - Article Adjective
11. **Subject Noun, Verb, Pattern 1**

12. Skill Check!

- ➔ (To the new songs) - Prepositional Phrase
- ➔ (On the radio) - Prepositional Phrase
- ➔ Period, statement, declarative sentence
- ➔ Go back to the verb. Divide the complete subject from the complete predicate

Brain STEM

Strategies To Engage the Mind

For kinesthetic learners and first-year Shurley students:

1. Have students recite the Question and Answer Flows for the **first** and **second** sentences again. This time, have students trace the labels on their desks with the four fingers of their writing hand as they classify the sentences.
2. Then, have students classify the **third** sentence on a piece of paper to give them practice writing the labels.

Classified Sentences:

1 $\frac{SN \ V}{PI}$ We / listened (to the songs). D

2 $\frac{SN \ V}{PI}$ We / listened eagerly (to the new songs)(on the radio). D



Sentence 3

Miss Johnson stepped very carefully around the broken glass on the floor.

1. Who stepped very carefully around the broken glass on the floor? **Miss Johnson - Subject Noun**
2. What is being said about Miss Johnson?
Miss Johnson stepped - Verb
3. Stepped how? **carefully - Adverb**
4. How carefully? **very - Adverb**
5. **Around - Preposition**
6. Around what? **glass - Object of the Preposition**
7. What kind of glass? **broken - Adjective**
8. **The - Article Adjective**
9. **On - Preposition**
10. On what? **floor - Object of the Preposition**
11. **The - Article Adjective**
12. **Subject Noun, Verb, Pattern 1**
13. **Skill Check!**
 - ➔ **(Around the broken glass) - Prepositional Phrase**
 - ➔ **(On the floor) - Prepositional Phrase**
 - ➔ **Period, statement, declarative sentence**
 - ➔ **Go back to the verb. Divide the complete subject from the complete predicate.**

Brain



STEM

Strategies To Engage the Mind

1. At first, say the Question and Answer Flow slowly so that students can clearly hear the beginning and ending sounds and inflections. Then, be sure to speed up to a naturally flowing rate of speech.
2. Color-code the parts of a sentence by using colored chalk or dry-erase markers as you write these sentences on the board. Students will learn to recognize that the subject is blue, the verb is green, etc. Color-coding will help students learn the structure of English sentences quickly.
3. Have students read each sentence with you in unison before classifying. If students struggle with reading or comprehension, read the sentence again after it is classified. This signifies taking it apart and putting it back together.

Classified Sentences:

3 **SN V** _____ **SN** Miss Johnson / **V** stepped **Adv** very **Adv** carefully **P** (around the broken glass) **A** (on the floor). **OP** **P** **A** **OP** **D**

Noun Check for Introductory Sentences

Sentence 1: We listened to the **songs**.

Subject Pronoun **we**, *no, it is a pronoun*;

Object of the Preposition **songs**, *yes, it is a noun*.

Sentence 2: We listened eagerly to the new **songs** on the **radio**.

Subject Pronoun **we**, *no, it is a pronoun*;

Object of the Preposition **songs**, *yes, it is a noun*;

Object of the Preposition **radio**, *yes, it is a noun*.

Sentence 3: **Miss Johnson** stepped very carefully around the broken **glass** on the **floor**.

Subject Noun **Miss Johnson**, *yes, it is a noun*;

Object of the Preposition **glass**, *yes, it is a noun*;

Object of the Preposition **floor**, *yes, it is a noun*.

Singular and Plural Nouns

What's the difference between one sea turtle and two sea turtles? **An -s!**



Reference 73

Singular and Plural Nouns

A **singular noun** is a noun that names *only one* person, place, thing, or idea.

Singular means *one*.

➤ Examples: **apple, tree, rock, boy, glass**

A **plural noun** is a noun that names *more than one* person, place, thing, or idea.

Plural means *more than one*. Most plural nouns are formed by adding an **-s** or **-es** ending to the singular noun.

➤ Examples: **apples, trees, rocks, boys, glasses**

Some nouns are made plural by a spelling change.

➤ Examples: **child** ➡ **children**, **man** ➡ **men**, **tooth** ➡ **teeth**, **mouse** ➡ **mice**

TEACHER INSTRUCTIONS

1. Using the Introductory Sentences on the board, have students recite the Noun Check with you as you circle the nouns in each sentence. Encourage student participation and hold a class discussion of the skills reviewed. The Noun Check is very important because it is an oral formative assessment to show how your students are progressing and to make sure they are retaining the concepts taught.
2. Read the text and discuss singular and plural nouns with students.

TEACHER INSTRUCTIONS

Demonstrate the Singular and Plural Check by reciting the information in the Noun Check box.

Say:

Sentence 1, songs – plural;

Sentence 2, songs – plural,
radio – singular;

Sentence 3, Miss Johnson –
singular,
glass – singular,
floor – singular

MODIFICATION

Sentence 2

songs – plural—how do you know?

It ends with *-s* or *-es* and names MORE than one.

radio – singular—how do you know?

It doesn't end with *-s* or *-es* and names ONLY ONE.

Use the same procedure for Sentence 3.

After you do a Noun Check, do a Singular and Plural Check to identify the circled nouns as singular or plural. Write **S** for **singular** or **P** for **plural** above each noun.

Noun Check for Singular and Plural Nouns

Mark the nouns with the letter **S** for singular or **P** for plural.

Sentence 1: We listened to the ^P(songs).

songs – plural

Sentence 2: We listened eagerly to the new ^P(songs) on the ^S(radio).

songs – plural radio – singular

Sentence 3: ^S(Miss Johnson) stepped very carefully around the broken

^S(glass) on the ^S(floor).

Miss Johnson – singular glass – singular floor – singular

Common and Proper Nouns

Nouns can be singular or plural, and they can also be **common** or **proper**.



Reference 74

Common and Proper Nouns

A **common noun** names *any* person, place, thing, or idea. A common noun is not capitalized unless it is the first word of a sentence.

A **proper noun** names a *particular* person, place, thing, or idea out of a common group. **PROPER NOUNS ARE ALWAYS CAPITALIZED.**

Common Nouns

boy
state
month
pet
holiday

Proper Nouns

Jeff
Oklahoma
February
Fluffy
Mother's Day

Student Note:

Proper nouns are usually singular.

TEACHER NOTE

Some nouns form their plural ending without using *-s* or *-es*.

These words use the "special *-en* plural" ending.

Examples: *men, women, children, oxen, brethren*

Sometimes, the spelling and vowel sound change in nouns to make them plural.

Examples: *child (s.)/children (pl.);*

goose (s.)/geese (pl.).

It is easy to memorize these words.

After identifying the nouns as singular or plural, you will now identify them as common or proper. Write **C** for **common** or **P** for **proper** above each circled noun.

Noun Check for Common and Proper Nouns

Mark the nouns with the letter **C** for common or **P** for proper.

Sentence 1: We listened to the ^C(songs).

songs – common

Sentence 2: We listened eagerly to the new ^C(songs) on the ^C(radio).

songs – common radio – common

Sentence 3: ^P(Miss Johnson) stepped very carefully around the broken

^C(glass) on the ^C(floor).

Miss Johnson – proper glass – common floor – common

Bringing It All Together

The Noun Chart

It's time to put everything you know about nouns in one place: on the **Noun Chart**. After classifying a sentence, you will list each noun, its noun job, whether it is singular or plural, and whether it is common or proper.



Reference 75

Noun Chart

3. ^{SN V} Miss Johnson / ^V stepped very ^{Adv} carefully ^{Adv} (around the ^P broken ^A glass) ^{OP} (on the ^{OP} floor). ^D

Directions: Use Sentence 3 above to complete the table below.

LIST THE NOUN	NOUN JOB	SINGULAR or PLURAL	COMMON or PROPER
Miss Johnson	SN	S	P
glass	OP	S	C
floor	OP	S	C

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TEACHER NOTE

Differentiated Instruction:

If you have an IWB (interactive whiteboard) and electronic handheld response devices, you can adjust the noun check by asking how many nouns are in each of the sentences and then discuss their unique attributes of singular, plural, common, or proper.



Make small signs featuring **C** for **common** and **P** for **proper**, using red construction paper mounted to craft sticks. Make two more small signs featuring **S** for **singular** and **P** for **plural**, using blue construction paper mounted on craft sticks. Let students keep these signs handy for playing games with the noun attributes and also for giving you important formative assessments of their understanding.

TEACHER INSTRUCTIONS

Demonstrate the Common and Proper Check by reciting the information in the Noun Check box.

Say:

Sentence 1, songs – common;

Sentence 2, songs – common, radio – common;

Sentence 3, Miss Johnson – proper, glass – common, floor – common

MODIFICATION

Sentence 3

Miss Johnson – proper—how do you know? It starts with a capital letter and names a PARTICULAR noun.

glass – common—how do you know? It starts with a lowercase letter and names ANY noun.

floor – common—how do you know? It starts with a lowercase letter and names ANY noun.



Strategies To Engage the Mind

An activity for common and proper nouns is found on page Q67 in your Teacher's Manual.

Parts of Speech

To help us talk about words and sentences, all words in the English language have been put into eight groups called the *Parts of Speech*.



Reference 76

Parts of Speech Adding the Pronoun

You have just learned about pronouns. A pronoun is a part of speech. Now, you know six of the eight parts of speech. These six parts of speech and their labels are listed below.



NOTE: In classified sentences, pronouns have special labels, like **SP** for **subject pronoun**. The general pronoun label (**Pro**) is **NOT** used in sentence classification.



Guided Practice

Directions: Classify these sentences on notebook paper. Then, write a sentence of your own, using a subject pronoun.

- | | | | | | |
|------|----------------------------------|---|---|---|----|
| SN V | SP | V | P | A | OP |
| PI | 1. We / looked (for a seat). D | | | | |
| SN V | SP | V | P | A | OP |
| PI | 2. I / listened (to the song). D | | | | |



JOURNAL WRITING 10

Write an entry in your notebook journal or digital journal. Use common and proper nouns. Make sure you capitalize all proper nouns.

Discover **SHURLEY ENGLISH**

Jingles
Question & Answer Flow
Writing Sentences

Sample Lessons from:

Level 1
Chapter 2
pages 77–80



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Jingle Time

Listening and Speaking

Practice Jingles 2–5 in the Jingle Section. **PAGE Q3–Q5**

Word Time 2

Review: Sentence Vocabulary

Review your vocabulary words. Point to each word as it is said.

Gus	•	bugs	•	ate	•	fast
Pam	•	men	•	talked	•	today
girls	•	frogs	•	hopped	•	away
birds	•	cub	•	slowly	•	loudly

Grammar Time

Classifying Sentences

Classify the Practice Sentences with your teacher.

Practice Sentences

ORAL PARTICIPATION

- | | | |
|-----------------------|---|-------------------------|
| 1. Birds flew slowly. | • | 3. Bugs ran away. |
| 2. Sam talked fast. | • | 4. Bees flew away fast. |

Student Objectives

Lesson 3 English

Jingle Time:

- ▶ Practice Jingles 2–5



Word Time:

- ▶ Review Sentence Vocabulary

Grammar Time:

- ▶ Classify Practice Sentences

Skill Time:

- ▶ Review the Five Parts of a Sentence

Writing Time:

- ▶ Write a sentence from a Word Bank

Assessment:

- ▶ Complete Classroom Practice 4

TEACHER INSTRUCTIONS

1. Practice Jingles 2–5 in the Jingle Section.
2. Review Sentence Vocabulary
3. Classify Practice Sentences.

Word Time

- 2** Look at Sentence Vocabulary. We will review these vocabulary words by reciting them together. Point to each word as we say it. Begin.

Recite the vocabulary words two or three times in a rhythmic manner with your students.



Teaching Tip...

Reviewing a set of vocabulary words should be done orally as group work. Students should recite the words in unison, adding a clap or tap for rhythm. This exercise will help reach the visual, auditory, and kinesthetic learning styles of students.

TEACHER INSTRUCTIONS

1. Display the sentences to be classified on the board.
2. Lead your students through the Question and Answer Flow for the sentences.
3. For the greatest benefit, make sure your students are participating orally, reciting BOTH the questions and the answers.

Practice Sentences

ORAL PARTICIPATION



Sentence 1

Birds flew slowly.

1. What flew slowly?
birds - Subject Noun
(Write **SN** above *birds*.)
2. What is being said about birds?
birds flew - Verb
(Write **V** above *flew*.)
3. Flew how?
slowly - Adverb
(Write **Adv** above *slowly*.)



Sentence 2

Sam talked fast.

1. Who talked fast?
Sam - Subject Noun
(Write **SN** above *Sam*.)
2. What is being said about Sam?
Sam talked - Verb
(Write **V** above *talked*.)
3. Talked how?
fast - Adverb
(Write **Adv** above *fast*.)



Sentence 3

Bugs ran away.

1. What ran away?
bugs - Subject Noun
(Write **SN** above *bugs*.)
2. What is being said about bugs?
bugs ran - Verb
(Write **V** above *ran*.)
3. Ran where?
away - Adverb
(Write **Adv** above *away*.)



Sentence 4

Bees flew away fast.

1. What flew away fast?
bees - Subject Noun
(Write **SN** above *bees*.)
2. What is being said about bees?
bees flew - Verb
(Write **V** above *flew*.)
3. Flew where?
away - Adverb
(Write **Adv** above *away*.)
4. Flew how?
fast - Adverb
(Write **Adv** above *fast*.)

Classified Sentences:

- 1 **SN V Adv**
Birds flew slowly.
- 2 **SN V Adv**
Sam talked fast.
- 3 **SN V Adv**
Bugs ran away.
- 4 **SN V Adv Adv**
Bees flew away fast.

Skill Time

Review: Five Parts of a Complete Sentence

1. How many parts do you need to make a sentence complete?
2. What are the five parts of a complete sentence?
3. How do you begin every sentence?
4. How do you end a sentence?

3 Writing Time

Writing a Sentence from a Word Bank

- Choose any of the SN words for the subject.
- Choose a verb that makes sense with the subject.
- Add an adverb that makes sense with your verb.
- Check for the five parts of a complete sentence.

Skill Time

NOTE: Have students use the hand gesture to check for the five parts of a sentence.

Review Questions:

1. How many parts do you need to make a sentence complete?
five
2. What are the five parts of a complete sentence?
subject, verb, complete sense, capital letter, and end mark
3. How do you begin every sentence? **with a capital letter**
4. How do you end a sentence?
with an end mark

Writing Time

Writing a Sentence from a Word Bank

3 You will use what you have learned to write a sentence. Look at Reference 8. It shows you how to use words from a word bank to write a sentence.

Discuss Reference 8 with your students.



Word Bank for SN, V, Adv

SN	V	Adv
cats	sat	slowly
boys	played	fast
bears	ran	today
ducks	swam	away
dogs	walked	loudly
Sam	flew	
bees	ate	
pigs	talked	
girls	hopped	
birds		
bugs		
men		
frogs		
Gus		
Pam		
cub		

Example:

Pam talked slowly.



Classroom Practice 4

Have students look at Classroom Practice 4. Go over the directions. Any classroom practice can be done together as a “whole group” activity. Discuss the practice together after students have finished.

MODIFICATION

Students with Special Needs:

1. Have a parent, aide, or student helper assist in reading the directions, the questions, and the answer choices for anyone needing extra help.
2. Assign fewer items on the practice page.

End Lesson 3

Name: _____

GRAMMAR: (16 points)

Exercise 1: Fill in the blanks below for **Sentence 1: Ducks swam away.**

1. What swam away? _____ **ducks** _____ Subject Noun **SN**
2. What is being said about ducks?
_____ **ducks** _____ **swam** _____ Verb **V**
3. Swam where? _____ **away** _____ Adverb **Adv**
4. Classify **Sentence 1: Ducks swam away.**
SN **V** **Adv**

Exercise 2: Classify **Sentences 2 and 3.**Use **SN** for subject noun, **V** for verb, and **Adv** for adverb.

2. SN Pam V walked Adv today.
3. SN Boys V talked Adv fast.

WRITING: (5 points)

Exercise 3: On writing paper, use words from the **word bank** to write a sentence in this order: **SN V Adv**.

Word Bank:

SN			V		Adv
cats	bees	frogs	sat	flew	slowly
boys	pigs	Gus	played	ate	fast
bears	girls	Pam	ran	talked	today
ducks	birds	cub	swam	hopped	away
dogs	bugs		walked		loudly
Sam	men				

Discover
**SHURLEY
ENGLISH**

Sentence Blueprints

Sample Lessons from:

Level 6

Chapter 3

pages 124–127



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Writing Time

Blueprint for Building a Sentence

Today, you will learn how to add a prepositional phrase to your blueprint labels to write an original sentence.



Reference 40

Designing a Sentence Blueprint,
Adding Prepositional Phrases

Design and build your sentence on Classroom Practice 17.

1. Choose the labels you want to use.
Use the core labels, **SN** and **V**, only once and in that order.
2. The other labels, **Adj**, **Adv**, **A**, **P**, and **OP**, can be used as many times as you wish, in any order you wish, as long as they make sense.
(REMEMBER: Complete sense is one of the five parts of a complete sentence.)
3. **Instructions for the new labels, P and OP:** First, choose a preposition that makes sense in your sentence. (Use the Preposition Flow Jingle to help you think of a preposition.) Write the preposition under the **P** label. Then, think of a noun for the object of the preposition by asking what or whom after the preposition. Write the object of the preposition under the **OP** label. Repeat this step for each prepositional phrase added to your sentence.
4. Write the labels in the order you choose on the **Labels** line.
5. Write a word that makes sense for each label.

After writing your original sentence on Classroom Practice 17, use the revision strategies on the next page to help you make revisions.



TEACHER INSTRUCTIONS

1. Read the information about building a sentence with your students.
2. Demonstrate how to choose labels for an Original Sentence Blueprint, adding a prepositional phrase.



Reference 41

Use Revision Strategies to Revise Your Original Sentence

Revising a sentence means looking for ways to improve it. As you revise your Original Sentence, write the abbreviation of the revision strategy you used under each word in the revised sentence.

- 1** **Synonym (syn)**—Replace a word in the sentence with a better synonym.
- 2** **Antonym (ant)**—Replace a word with an antonym for a different meaning.
- 3** **Word Change (wc)**—Replace any word with another word that's not a synonym or antonym.
- 4** **Added Word (add)**—Insert a new word before or after any word in your sentence.
- 5** **Deleted Word (delete)**—Take out one of the words in the sentence.
- 6** **No Change (nc)**—Make no change to the word, keeping the word in the sentence as it is.

When you have finished, your paper should resemble the examples below.

Labels:	A	Adj	SN	V	Adv	P	A	Adj	OP
Original Sentence:	The	disrespectful	children	talked	loudly	inside	the		building.
Revised Sentence:	The	well-mannered	students	whispered	excitedly	inside	the	space	museum.
Revision Strategy:	(nc)	(ant)	(syn)	(syn)	(wc)	(nc)	(nc)	(add)	(syn)

Student Tip...

- Use your Vocabulary Words, Power Words, a thesaurus, and a dictionary to help you write your Original and Revised Sentences.
- After a sentence is written, it is much easier to look critically at each word to see if you can think of a better word to express your thought.
- As you revise, you may make many changes or only a few. Knowing the revision strategies gives you more flexibility as you work to improve your sentence.
- As you revise your original sentence, keep this information in mind:
 - Antonyms and Word Changes could change your sentence's meaning.
 - Synonyms and No Changes will keep the meaning of the original sentence.
 - Added Words and Deleted Words can change the meaning of your sentence or keep it the same, depending on the words you choose to add or delete.

TEACHER INSTRUCTIONS

- Review the revision strategies. Introduce how to revise the Original Sentence Blueprint with prepositional phrases.
- Move around the room, giving individual help as needed. Have several volunteers read their sentences after everyone has finished. Discuss how the Original Sentences compare to the Revised Sentences. After students hand in their papers, discuss their sentences individually as needed.

Lesson 9

TEACHER INSTRUCTIONS

Classroom Practice 17:

Go over the directions for the classroom practice with students.

Check and discuss the practice as a group when everyone has finished.

MODIFICATION

Students with Special Needs:

1. Have a parent, aide, or student helper assist in word choices and label placement for anyone needing extra help.
2. Most students will benefit from having to manage only one or two revisions at a time. Once those skills are in place, help them attempt even more complex revisions as they become developmentally ready.

Name: _____ Date: _____

Exercise 1: Write your own blueprint labels. Use the labels to write an original sentence. Then, revise your sentence, writing the abbreviation of the revision strategy under each word.

Labels:							
Original Sentence:							
Revised Sentence:							
Revision Strategy:							
Labels:							
Original Sentence:							
Revised Sentence:							
Revision Strategy:							

Exercise 2: Rewrite your revised sentence on the lines below. Use the checklist to check your sentence.

- Sentence Checklist:** Capital letter Subject Verb Complete sense End mark

Teaching Tip...

1. Building and revising sentences help students develop the revision skills and "sentence sense" they need to write better paragraphs and essays.
2. Because of the individual nature of this assignment, you will get a great variety of sentences. Therefore, you may want to grade on completion or simply give bonus points.

TEACHER NOTE

Reminder: In the next chapter, students will need five different-colored pocket folders to use in the writing process. (See page 148.)

Now, you will write a **Mover & Shaker** Sentence in your journal. Mover & Shaker Sentences create interesting sentences and add variety. Today, we will shake things up quite a bit.



Reference 42

Creating a **Mover & Shaker** Sentence

First, study the Revised Sentence below. Think about what words you could move to shake it up a bit and to add variety.

Next, study the Mover & Shaker Sentence. To shake things up, we moved the verb and the prepositional phrase to the front of the sentence. Notice that the “*ed*” ending on the verb *whispered* has been changed to “*ing*” to make it *whispering*. Then, the verb *explored* has been chosen to replace the verb *whispered* at the end of the sentence. The group of words that is moved to the front of the sentence must have a comma after the last word and must make sense.

Now, compare the Revised Sentence and the Mover & Shaker Sentence. With these changes, a more appealing sentence is created. Finally, the Sentence Checklist is used to make sure the sentence is complete.

Revised Sentence: **The well-mannered students whispered excitedly inside the space museum.**



Mover & Shaker Sentence: **Whispering excitedly inside the space museum, the well-mannered students explored.**

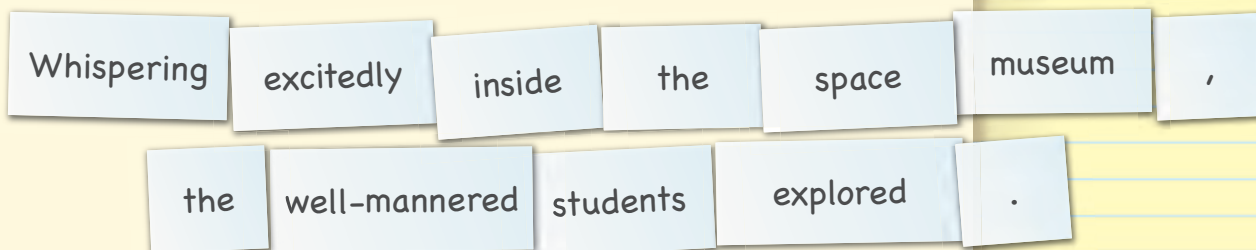
Journal Setup for Mover & Shaker Sentences:



Skip two lines below your last entry and write the date and chapter number. Then, skip one line and write a Mover & Shaker Sentence, making sure you start it with a capital letter and end it with an end mark. Compare all of the Mover & Shaker Sentences that you have written in your journal.

TEACHER NOTE

The Mover & Shaker Sentences are not intended for classification. The objective is to focus on developing the writing traits.



Class Activity

Playing with Words

Give students twelve cardstock or paper squares. On two of the squares, have students write a period (.) and a comma (,). On the other squares, have them write only the words from the Original Sentence in Reference 42. They do not need the labels this time.

First, have students place the words in the same order as the Revised Sentence. Next, with a pencil, have students mark out the “*ed*” on *whispered* and change it to “*ing*,” turning it into the new word *whispering*.

Have students move the six words *whispering excitedly inside the space museum* to the front of the sentence to make a Mover & Shaker Sentence. Next, have students place the comma card after *museum*.

Then, students should think of another word to use as the verb, such as *explored*, write it on their extra square, and place it at the end of the sentence. Finally, students should use the Sentence Checklist to make sure their sentence is complete.

Have students turn the cards over and write their own Mover & Shaker Sentences. Have them work in small groups so they can help each other think of good word choices and different ways to move the words around in their sentences. After they have finished, have students read their Mover & Shaker Sentences to each other.



Discover **SHURLEY ENGLISH**

Skills:
Compound Sentences
Comma Splices
Run-on Sentences

Sample Lessons from:

Level 8

Chapter 6

pages 189–195a



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Lesson 2 Ancillary Items:
▶ Student Workbook p. WB29

Vocabulary Time

Vocabulary Words

Recite the new vocabulary information.

Reference 81

Vocabulary

Word: **dispel** (di-'spel)

Definition: to cause to vanish, to drive away

Synonym: scatter **Antonym:** gather

Sentence: A meeting with the teacher **dispelled** the parents' concerns about their child's progress.

MAKE CARD 11:

1. Write your own sentence, using the new vocabulary word.
2. Write your own analogy, using the same relationship as the analogy.
3. Write another example of the word part and give the definition.

Analogy

extract : extracted :: restrict : restricted

Grammatical relationship: Just as **extract** is the present tense of **extracted**, **restrict** is the present tense of **restricted**.

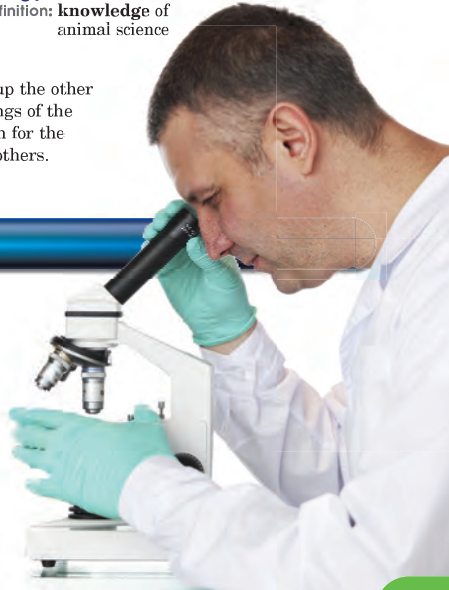
Etymology

Suffix: logy (Greek) branch of knowledge

- biology**
Definition: knowledge of life science
- cytology**
Definition: knowledge of cell science
- zoology**
Definition: knowledge of animal science

Enrichment

Choose one of the examples under **Etymology** and look up the other word part(s) for that example. Evaluate how the meanings of the different word parts combine to make a logical definition for the example you have chosen. Compare your findings with others.



Jingle Time

Listening and Speaking

Practice Jingle 16 in the Jingle Section on page Q7.

Lesson 2 Student Objectives

Vocabulary Time:

33:09

- ▶ Introduce New Vocabulary and Assign Card 11
- ▶ Assign Enrichment

Jingle Time:

- ▶ Practice Jingle 16

Grammar Time:

- ▶ Classify Practice Sentences

Skill Time:

- ▶ Do a Skill Builder
- ▶ Introduce Compound Sentences, Coordinating Conjunctions, and Connective Adverbs
- ▶ Introduce Comma Splices and Run-on Sentences
- ▶ Introduce How to Correct Run-on Sentences
- ▶ Review Types of Sentences, Adding the Compound Sentence
- ▶ Give Classroom Practice 20

TEACHER INSTRUCTIONS

1. Write or display the sentences on the board.
2. Classify these sentences with your students to reinforce the concepts your students are learning.
3. For the greatest benefit, students must participate orally with the teacher.

Teaching Tip...

Use the scripted procedures in References 31-32 from Lesson 5 of Chapter 2 as a reminder of how to present the skills listed in the Skill Builder box.

Lesson 2

Grammar Time

Classifying Sentences

Use the Question and Answer Flow to classify the Practice Sentences orally with your teacher.

Practice Sentences

ORAL PARTICIPATION

1. _____ A reporter and his cameraman ran rapidly toward the huge explosion in the shipyard!
2. _____ The large pontoon at our local marina belongs to my brother, my uncle, and my dad.
3. _____ She stammered and stuttered nervously during her interview for the accounting job.



Skill Builder

Practice Sentences

Using the sentences just classified, follow these guidelines for a Skill Builder.

1. **Do a Noun Check.**
(Say the job and then say the noun. Circle each noun.)
2. **Identify the nouns as singular or plural.**
(Write **S** or **P** above each noun.)
3. **Identify the nouns as common or proper.**
(Follow established procedure for oral identification.)
4. **Identify the complete subject and the complete predicate.**
(Underline the complete subject once and the complete predicate twice.)
5. **Identify the simple subject and the simple predicate.**
(Circle the simple subject and the simple predicate.)
6. **Do a Vocabulary Check.**
(Follow established procedure. See page 132.)



Skill Time

Coordinate Conjunctions, Connective Adverbs, and Compound Sentences

In the previous lesson, you learned how coordinate conjunctions connect words or groups of words together. Now, you will learn how to use coordinate conjunctions and connective adverbs to connect sentences.

Practice Sentences

ORAL PARTICIPATION



Sentence 1

A reporter and his cameraman ran rapidly toward the huge explosion in the shipyard!

- Who ran rapidly toward the huge explosion in the shipyard? **reporter and cameraman - Compound Subject Noun, Compound Subject Noun**
- What is being said about reporter and cameraman? **reporter and cameraman ran - Verb**
- Ran how? **rapidly - Adverb**
- Toward - Preposition**
- Toward what? **explosion - Object of the Preposition**
- What kind of explosion? **huge - Adjective**
- The - Article Adjective**
- In - Preposition**
- In what? **shipyard - Object of the Preposition**
- The - Article Adjective**
- Whose cameraman? **his - Possessive Pronoun Adjective**
- And - Conjunction**
- A - Article Adjective**
- Subject Noun, Verb, Pattern 1**
- Skill Check!**
 - ➔ (Toward the huge explosion) - Prepositional Phrase
 - ➔ (In the shipyard) - Prepositional Phrase
 - ➔ Exclamation point, strong feeling, exclamatory sentence
 - ➔ Go back to the verb. Divide the complete subject from the complete predicate.



Sentence 2

The large pontoon at our local marina belongs to my brother, my uncle, and my dad.

- What belongs to my brother, my uncle, and my dad? **pontoon - Subject Noun**
- What is being said about pontoon? **pontoon belongs - Verb**
- To - Preposition**
- To whom? **brother, uncle, and dad - Compound Object of the Preposition, Compound Object of the Preposition**
- Whose dad? **my - Possessive Pronoun Adjective**
- And - Conjunction**
- Whose uncle? **my - Possessive Pronoun Adjective**
- Whose brother? **my - Possessive Pronoun Adjective**
- At - Preposition**
- At what? **marina - Object of the Preposition**
- What kind of marina? **local - Adjective**
- Whose marina? **our - Possessive Pronoun Adjective**
- What kind of pontoon? **large - Adjective**
- The - Article Adjective**
- Subject Noun, Verb, Pattern 1**
- Skill Check!**
 - ➔ (At our local marina) - Prepositional Phrase
 - ➔ (To my brother, my uncle, and my dad) - Prepositional Phrase
 - ➔ Period, statement, declarative sentence
 - ➔ Go back to the verb. Divide the complete subject from the complete predicate.

Classified Sentences:

1 SN V P1 **A CSN C PPA CSN V Adv P A Adj OP**
 A reporter and his cameraman / ran rapidly (toward the huge explosion)
P A OP
 (in the shipyard)! **E**

2 SN V P1 **A Adj SN P PPA Adj OP V P PPA COP PPA COP C**
 The large pontoon (at our local marina) / belongs (to my brother, my uncle, and
PPA COP
 my dad). **D**



Sentence 3

She stammered and stuttered nervously during her interview for the accounting job.

1. Who stammered and stuttered nervously during her interview for the accounting job?
she - Subject Pronoun
2. What is being said about she? **she stammered and stuttered - Compound Verb, Compound Verb**
3. Stammered and stuttered how? **nervously - Adverb**
4. **During - Preposition**
5. During what? **interview - Object of the Preposition**
6. Whose interview? **her - Possessive Pronoun Adjective**
7. **For - Preposition**
8. For what? **job - Object of the Preposition**
9. What kind of job? **accounting - Adjective**
10. **The - Article Adjective**
11. **And - Conjunction**
12. **Subject Noun, Verb, Pattern 1**
13. **Skill Check!**
 - ➔ **(During her interview) - Prepositional Phrase**
 - ➔ **(For the accounting job) - Prepositional Phrase**
 - ➔ **Period, statement, declarative sentence**
 - ➔ **Go back to the verb. Divide the complete subject from the complete predicate.**

Classified Sentences:

3 SN V SP CV C CV Adv P PPA OP P A Adj
 She / stammered and stuttered nervously (during her interview)(for the accounting
OP
job). D

Writing Compound Sentences

A **compound sentence** is made when two simple sentences are joined together. The word compound means two or more parts. The label for a compound sentence is **CD**. To make a compound sentence, join two simple sentences (clauses) in one of the three ways listed below.

1. Use a comma and a coordinate conjunction: (**CD**, **but**)

The (**CD**) tells you to write a compound sentence;
the (,) tells you to put a comma between the two simple sentences;
the (**but**) tells you which coordinate conjunction to use.

Two Clauses:

the clouds nearly blotted out the sun / a sliver of light managed to pierce them.

CD Sentence:

The clouds nearly blotted out the sun, but a sliver of light managed to pierce them.

2. Use a semicolon only. (**CD** ;)

The (**CD**) tells you to write a **compound** sentence;
the (;) tells you to put a semicolon between the two simple sentences.

Two Clauses:

the clouds nearly blotted out the sun / a sliver of light managed to pierce them.

CD Sentence:

The clouds nearly blotted out the sun; a sliver of light managed to pierce them.

3. Use a semicolon, a connective adverb, and a comma. (**CD** ; **however** ,)

The (**CD**) tells you to write a **compound** sentence;
the (;) tells you to put a semicolon between the two simple sentences;
the (**however**) tells you which connective adverb to use;
the (,) tells you to put a comma after the connective adverb.

Two Clauses:

the clouds nearly blotted out the sun / a sliver of light managed to pierce them.

CD Sentence:

The clouds nearly blotted out the sun; however, a sliver of light managed to pierce them. (CD ; however,)

NOTE: Compound sentences should be closely related in thought and importance.

CORRECT → The clouds nearly blotted out the sun, but a sliver of light managed to pierce them.

INCORRECT → The clouds nearly blotted out the sun, but my dad has to go to work.

When to Use Coordinate Conjunctions and Connective Adverbs

Partial lists of coordinate conjunctions and how they are used:

To add information

, and
, nor

To show reason or result

, for
, so (as a result of)

To show contrast or choice

, but
, or
, yet

Partial lists of connective adverbs and how they are used:

To add information

; also,
; besides,
; furthermore,
; likewise,
; moreover,

To show reason or result

; accordingly,
; consequently,
; hence,
; so,
; therefore,
; thus,

To show contrast or choice

; however,
; nevertheless,
; otherwise,

Student Tip...

Use the following information as a visual aid to help you construct compound sentences.

Simple Sentence + Simple Sentence = Compound Sentence

Joining two simple sentences in one of the following ways forms a compound sentence.

- Two simple sentences joined by a comma and a conjunction.
_____, and _____.
- Two simple sentences closely related in thought joined by a semicolon only.
_____; _____.
- Two simple sentences joined by a semicolon, a connective adverb, and a comma.
_____ ; therefore, _____.

Comma Splices and Run-On Sentences

Two common mistakes are often made when joining simple sentences together to make a compound sentence. The first mistake is called a **comma splice**. The second mistake is called a **run-on sentence**.

A **comma splice** occurs when simple sentences are connected with a comma but without a conjunction.

INCORRECT I wanted to go to the movies this weekend, I don't have enough money.

To correct a comma splice, put a coordinate conjunction after the comma.

CORRECT I wanted to go to the movies this weekend, but I don't have enough money.

A **run-on sentence** occurs in one of two ways.

- a. When the simple sentences are written together with a conjunction but without a comma.

INCORRECT I wanted to go to the movies this weekend but I don't have enough money.

- b. When the simple sentences are written together as one sentence without a comma or a conjunction.

INCORRECT I wanted to go to the movies this weekend I don't have enough money.

Use one of three strategies to correct a run-on sentence.

1. Put a comma and a coordinate conjunction between the two simple sentences.

CORRECT I wanted to go to the movies this weekend, but I don't have enough money.

2. Put a semicolon, a connective adverb, and a comma between the two simple sentences.

CORRECT I wanted to go to the movies this weekend; however, I don't have enough money.

3. Put a semicolon between the two simple sentences.

CORRECT I wanted to go to the movies this weekend; I don't have enough money.

Student Tip...

There are two times when you should put a comma in front of the conjunction and:

1. When you have three or more items in a series.
2. When you are connecting two simple sentences using and as a coordinate conjunction to make a compound sentence.



Reference 84

Using Compound Sentences
to Correct Run-On Sentences

Study the practice samples below to learn how to correct a run-on sentence.

Sample: Use a slash to separate the two complete thoughts in each run-on sentence. Correct the run-on sentences as indicated by the labels in parentheses at the end of each sentence.

- Logan got locked out of his house/he couldn't find the spare key anywhere. (CD , and)
Logan got locked out of his house, and he couldn't find the spare key anywhere.
- The man committed a crime/he should go to prison. (CD ; therefore,)
The man committed a crime; therefore, he should go to prison.
- They exchanged glances/it was a moment they would never forget. (CD ;)
They exchanged glances; it was a moment they would never forget.

Reference 85

Identifying Different Types of Sentences

Use what you have learned to identify each type of sentence, using the abbreviations given in the directions below.

Sample: Identify each type of sentence by writing the correct label in the blank.

Labels: S, F, SCS, SCV, CD

- | | |
|------------|--|
| <u>CD</u> | 1. The whole group of students worked as a team; they won the top prize at the science fair. |
| <u>SCS</u> | 2. Darrell and Mark felt more like brothers than friends. |
| <u>F</u> | 3. Sold them an old junker of a truck. |
| <u>CD</u> | 4. Hiking the mountains of Colorado is exhilarating, but it requires great physical stamina. |
| <u>SCV</u> | 5. My best friend swam at the lake and played beach volleyball all summer. |
| <u>S</u> | 6. The wild mushrooms were hidden from view beneath the dry leaves of last fall. |

Classroom Practice 20

Name: _____ Date: _____

GRAMMAR: (68 points)

Exercise 1: Classify each sentence.

Underline the complete subject once and the complete predicate twice.

1. SN V A SN CV P A OP C CV Adv P Adj OP
 The streetcar/circled(around the city)and stopped occasionally(for lone passengers.) D
PI
2. SN V Adj CSN C ACSN P OP V P A OP P A OP P PPA OP
 Several horses and a herd(of cattle)grazed(in the field)across the road(from our farmhouse.) D
PI

Exercise 2: Use **Sentence 1** above to complete the table below.

LIST THE NOUNS USED	NOUN JOB	SINGULAR or PLURAL	COMMON or PROPER	SIMPLE SUBJECT	SIMPLE PREDICATE
streetcar	SN	S	C	streetcar	circled/stopped
city	OP	S	C		
passengers	OP	P	C		

Exercise 3: Choose the part of speech for the word in **bold** type.

1. We yelled and screamed loudly at the game.
 noun verb adjective adverb preposition pronoun conjunction
2. My billfold **and** keys were locked in the car!
 noun verb adjective adverb preposition pronoun conjunction

SKILLS: (9 points)

Exercise 4: Identify each type of sentence by writing the correct label in the blank. **Labels:** S, F, SCS, SCV, CD

- SCV 1. The excited group of ladies visited the inn and toured the grounds.
CD 2. Joseph completed his tasks; however, they were done incorrectly.
F 3. Despite closing early, the tired store clerk.
SCS 4. Laura and Thomas looked outside on the porch for their backpacks.
CD 5. Brandon drove carefully, yet he still hit the big hole in the road.

Exercise 5: Use a slash to separate the two complete thoughts in each run-on sentence. Correct the run-on sentences as indicated by the labels in parentheses at the end of each sentence.

1. The salesman offered many options/we purchased several of them. (CD, and)
The salesman offered many options, and we purchased several of them.
2. You should dress warmly today/you may get cold later in the day. (CD; otherwise,)
You should dress warmly today; otherwise, you may get cold later in the day.

EDITING: (29 points)

Exercise 6: Correct each mistake. **Editing Guide:** End Marks: 3 Capitals: 12 Commas: 1 Homonyms: 6 A/An: 1 Underlining: 1 Subject / Verb Agreement: 4 Misspelled Words: 1

I sit bungalow M S read T O M
 i sits in my bugalow near the mediterranean sea and reads the book, the old man and
 S I love to sea air I a Have read by
 the sea, eye loves too smell the salty see err as i read an book, has you red this book bye
 E H
 ernest hemingway?

TEACHER INSTRUCTIONS

1. Have students look at Classroom Practice 20. Go over the directions. Check and discuss the practice together after students have finished.
2. Any classroom practice can be done together as a “whole group” activity.

MODIFICATION

ELL and/or below-level students:

Help students correct some of the editing as a class activity or allow them to work the editing section in small groups.

End Lesson 2

Classroom Practice 20



Sentence 1

The streetcar circled around the city and stopped occasionally for lone passengers.

1. What circled around the city and stopped occasionally for lone passengers?
streetcar - Subject Noun
2. What is being said about streetcar?
streetcar circled and stopped - Compound Verb, Compound Verb
3. Stopped when? **occasionally - Adverb**
4. **For - Preposition**
5. For whom? **passengers - Object of the Preposition**
6. What kind of passengers? **lone - Adjective**
7. **And - Conjunction**
8. **Around - Preposition**
9. Around what? **city - Object of the Preposition**
10. **The - Article Adjective**
11. **The - Article Adjective**
12. **Subject Noun, Verb, Pattern 1**
13. **Skill Check!**
 - ➔ **(Around the city) - Prepositional Phrase**
 - ➔ **(For lone passengers) - Prepositional Phrase**
 - ➔ **Period, statement, declarative sentence**
 - ➔ **Go back to the verb. Divide the complete subject from the complete predicate.**



Sentence 2

Several horses and a herd of cattle grazed in the field across the road from our farmhouse.

1. What grazed in the field across the road from our farmhouse? **horses and herd - Compound Subject Noun, Compound Subject Noun**
2. What is being said about horses and herd?
horses and herd grazed - Verb
3. **In - Preposition**
4. In what? **field - Object of the Preposition**
5. **The - Article Adjective**
6. **Across - Preposition**
7. Across what? **road - Object of the Preposition**
8. **The - Article Adjective**
9. **From - Preposition**
10. From what? **farmhouse - Object of the Preposition**
11. Whose farmhouse?
our - Possessive Pronoun Adjective
12. **Of - Preposition**
13. Of what? **cattle - Object of the Preposition**
14. **A - Article Adjective**
15. **And - Conjunction**
16. How many horses? **several - Adjective**
17. **Subject Noun, Verb, Pattern 1**
18. **Skill Check!**
 - ➔ **(Of cattle) - Prepositional Phrase**
 - ➔ **(In the field) - Prepositional Phrase**
 - ➔ **(Across the road) - Prepositional Phrase**
 - ➔ **(From our farmhouse) - Prepositional Phrase**
 - ➔ **Period, statement, declarative sentence**
 - ➔ **Go back to the verb. Divide the complete subject from the complete predicate.**

Classified Sentences:

- 1 SN V
P1 A SN CV P A OP C CV Adv P Adj OP
The streetcar / circled (around the city) and stopped occasionally (for lone passengers). D
- 2 SN V
P1 Adj CSN C A CSN P OP V P A OP P A OP
Several horses and a herd (of cattle) / grazed (in the field) (across the road)
P PPA OP
(from our farmhouse). D

Discover **SHURLEY ENGLISH**

Skills:
Capitalization

Sample Lessons from:

Level 5
Chapter 1
pages 22–26



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Vocabulary Enrichment Activities:

- ➔ Research the historical significance of Smokey the Bear. Conduct a class wide search and provide specific guiding questions, such as: Why was a bear chosen as the symbol for fire safety? What was Smokey the Bear's message to people? How long has Smokey the Bear been the mascot for fire safety? Who chose Smokey to be the mascot? Is there evidence that the "fire safety" campaign was successful? What are some of the statistics to support your information?
- ➔ *Ignite* means to start a fire. But sometimes we use the analogy of "fire" to represent enthusiasm or passion about something. For example, a visit by a famous athlete to your hometown can *ignite* a huge amount of interest and excitement. In pairs, have students list as many people, places, or events as they can that might *ignite* interest and enthusiasm in others.

TEACHER NOTE

Skill Time: The skills students learn during Skill Time will help them improve their reading and writing ability.

1. Knowledge of conventions and the ability to edit are essential to a blooming writer; in fact, *Conventions* are one of the Traits of Effective Writing.
2. Find a video clip of the Walton's saying "good night." This will help students who are not familiar with the Waltons to relate to this passage.



Skill Time

Proofreading and Editing

Do you realize how much you depend on capitalization and punctuation? Without proper capitalization and punctuation, even the best reader would have a very hard time interpreting a passage. Try reading **Passage A** in Reference 6 to see just how difficult reading can be without capitalization and punctuation. Then, read **Passage B**. Notice how much easier it is to read with correct capitalization and punctuation.



Reference 6

The Importance of Capitalization and Punctuation

Which of the passages below is easier to read?

PASSAGE A

our family has a yearly reunion every may aunts uncles and cousins gather at lake clearwater our favorite lake for camping fishing and boating since good food is a specialty of the women in our family we eat very well during the get-together everyone sings songs and tells stories around the campfire while the children play games at midnight the family gong sounds for everyone to go to bed it takes another 30 minutes for everyone to say goodnight to each other we sound just like the waltons

PASSAGE B

Our family has a yearly reunion every May. Aunts, uncles, and cousins gather at Lake Clearwater, our favorite lake for camping, fishing, and boating. Since good food is a specialty of the women in our family, we eat very well. During the get-together, everyone sings songs and tells stories around the campfire while the children play games. At midnight, the family gong sounds for everyone to go to bed. It takes another 30 minutes for everyone to say goodnight to each other. We sound just like the Waltons!

Student Tip...

Capitalization and punctuation make reading easier because they are based on **conventions**. Remember that conventions are language rules that everyone generally agrees on and understands.

The rules in Reference 7 will help you understand some of the conventions for capitalization. You will learn more capitalization rules as you progress through your studies.



Reference 7

Capitalization Rules

Use this reference whenever you need help remembering your capitalization rules.

Always capitalize...

1. the first word of a sentence.
➔ The boy reads often. He likes to read.
2. the pronoun I.
➔ She and I love apple pie.

Student Note:
An abbreviation
is the shortened
form of a word:
doctor = Dr.

Capitalize the names, nicknames, titles, initials, and abbreviations that name...

3. people and pets.
➔ James, Big Jim, Mom, Fluffy, Mr. J. R. Smith
4. days, months, and holidays.
➔ Monday, July, October, Oct., Labor Day, Christmas
5. places on a map, stars, and planets.
➔ Maple St., Dallas, TX, France, the West, Atlantic Ocean, Mars
6. businesses, organizations, buildings, products, and ships.
➔ Walmart, Boy Scouts, Sears Tower, Coca-Cola®, Titanic
7. historical events, monuments, and documents.
➔ World War II, Statue of Liberty, Bill of Rights

Capitalize the first, last, and important words in...

8. the titles of published or produced works, such as books, essays, poems, songs, movies, television shows, newspapers, magazines, paintings, and sculptures.
➔ *The Call of the Wild*, *Starry Night*, *The New York Times*,
Avatar: The Last Airbender

MODIFICATION

Students with Special Needs:

Make small “Capitalization Signs” out of 3 in. x 3 in. cardstock. On one side, write a capital letter; on the opposite side, write a lowercase letter. Make a sign for each letter of the alphabet. Write sentences on sentence strips without proper capitalization. Invite your ELL or special-needs students to use the capitalization signs to place on top of the first letter of words that should be capitalized.

TEACHER NOTE

The list of capitalization rules in Reference 7 is only a partial list. For more capitalization rules, refer to the Resource Tools section in the back of the book.

Student Tip...**When Not To Capitalize**

1. Knowing when **NOT** to capitalize is just as important as knowing when to capitalize. You should capitalize words like “Mom” and “Dad,” except when they are used with words like “my, our, his, her, its, their, and your.”

CORRECT → Jose and Dad cut down trees. **CORRECT** → Our mom watched.

INCORRECT → Jose and dad cut down trees. **INCORRECT** → Our Mom watched.

2. Words like “senator” and “uncle” can either stand alone or act as titles. Usually, they are capitalized when used as titles, but they are not capitalized when they are used alone.

CORRECT → I know Senator Wilson.

CORRECT → Her Uncle Jim works here.

CORRECT → I know a senator.

CORRECT → Her uncle works here.

INCORRECT → I know a Senator.

INCORRECT → Her Uncle works here.

3. In titles, do not capitalize conjunctions, articles, or prepositions with fewer than five letters, unless they are the first or last word.

CORRECT → *The Call of the Wild*

CORRECT → *In the Ocean*

INCORRECT → *The Call Of The Wild*

INCORRECT → *In The Ocean*

**Using Capitalization Rules**

Do you know why a word is capitalized?
Can you recognize capitalization mistakes easily?
Study Reference 8 on the next page to help you learn how to use capitalization rules to find and correct capitalization mistakes.





Reference 8

Using Capitalization Rules

Knowing capitalization rules helps you find and correct mistakes in your writing. Finding and correcting mistakes is called editing. *The examples below have been done to show you how to use capitalization rules.*

In Sentence 1, the capital letters are written in blue. Above each capital letter, write the rule number that explains why it is capitalized.

Sentence 1: ¹ On ⁴ Saturday, ³ Mary and ² I plan to shop at the ⁶ Bargain ⁶ Barn for our ⁴ Christmas decorations.

In Sentence 2, none of the letters are capitalized. Write the correct capital letter above each capitalization mistake.

Sentence 2: ^I ^J ^I ^T ^T ^S
in July, i read the book, the trumpet of the swan, on
^D ^T ^G
my way to dallas, texas, to visit grandma.

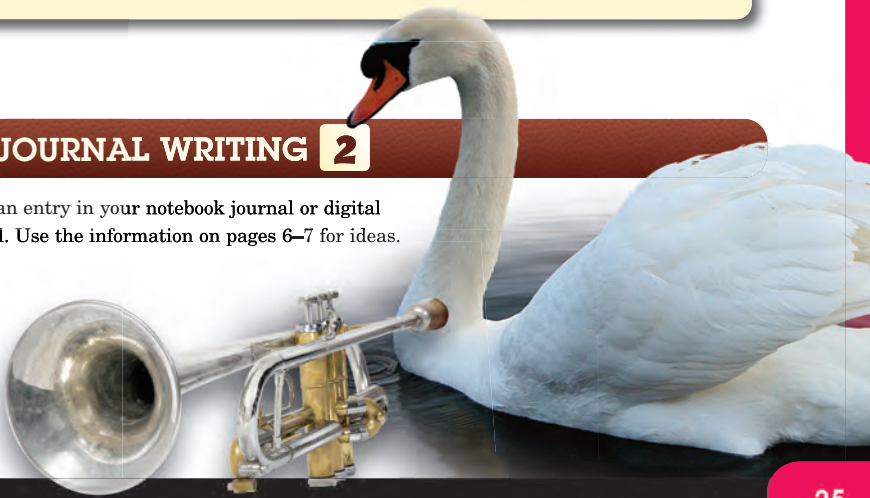
TEACHER INSTRUCTIONS

1. Read the directions for Sentence 1 to your students. Have students use Reference 15 on page 39 to find the **capitalization** rule number above each correction. Discuss how each rule number relates to the correction.
2. Read the directions for Sentence 2 to your students. Lead students in a discussion of the corrections in Sentence 2 and why they were made. Point out the importance of knowing the rule number that led to each correction. If they cannot find or remember the rule, then they are editing by “feeling” rather than by knowledge, putting capital letters “where it looks good.” While this method may work sometimes for some students, it is unreliable at best and often simply wrong.
3. Put the student activity on the board and discuss it with your students.



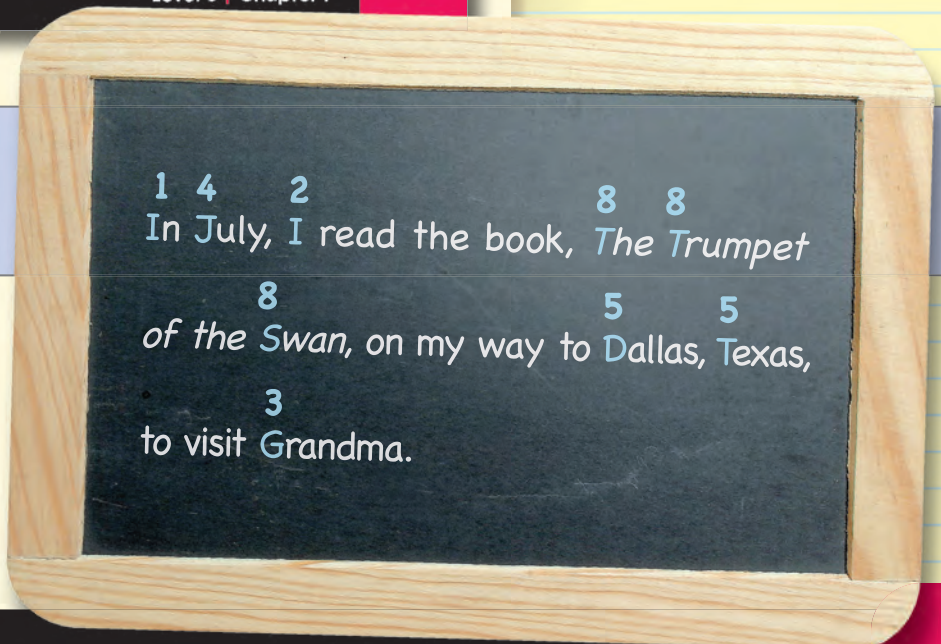
JOURNAL WRITING 2

Write an entry in your notebook journal or digital journal. Use the information on pages 6–7 for ideas.



ACTIVITY

For fun, let's find the rule numbers for the corrections in Sentence 2.



TEACHER INSTRUCTIONS

Classroom Practice 2:

Go over the directions for the classroom practice with students.

Check and discuss the practice as a group when everyone has finished.

MODIFICATION

Students with Special Needs:

1. Have a parent, aide, or student helper assist in reading the directions, the questions, and the answer choices for anyone needing extra help.
2. Assign fewer items on the practice page.

Teaching Tip...

When you introduce a new skill, you may want to work the first Classroom Practice on the board as a whole-class activity to build students' confidence with the process. As their confidence grows, invite them to work in small groups. This gives students a chance to interact with each other and makes learning the new skill more fun. Subsequent Classroom Practices should be completed independently to make sure everyone gets enough practice.

Name: _____ Date: _____

SKILLS: (12 points)

Exercise 1: Write the five parts of a complete sentence on the lines below.
(Accept answers in any order.)

1. _____ **subject** _____
2. _____ **verb** _____
3. _____ **complete sense** _____
4. _____ **capital letter** _____
5. _____ **end mark** _____

Exercise 2: Complete the analogy by filling in the circle beside the correct answer.

word : sentence :: page : _____ movie science book

Exercise 3: Write the correct rule number beside each capitalization rule.
Use Reference 7 on page 23.

Capitalization Rule	Rule Number
1. Capitalize the first word of a sentence.	<u>1</u>
2. Capitalize the names of places on a map.	<u>5</u>
3. Capitalize the pronoun I.	<u>2</u>
4. Capitalize the names of days, months, and holidays.	<u>4</u>
5. Capitalize the names of people and pets.	<u>3</u>
6. Capitalize historical events, monuments, and documents.	<u>7</u>

EDITING: (10 points)

Exercise 4: Write the correct capital letter above each capitalization mistake.

W **J** **M** **P**
would jenny like to help Mrs. peterson bake cookies for the party
S
on saturday?

Exercise 5: Above each capital letter, write the rule number that explains it.
Use Reference 7 on page 23.

¹
or 3
Doug and ²**I** built an elaborate sand castle on ⁵**P**alm ⁵**B**each in ⁵**F**lorida.

Discover **SHURLEY ENGLISH**

Vocabulary

Sample Lessons from:

Level 4
Chapter 1
pages 9–18



Shurley
Instructional
Materials, Inc.





JINGLE TIME

Listening and Speaking

Jingle 2 The Sentence Jingle

A sentence, sentence, sentence
Is complete, complete, complete
When five simple rules
It meets, meets, meets.

It has a subject, subject, subject
And a verb, verb, verb.
And it makes sense, sense, sense
With every word, word, word.

Remember...

1. subject
2. verb
3. complete sense
4. capital letter
5. end mark

Add a capital letter
And a punctuation mark.
And now our sentence has all its parts!

But REMEMBER—
Subject and **verb**
And **complete sense**,
With a **capital letter**
And an **end mark**, too.
Our sentence is complete,
And now we're through!

Start Lesson 3



WORD TIME

Synonyms and Antonyms

The English language is full of different words that have almost the same meaning, like *noisy* and *loud*. Words that have almost the same meaning are called **synonyms**.

Our language also has many words that have opposite meanings: words like *night* and *day*. Words that have opposite meanings are called **antonyms**.

The examples in Reference 1 will help you get more familiar with synonyms and antonyms.



Lesson 3 Ancillary Items:

▶ Jingle Poster 2

TEACHER INSTRUCTIONS

1. Introduce the Sentence Jingle.
2. Practice the new jingle several times until students can sing or recite it smoothly.
3. The Jingle Guidelines on pages Q2–Q3 will give you extra information about Jingle Time.

Note: Jingle Time is a reinforcement time for concepts and definitions. Sing or chant them. Use the ancillary Jingle CD if needed.

4. Read the information about synonyms and antonyms with your students. Encourage student participation and hold class discussions of the concepts and skills learned to foster a love of learning in your students.



Strategies To Engage the Mind

During the final stanza of the Sentence Jingle, have your students count the five sentence parts on their fingers. Use big arm and hand motions and be consistent with the motions you use. This will get students involved and help them retain what they are learning.

Lesson 3 Student Objectives

Jingle Time:



- ▶ Study Jingle 2

Word Time:

- ▶ Study Synonyms and Antonyms
- ▶ Study Vocabulary and Etymology 1

Activity:

- ▶ Make Vocabulary Notebooks

Synonyms and Antonyms

Synonyms are words that have almost the same meanings.

Examples: run and dash, yell and shout, fast and quick

Antonyms are words that have opposite meanings.

Examples: run and walk, yell and whisper, fast and slow

A good way to practice your synonym and antonym skills is by identifying a pair of words as either synonyms or antonyms.

- | | | |
|---------------------|---|---|
| 1. remember, forget | <input type="radio"/> Synonyms | <input checked="" type="radio"/> Antonyms |
| 2. give, share | <input checked="" type="radio"/> Synonyms | <input type="radio"/> Antonyms |
| 3. hurry, rush | <input checked="" type="radio"/> Synonyms | <input type="radio"/> Antonyms |

Student Tip...

Do this simple test for synonyms:

Ask yourself, "Can a _____ be a _____ at the same time?"
or "Can you be _____ and be _____ at the same time?"

If you answer **yes** to these questions, the word pairs are synonyms;
if you answer **no**, then they are antonyms (opposites).

SYNONYMS

(run and dash)

You **can** run and dash at the same time.

(yell and shout)

You **can** yell and shout at the same time.

(fast and quick)

You **can be** fast and be quick at the same time.

ANTONYMS

(run and walk)

You **cannot** run and walk at the same time.

(yell and whisper)

You **cannot** yell and whisper at the same time.

(fast and slow)

You **cannot** be fast and be slow at the same time.

TEACHER NOTE

A broad, varied vocabulary is essential to good writing. A great place to start building vocabulary is with synonyms and antonyms of words students already know. Vocabulary directly affects *Word Choice* and *Voice*, two of the Traits of Effective Writing.

1 When you use the same words over and over again, it gets boring. It gets boring to write the same words over and over again. It gets boring to read the same words over and over again. It gets boring to say the same words over and over again. It gets boring to hear the same words over and over again. Wasn't that boring? Luckily, you don't have to use the same words over and over again.

Brain STEM

Strategies To Engage the Mind

An activity for synonyms and antonyms is found in the section, Activities to Engage the Brain, on page Q69 in your Teacher's Manual.

2

When you make good word choices by using synonyms and antonyms, it will help your writing come to life. In later lessons, you will learn other ways to make your writing more interesting.

Student Tip...

Use a thesaurus, which is a book of synonyms and antonyms, to help you improve your word choices.

3

Vocabulary Words

All good writers need to have a large vocabulary. One way to increase your vocabulary is to keep a list of words you know and add new words as you learn them. It is time to start building your vocabulary! **Vocabulary 1** contains your first new word.

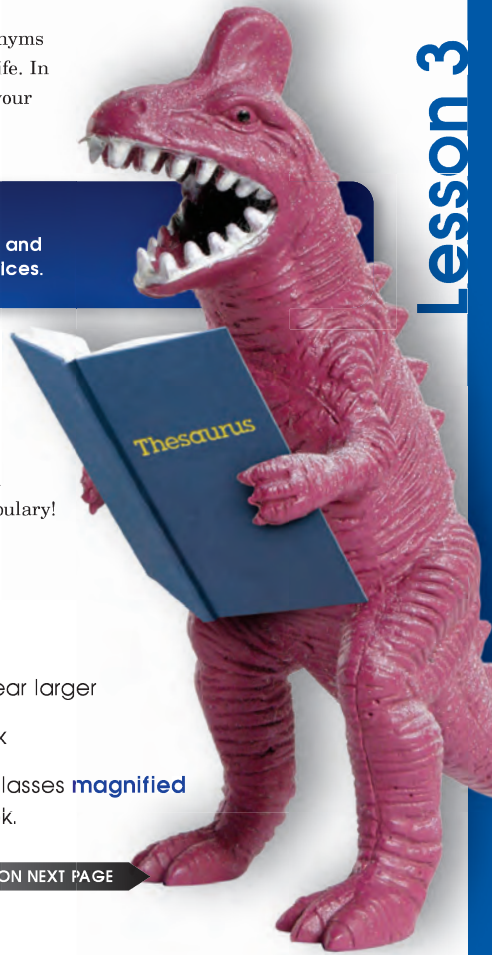
Word 1 → **magnify** (mäg' nū fī)

Definition: to make something appear larger

Synonym: enlarge **Antonym:** shrink

Sentence: Grandmother's reading glasses **magnified** the small print in the book.

CONTINUED ON NEXT PAGE



Lesson 3

2

Synonyms and antonyms can help you write by giving you choices for saying things in more interesting ways. For example, if you wanted to write a sentence about *a busy insect that walked across the grass*, you could use a synonym for *insect*, like **ant**; a synonym for *walked*, like **crawled** or **hurried**; a synonym for *grass*, like **lawn**; and a synonym for *busy*, like **hard-working**. Instead of a boring sentence like “*A busy insect walked across the grass,*” you have “**A hardworking ant hurried across the lawn.**”

3

Word Time is devoted to expanding your word choices and helping you develop your writing voice through the study and practice of vocabulary words.

TEACHER INSTRUCTIONS

Vocabulary

1. Pronounce the new vocabulary word for your students. Then, have them say it with you several times. Check for correct pronunciation.
2. Read and discuss the definition, synonym, and antonym of the vocabulary word. When possible, ask students to think of more synonyms and antonyms for the word.
3. Read and discuss the sentence using the vocabulary word. Ask students to think of more sentences using the word.
4. For homework or during study time, have students enter each new vocabulary word into their Vocabulary Notebooks or on Vocabulary Cards. (*Instructions for a Vocabulary Notebook are provided in Reference 2 on page 13*).



Strategies To Engage the Mind

Encourage students to pat, tap, or clap during the class reading of the vocabulary reference. Rhythm and movement help students retain new knowledge more effectively.

TEACHER NOTE**Guidelines for Oral Vocabulary Reinforcement:**

There are several different ways to engage your students in the oral vocabulary work.

1. **Repeat:** Have students repeat the new vocabulary word three times after you pronounce it for them.
2. **Call and Answer:** Have students recite the answer to each section after you call it out:

Teacher: *Word*

Students: **magnify**

Teacher: *Pronunciation*

Students: **măg' nŭ fi**

Teacher: *Definition*

Students: **to make something appear larger**

Teacher: *Synonym*

Students: **enlarge**

Teacher: *Antonym*

Students: **shrink**

Teacher: *Sentence*

Students: **Grandmother's reading glasses *magnified* the small print in the book.**

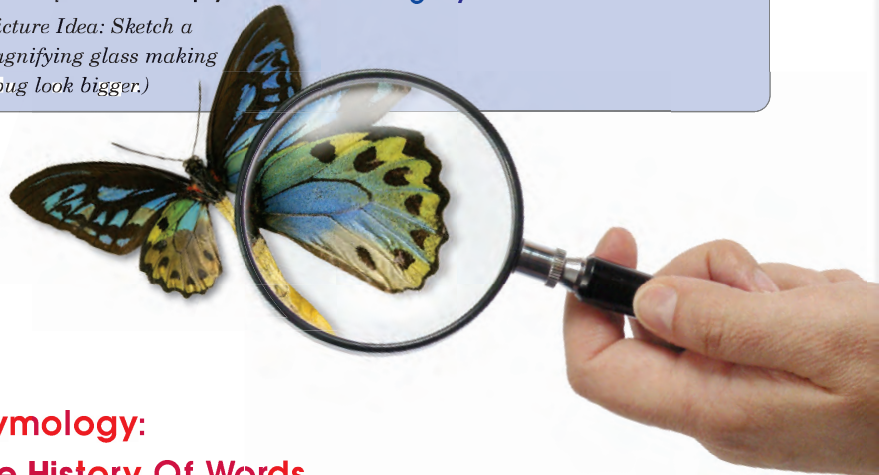
3. **Student Leader:** Have a student leader call the sections and let the class answer.
4. **Half-and-Half:** Have one half of the class call and the other half answer.

REMEMBER: When you add rhythm, movement, and interaction to a lesson, you increase retention and add fun!

Lesson 3**ACTIVITY**

Draw a picture to help you remember **magnify**.

(Picture Idea: Sketch a magnifying glass making a bug look bigger.)



4

Etymology:**The History Of Words**

The word **etymology** (ĕt ŭ mŏl' ŭ jē) refers to a word's history, or where it comes from. Studying the etymology of some of your vocabulary words will help you learn more about words and how they work.

Etymology**Word History of magnify**

Latin Root: magnus (MAHG noos)

Definition: large

Other words from the root: magnificent, magnifying glass

Topic-related words: science, investigate, study

Vocabulary Notebook Activity

To keep track of the new words you are learning, you will record them in a Vocabulary Notebook. The instructions for making and using your Vocabulary Notebook are in Reference 2.

12

Level 4 | Chapter 1

4

Have you ever wondered where words come from?

The answer might surprise you: they come from other words!

Many of the words we use in English come from words in other languages, usually old languages like Latin and Greek. These languages are so old that few people even speak them anymore. Some words from these languages have given us **word roots**—the parts of old words from which our English words are made. Some of the new vocabulary words will include an etymology, or word history. Knowing word roots and word histories can help you understand meanings of new words you encounter in your reading.

Reference 2

Making a Vocabulary Notebook

Write your name and the title, “**Vocabulary Notebook**,” on the cover of a spiral-bound notebook. Each time a new vocabulary word is introduced, follow the directions below to add the word to your Vocabulary Notebook.

1. Starting at the bottom of the first page of your notebook, gently tear along the spiral halfway up the page. (See Picture 1.)
2. Fold the bottom half of the page up over the top half, lining up the corners of the page. (See Picture 2.)
3. Write 1 at the top right corner of the folded page. (See Picture 3.)



PICT. 1



PICT. 2

4. Write the word on the front flap of your folded sheet. (See Picture 4.)
5. Unfold the paper so that you have a full sheet again. Neatly copy all of the information about the word and its word history onto the top half of the page. (See Picture 5.)

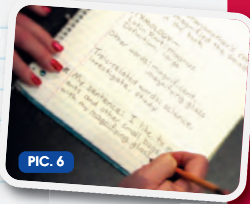


PICT. 3



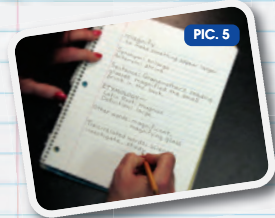
PICT. 4

6. On the bottom half of the page, write your own sentence, using the new word correctly. Look at the definition of the word to help you write your sentence. (See Picture 6.)



PICT. 5

7. On the back of your vocabulary page, draw a simple picture to help you remember the vocabulary word. (See Picture 7.)



PICT. 6



PICT. 7

Vocabulary Card Option:

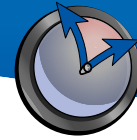
As an alternative, have students use 4x6 cards with lines to record vocabulary information. Students can use vocabulary cards as flash cards to study vocabulary words individually or with a partner. Have students keep cards in plastic storage bags or card boxes.



Vocabulary Enrichment Activities:

- ➔ Demonstrate how to use a magnifying glass to make things appear larger. Give students an opportunity to view items through a magnifying glass. Then, have students write about their experience.
- ➔ Have students brainstorm and make a list of different items that use magnifying glasses. (**Ideas:** cameras, mirrors, binoculars, telescopes, microscopes, eyeglasses, etc.)
- ➔ Have students brainstorm and make a list of different ways that magnifying glasses are used. (**Ideas:** surgery, space, labs, machinery, etc.)

JINGLE TIME



Listening and Speaking

Practice Jingle 2 in the Jingle Section. **PAGE Q3**

WORD TIME



Analogies

In the last lesson, you expanded your vocabulary by learning a new vocabulary word, its word history, synonyms, and antonyms. Now, you will learn a new way to relate words: **analogies**.



Reference 3

Word Analogies

An **analogy** is a way of thinking about how pairs of words are related. It's a special kind of word puzzle that lets you **have fun while exercising your brain, like playing sports** lets you have fun while exercising your body.

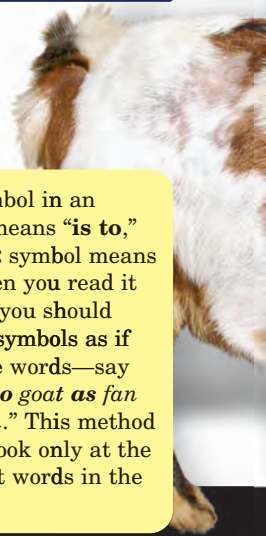
Usually, an analogy exercise will be a set of three words and a blank line, which you must fill in with the correct word. Look at the example below.

Boat is to **goat** as **fan** is to _____.

To make analogies shorter, they will often be written like this:

boat : goat :: fan : man

The **:** symbol in an analogy means "**is to**," and the **::** symbol means "**as**." When you read it out loud, you should read the symbols as if they were words—say "**Boat is to goat as fan is to man.**" This method lets you look only at the important words in the analogy.



Lesson 4 Student Objectives

Jingle Time:



- ▶ Practice Jingle 2

Word Time:

- ▶ Study Word Analogies
- ▶ Study Four Common Analogies
- ▶ Study Vocabulary and Analogy 2

Skill Time:

- ▶ Study Standardized-Test Format

Assessment:

- ▶ Complete Classroom Practice 1

Lesson 4 Ancillary Items:

- ▶ Student Workbook p. WB1
- ▶ Teacher's Key p. 3
- ▶ Jingle Poster 2

TEACHER INSTRUCTIONS

Read and discuss the information about analogies with your students. Encourage student participation in class discussions.

Analogies are a form of logic, or step-by-step thinking to solve problems. To solve the exercise, you must follow these steps:

1. Look at the first set of words, **boat** and **goat**. How are they related?
They rhyme.
2. Look at the word **fan**. Can you think of a word that *rhymes* with fan?
man

Thinking process: *Man* rhymes with *fan*, so *man* is a good choice to put in the blank. Often, you will be given three or four possible words from which to choose. If you were given *tree*, *table*, *goose*, and *man*, you would know to choose *man* because it rhymes with *fan*, just as *goat* rhymes with *boat*.



Decoding Skills

Write the words **goat** and **boat** on the board. Relate the pictures to the words *goat* and *boat* in the students' books. Discuss how in English two vowels together will often take the long sound of the first vowel in the pair. This rhyme will help students remember the rule:

When two vowels go walking, the first one usually does the talking.

The rhyming relationship for the analogy in Reference 3 is only one of several possible relationships. Four common relationships are listed in Reference 4: *synonym*, *antonym*, *rhyming*, and *part-to-whole*.



Reference 4

Common Analogy Relationships

Words can be related to each other in many different ways. Some of these relationships are listed below.

Relationships	Analogy	How the words are related
1. Synonym	big : large :: sound : noise big is to large as sound is to noise	Big and large mean almost the same; sound and noise mean almost the same.
2. Antonym	big : small :: fast : slow big is to small as fast is to slow	Big and small are opposites; fast and slow are opposites.
3. Rhyming	near : deer :: jump : stump near is to deer as jump is to stump	Near and deer rhyme; jump and stump rhyme.
4. Part-to-whole	leaf : tree :: paw : dog leaf is to tree as paw is to dog	Leaf is part of a tree ; paw is part of a dog .



Analogy Exercise

Read the analogy exercise with your teacher. Remember to say “is to” when you see : and “as” when you see :: in the analogy. Discuss possible answers.

1. **giggle : chuckle :: unhappy :** _____

(Say: Giggle is to chuckle as unhappy is to _____.)

Thinking process: *Giggle* means nearly the same as *chuckle*, so this analogy has a **synonym** relationship. To complete the analogy, we need a word that means nearly the same as *unhappy*, like *sad*.

2. **fire : ice :: asleep :** _____

(Say: Fire is to ice as asleep is to _____.)

Thinking process: *Fire* means the opposite of *ice*, so this analogy has an **antonym** relationship. To complete the analogy, we need a word that means the opposite of *asleep*, like *awake*.

3. **hat : cat :: _____ : book**

(Say: Hat is to cat as _____ is to book.)

Thinking process: *Hat* rhymes with *cat*, so this analogy has a **rhyming** relationship. To complete the analogy, we need a word that rhymes with *book*, like *cook*.

4. **tree : forest :: page :** _____

(Say: Tree is to forest as page is to _____.)

Thinking process: A *tree* is part of a *forest*, so this analogy has a **part-to-whole** relationship. To complete the analogy, we need something that *page* is a part of, like *book*.

Exercise: Complete each analogy by filling in the circle next to the correct word.

1. weak : strong :: hot : _____ weather cold warm
2. mouse : house :: _____ sold : bold tall : short



Reinforcement:

If students need more practice with analogies, have them listen carefully as you read aloud each analogy below. Have students discuss the thinking process they would use to complete each analogy, and let students decide on an appropriate solution. One possible solution is provided for you.

sleepy : tired :: big : _____
large

wing : bird :: petal : _____
flower

in : out :: forward : _____
backward

lid : cover :: house : _____
home

minute : hour :: page : _____
book

late : wait :: _____ : night
fight

black : _____ :: up : down
white

finger : hand :: _____ : tree
leaf

jump : hop :: _____ : _____
any synonyms, such as sad : unhappy

tap : map :: _____ : _____
any rhyming, such as wheel : reel

sit : stand :: _____ : _____
any antonyms, such as wet : dry

eraser : pencil :: _____ : _____
part to whole relationship, such as nose : face

TEACHER NOTE**Guidelines for Vocabulary and Analogy Enrichment:**

1. After reciting the vocabulary information with your students (see *Guidelines for Oral Vocabulary Reinforcement on page 12*), ask students to think of more synonyms and antonyms for the vocabulary word. Then, ask students to think of another sentence, using the word.
2. Recite the analogy information with your students. Then, ask students to think of more analogies with the same relationship as the one presented.
3. For homework or during study time, have students enter the new vocabulary and analogy information into their Vocabulary Notebooks or on Vocabulary Cards. (*Instructions for a Vocabulary Notebook are provided in Reference 2 on page 13.*)

TEACHER INSTRUCTIONS

Lead students through an oral reading of the vocabulary reference, making sure they participate and pronounce the vocabulary word correctly and read the analogy correctly.

Brain STEM**Strategies To Engage the Mind**

Encourage students to pat, tap, or clap during the class reading of the vocabulary reference. Rhythm and movement help students retain new knowledge more effectively.

Vocabulary and Analogy

From now on, Vocabulary Word references will include sample analogies. Vocabulary 2 contains your new vocabulary word for this lesson, along with an analogy.

Word 2 → **encourage** (in ker' ij)

Definition: to cheer on

Synonym: support **Antonym:** discourage

Sentence: Our teacher **encourages** us to do our best.

Analogy → **encourage : cheer :: easy : simple**

Relationship: Synonym

Thinking Process: Just as **encourage** means nearly the same as **cheer**, **easy** means nearly the same as **simple**. Therefore, this is a **synonym** analogy.

**ACTIVITY**

- Write a poem in your Vocabulary Notebook to help you remember the word **encourage**.
- How do you think the picture shows what the word *encourage* means?

**Vocabulary Enrichment Activities:**

- ➔ Demonstrate to students how to role play someone *encouraging* someone else. Then, invite volunteers to do the same.
- ➔ Ask students to tell about the people who have *encouraged* them.
- ➔ Ask students to tell how they *encouraged* someone else.

Discover **SHURLEY ENGLISH**

Writing: Explanatory

Sample Lessons from:

Level 1

Chapter 8

pages 468–473



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Writing Time

1 The first type of writing you will learn has a special name.

The name of this writing is called **explanatory writing**.

Have students say “explanatory writing” with you several times.

Lesson 4



Reference 44

Explanatory Writing

The word **explanatory** means *to give information* or *to explain something*. There are many ways to organize information in explanatory writing. The easiest and most direct way is by using a **main-point system**. In a main-point system, use two or more main points to explain your topic.

Sentence Plan for an Explanatory Paragraph, Using Two Main Points

1. **Choose a topic.**

favorite colors

2. **List the two main points.**

red and blue

3. **Write the topic sentence.**

I have two favorite colors.

➔ The topic sentence is the first sentence in the paragraph and introduces the topic.

➔ To write the topic sentence, use words in your topic (favorite colors) and add a number word that tells the number of main points in your paragraph (two).

4. **Write the main-point sentence, naming your main points.**

These colors are red and blue.

➔ The main-point sentence names the main points in the order that you will write about them.

5. **Write a sentence stating your first point.**

My first favorite color is red.

6. **Write one or more supporting sentences for the first point.**

I like red because it is the color of my new bike and my dad's new fire truck.

➔ The supporting sentence tells more about the first point and explains why “red” is a favorite color.

7. **Write a sentence stating your second point.**

My second favorite color is blue.

8. **Write one or more supporting sentences for the second point.**

Blue is a summertime color and makes me think of playing outdoors with my friends, swimming at the pool, and eating blue snow cones.

➔ The supporting sentences tell more about the second point and explain why “blue” is a favorite color.

9. **Write a concluding sentence.**

Red and blue are my favorite colors because they remind me of things that make me happy.

➔ The concluding sentence is the last sentence in the paragraph. To write the concluding sentence, name the topic and main points again in a final statement.

10. **Write a title.**

My Favorite Colors

➔ Write a title that is related to your topic. You may use the topic as part of your title, or you may choose another title.

CONTINUED ON NEXT PAGE

Sample Explanatory Paragraph

My Favorite Colors

I have two favorite colors. These colors are red and blue. My first favorite color is red. I like red because it is the color of my new bike and my dad's fire truck. My second favorite color is blue. Blue is a summertime color and makes me think of playing outside with my friends, swimming at the pool, and eating blue snow cones. Red and blue are my favorite colors because they remind me of things that make me happy.



Reference 45

Three Main Parts of Explanatory Writing

As you can see in the sample paragraph, explanatory writing has three main parts.

- 1 The **Introduction** is the first part. It tells the topic and lists the ideas, or points, that will be written in the body.
- 2 The **Body** is the middle part. It is the biggest part because it contains the main points and supporting details.
- 3 The **Conclusion** is the last part. It states the topic and the main points again.

English

Sentence Plan for Two Main Points

- Introduction:**
- Sentence 1** Topic sentence
 - Sentence 2** Main-point sentence, naming the main points
- Body:**
- Sentence 3** A first-point sentence
 - Sentence 4** A supporting sentence for the first point
 - Sentence 5** A second-point sentence
 - Sentence 6** A supporting sentence for the second point
- Conclusion:**
- Sentence 7** A concluding sentence, naming the topic and main points again

Student Tip...

- The **topic sentence** should not say, "I am going to tell you about my two favorite colors."
- To say, "I am going to tell you about" is called **writing about your writing**.
- You should never begin a paragraph with "I am going to tell you about" because **good writers do not write about their writing**.



The Writing Process

Writers use several steps as they write. These steps are called the **writing process** because they help the writer from the beginning to the end of a writing piece. The writing process has six steps. Today, you will learn about **Step 1**.



Prewriting:

Gather and organize ideas



Reference 46

Step 1: Prewriting

In prewriting, you plan and organize your ideas and thoughts for writing. A **prewriting map** helps you organize the ideas for your paragraph. Keep in mind, however, that your ideas may change as you begin to write. You might add ideas to the map or even change them as you write the actual paragraph.

Checklist for Making a Prewriting Map


- 1. **Choose your topic.**
- 2. **Collect ideas and details.**
 - ➔ **Brainstorm** for ideas and details that can be used to develop the topic. Use your experience or books to collect ideas. Write these ideas on your prewriting map.
- 3. **Arrange ideas and details.**
 - ➔ Make sure your ideas and details are grouped into some kind of order on a writing map.
- 4. **Use your prewriting map to write a rough draft.**

Sample Prewriting Map



End Lesson 4

TEACHER NOTE

Students may use a sentence plan after the prewriting map. Use the interactive  to print off the prewriting map and the sentence plan form.

Writing Assignment 5

Type of Writing:
Guided Explanatory Paragraph with Two Points

Purpose:
To explain or share information

Topic:
favorite colors

Assignment:
Make a prewriting map.

Step 1:
Make a Prewriting Map

Special Instructions

1. Make a prewriting map, using your own brainstorming ideas. Follow the Prewriting Checklist in Reference 46.
2. Put your prewriting map in your Working Folder.



Discover
**SHURLEY
ENGLISH**

Writing: Persuasive

Sample Lessons from:

Level 5

Chapter 6

pages 236–242a



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Writing Time

Persuasive Writing

You have learned about descriptive writing.

Now, you will learn another genre: **persuasive writing**.



Reference 89

Persuasive Writing

Persuasion is getting other people to see things your way. When you write a persuasive essay, you are encouraging, or **persuading**, your audience to take a certain action or to feel the same way you do. Using the art of persuasion in writing is known by many names, such as *opinion writing*, *persuasive writing*, and *argumentative writing*.

This type of writing pushes you to think more critically than any other genre. Learning the process of persuasive/argumentative writing helps you to state an opinion and back it up with well-thought-out reasons, examples, facts, and details to persuade your audience to agree with you.

Persuasive writing is logical and makes an argument for something you care about. As the writer, it is VERY important to consider who your audience/readers are and to use arguments that will appeal to them. You would use a totally different argument to persuade your brother to lend you five dollars than the one you would use to persuade your parents to allow you to go to the movies with some friends.

Organizing Persuasive Writing

Good persuasive writing should be clear, concise, and easy for your reader to understand. One of the best ways to present your persuasive argument is by organizing your writing into three main parts.

- The **Introduction** is the first part and lets the reader know your opinion and lists the reasons you will use.
- The **Body** is the middle and most important part because it contains the reasons and supporting evidence for your opinion.
- The **Conclusion** is the last part. It contains a summary and a *call-to-action* sentence.

Lesson 5 Student Objectives

Writing Time:



- ▶ Study Persuasive Writing
- ▶ Discuss Essay Writing
- ▶ Study a Five-Paragraph Persuasive Essay
- ▶ Complete Prewriting and Rough Draft for WA 3: Persuasive Essay



Reference 90

Elements of a Persuasive Essay

1. A persuasive essay has the following elements:
 - Opinion statement
 - Convincing reasons to back up the opinion statement
 - Supporting examples, facts, and details
 - A call-to-action
2. A persuasive essay contains three parts: an **introduction**, a **body**, and a **conclusion**.
3. Transition words are especially important in persuasive writing and are used to link reasons, examples, facts, and details. Some useful transition words are listed below.

for example, for instance, in addition, as well, also, next, another, along with, besides, in other words, truly, again, for this reason, in fact



Note:

Even though you must have *introductory* and *concluding* paragraphs in an essay, the number of paragraphs in the body of your essay can vary. It can have two, three, four, or more. The number of paragraphs in the body depends on the number of reasons you want to present. The five-paragraph essay is but one example.



Reference 91

Organization for a Persuasive Essay

Essay

Some ideas cannot be explained in just one paragraph; there are simply too many details or facts to pack into one little paragraph. In these cases, it is best to write an essay. An **essay** is a written discussion of a topic that is divided into several paragraphs.

Introduction

You have two or three sentences in the introduction. First, you will state your opinion in the topic sentence. This sentence is also called an opinion statement. Then, you will give extra information in the next sentence. This sentence gives a fact, a definition, a quote, or a personal observation. Last, you will list the reasons you have chosen to support your opinion.

Paragraph 1: **Opinion statement (topic sentence)**
Information sentence (extra information)
List-of-reasons sentence (reasons)

CONTINUED ON NEXT PAGE

Body

In general, three well-supported reasons or convincing points will present a good argument for your opinion. All the reasons and supporting evidence, such as examples, facts, and details, are persuasive in nature and are intended to back up the opinion statement and convince the reader to agree with your argument. The number of supporting sentences may vary, according to the amount of information you have.

Paragraph 2: **First-reason sentence (1st reason)**
Supporting sentences (example, fact, or detail)

Paragraph 3: **Second-reason sentence (2nd reason)**
Supporting sentences (example, fact, or detail)

Paragraph 4: **Third-reason sentence (3rd reason)**
Supporting sentences (example, fact, or detail)

Conclusion

The conclusion usually includes three sentences: a summary, a brief restatement of the reasons, and a call-to-action. A **call-to-action** sentence is a specific request to the reader for some type of *action*.

Paragraph 5: **Summary sentences (restate the opinion)**
Restatement-of-reasons sentence(s) (three reasons)
Call-to-action sentence (ask the reader to act)

Student Tip...

An essay with five paragraphs is called a five-paragraph essay:

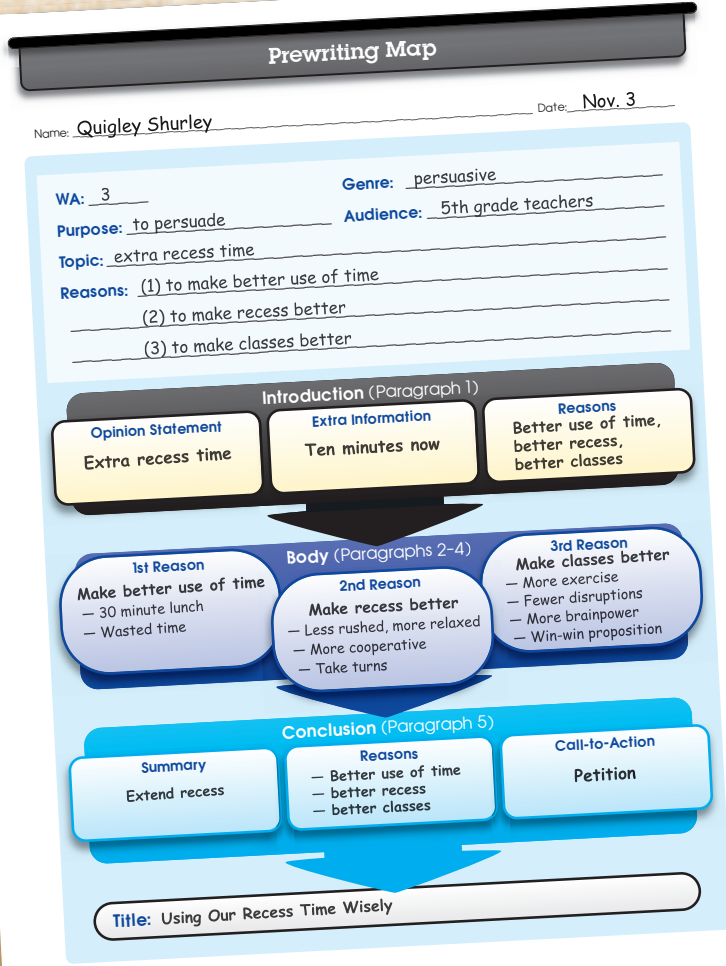
- The introduction forms the first paragraph
- The body forms the next three paragraphs.
- The conclusion forms the fifth paragraph.

**Note:**

Words that signal an opinion:
think, believe, feel, hope, seem, best, better, worse, worst, probably, excellent, terrible, should, love, hate.



Prewriting Map for a Persuasive Essay



Sentences in a
Persuasive Essay

Lesson 5

TEACHER INSTRUCTIONS

1. Assign Writing Assignment 3. Students should complete the first two steps in the writing process today and place all their work in their Rough Draft folders. Students will revise and edit their drafts in the next lesson.
2. Remind students to utilize a dictionary (in print or digital) to look up word meanings, spellings, and synonyms to help them write their rough draft.

Sentences in a Persuasive Essay

Name: Quigley Shurley Date: Nov. 3

WA: 3 Genre: Persuasive Essay
 Purpose: to persuade Audience: 5th grade teachers
 Topic: extra recess time
 Three Points: (1) to make better use of time, (2) to make recess better, (3) to make classes better

Title: Using Our Recess Time Wisely

1. Introduction:
 Topic/Opinion Sentence: I believe that fifth graders should have extra recess time, and I respectfully ask that you consider my reasoning.
 Information Sentence: As you know, fifth graders in our school only get ten minutes of recess time in the current schedule.
 List-of-Reasons Sentence: Extending recess to twenty minutes would have many benefits, including the better use of time, higher quality recess time, and higher quality class time.

2. Body:
 First Reason Sentence: Extending recess by ten minutes would make better use of everyone's time.
 • Supporting Sentence: Almost everyone I know is finished with lunch after only twenty minutes, but we must all sit quietly in the cafeteria for another ten minutes because lunch is thirty minutes long.
 • Supporting Sentence: This wasted time would be much better spent on the playground during an extended recess.

Second Reason Sentence: A longer recess is a better recess.
 • Supporting Sentence: With twenty minutes, we would all feel less rushed and more relaxed.
 • Supporting Sentence: This would lead to a more friendly and cooperative recess time.

• Supporting Sentence: Instead of fighting over playground equipment, students would have time to take turns.

OVER

Third Reason Sentence: A longer recess would also result in better class behavior.
 • Supporting Sentence: We would have more time to exercise enough to make our bodies tired.
 • Supporting Sentence: Then, we would be less fidgety and cause fewer disruptions in the classroom.
 • Supporting Sentence: Also, scientists have shown that physical activity increases brainpower.
 • Supporting Sentence: A longer recess is a win-win proposition for the students and teachers!

3. Conclusion
 Summary Sentence: In conclusion, you can see that there are really no good reasons not to extend recess.
 Restatement-of-Reasons Sentence: The time is already in the schedule, but it is wasted. A longer recess would definitely make both recess and class time better.
 Call-to-Action Sentence: So, I humbly ask that you help us start a petition to the principal to extend recess for fifth graders.



A Persuasive Essay

Using Our Recess Time Wisely

by Quigley Shurley

I believe that fifth graders should have extra recess time, and I respectfully ask that you consider my reasoning. As you know, fifth graders in our school only get ten minutes of recess time in the current schedule. Extending recess to twenty minutes would have many benefits, including the better use of time, higher quality recess time, and higher quality class time.

Extending recess by ten minutes would make better use of everyone's time. Almost everyone I know is finished with lunch after only twenty minutes, but we must all sit quietly in the cafeteria for another ten minutes because lunch is thirty minutes long. This wasted time would be much better spent on the playground during an extended recess.

A longer recess is a better recess. With twenty minutes, we would all feel less rushed and more relaxed. This would lead to a more friendly and cooperative recess time. Instead of fighting over playground equipment, students would have time to take turns.

A longer recess would also result in better class behavior. We would have more time to exercise enough to make our bodies tired. Then, we would be less fidgety and cause fewer disruptions in the classroom. Also, scientists have shown that physical activity increases brainpower. A longer recess is a win-win proposition for the students and teachers!

In conclusion, you can see that there are really no good reasons not to extend recess. The time is already in the schedule, but it is wasted. A longer recess would definitely make both recess and class time better. So, I humbly ask that you help us start a petition to the principal to extend recess for fifth graders.

Student Tip...

Even though persuasive writing makes an argument for something you care about, it does not grant you permission to be rude and insulting to your readers. Instead, you must try to sway your audience to your way of thinking by presenting a logical, convincing argument that appeals to them.

MODIFICATION

Students who struggle with longer writing assignments may write a three-paragraph persuasive essay instead of the five-paragraph persuasive essay, using one paragraph each for the introduction, body, and conclusion.

Discussion Questions:

1. What is the topic of the persuasive essay?
2. What is the opinion statement?
3. What are the three reasons presented?
4. Which paragraph is the introduction? What does the introduction tell?
5. Which paragraphs make up the body? What does the body tell?
6. How many supporting sentences are given for each of the three reasons?
7. Which paragraph is the conclusion? What does the conclusion tell?
8. Tell why this essay is persuasive.
9. Which reason would persuade you the most?
10. Which reason would persuade your teachers the most?

STEP 1

STEP 2

Now, it's time to begin writing a persuasive essay of your own.

Use the sample persuasive essay and what you have learned about fact and opinion to help you write your essay.

Writing Assignment 3: Persuasive Essay**Steps 1 & 2: Making a Prewriting Map and Writing a Rough Draft****Purpose:** to persuade**Genre:** persuasive**Audience:** parents

Choose the writing prompt or one of the writing topics below. Make a prewriting map and write a persuasive essay to convince your parents to agree with your position. Include an opinion statement and provide at least three reasons to support your opinion. Defend each reason with enough examples, facts, or details to persuade your parents. Include a specific call to action in the conclusion. *Be as persuasive as possible!*

WRITING PROMPT

Choose an activity that you would like your family to do once a week, such as going to the movies, hiking, playing board games, camping, doing arts and crafts, or working on a hobby together.

WRITING TOPICS

1. To make a special purchase
2. To play a sport
3. To go camping with friends
4. Why people should not smoke
5. A topic of your choice

SPECIAL INSTRUCTIONS:

1. Follow the Prewriting Checklist in Reference 59 on pages Q18–Q19.
2. Follow the Rough Draft Checklist in Reference 61 on pages Q20–Q21.
3. Use References 89–94 to help you write your five-paragraph persuasive essay.
4. Put your prewriting map and your rough draft in your Rough Draft folder.

Discussion Questions:

1. What is the topic of the persuasive essay? **getting a longer recess for fifth graders**
2. What is the opinion statement? **"I believe that fifth graders should have extra recess time, and I respectfully ask that you consider my reasoning."**
3. What are the three reasons presented?
to make better use of time; to make recess better; to make classes better
4. Which paragraph is the introduction? **the first paragraph**
What does the introduction tell? **It tells the author's opinion and lists the reasons that will be used in the essay.**
5. Which paragraphs make up the body? **the second, third, and fourth paragraphs**
What does the body tell? **It gives the three reasons and the supporting details.**
6. How many supporting sentences are given for each of the three reasons?
**1st reason:
2 supporting sentences;
2nd reason:
3 supporting sentences;
3rd reason:
4 supporting sentences**
7. Which paragraph is the conclusion? **the fifth paragraph**
What does the conclusion tell? **It summarizes the essay and gives the audience a specific request for action.**
8. Tell why this essay is persuasive.
 - **It has an opinion stated. (need a longer recess)**
 - **It gives convincing reasons to back up the opinion statement. (to make better use of time; to make recess better; to make classes better)**
 - **It gives supporting examples, facts, and details.**
1st Paragraph:
"Extending recess by ten minutes would make better use of everyone's time. This wasted time would be much better spent on the playground during an extended recess."
2nd Paragraph:
"With twenty minutes, we would all feel less rushed and more relaxed. This would lead to a more friendly and cooperative recess time. Instead of fighting over playground equipment, students would have time to take turns."
3rd Paragraph:
"A longer recess would also result in better class behavior. We would have more time to exercise enough to make our bodies tired. Then, we would be less fidgety and cause fewer disruptions in the classroom. Also, scientists have shown that physical activity increases brainpower."
 - **It includes a call-to-action.**
"So, I humbly ask that you help us start a petition to the principal to extend recess for fifth graders."
9. Which reason would persuade you the most?
Discuss student answers.
10. Which reason would persuade your teachers the most?
Discuss student answers.



Discover **SHURLEY ENGLISH**

Writing: Research Report
Selecting Sources
Recording Sources

Sample Lessons from:

Level 7

Chapter 29

pages 734–740



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Ideas Stage—

STEP 4 Write a Thesis Statement

Before you begin gathering information for your research paper, you need to write a sentence that states your narrowed topic and includes the three main points you have selected. This sentence is called a **thesis statement**. You will use this statement to remind you of the main points that you will research and write about in your paper.

Your thesis statement will keep you focused on your main idea. As you can see from the student's example, a thesis statement is similar to the three-point sentence that you learned about in explanatory and persuasive writing.

Thesis Statement

Our nation's capital city, Washington, D.C., is home to a wide variety of interesting and popular landmarks.

Narrowed Topic
famous landmarks in Washington, D.C.

3 Main Points
1. Washington Monument
2. Lincoln Memorial
3. Tomb of the Unknowns

Thesis Statement
Our nation's capital city, Washington, D.C., is home to a wide variety of interesting and popular landmarks.

**JOURNAL WRITING 59**

Write an entry in your notebook journal or digital journal. Use Reference 1 on pages 1–2 for ideas.

Writing Time

Now, it is time to start the second stage of writing a research report, the Research Stage. This is the most important stage in the process because you cannot write a research report without doing the research. This is also the most exciting stage because it is your chance to discover new things about your topic.

Before you begin, review the stages and steps involved in writing a research report. The highlighted section will show you what will be studied in this lesson.

Stage 1: Ideas

- STEP 1 Select a topic
- STEP 2 Narrow the topic
- STEP 3 Choose the main points
- STEP 4 Write a thesis statement

Stage 2: Research

- STEP 1 Select sources
- STEP 2 Record source information
- STEP 3 Make note cards
- STEP 4 Organize note cards

Stage 3: Writing

- STEP 1 Write an outline
- STEP 2 Write a rough draft
- STEP 3 Revise & edit outline & draft
- STEP 4 Write a final outline and report
- STEP 5 Make a title page
- STEP 6 Make a works-cited page
- STEP 7 Put research materials in order

Reference 258

Main Sources Used to Research a Topic

You can use several types of **sources** to find information for your report: *nonfiction books, encyclopedias, websites, interviews, and magazines*. Each of these sources is useful in different ways. Using at least two sources when writing a research report is important. Using only one source limits the information available for your report.

Lesson 2 Ancillary Items:

▶ **Student Workbook p. WB141**

Teaching Tip...

Remind students that they will need to bring a special folder for the next chapter. This will serve as their Research Report Folder, and it will help them keep their research work organized. At the end of the process, students will turn in the entire folder.

21st Century Skills: If your students are creating a digital research report, it is important that they follow this same process. Remind them to choose distinct file names for each portion of their research writing and to keep a written memo of the file names for easy organization. The right technology can enable you to screen-share with your students, check their research/writing progress, and provide assistance through on-line revision conferences from remote locations if any student needs extra help.

Lesson 2 Student Objectives

Writing Time:

 15:43

- ▶ Review the Stages and Steps in a Research Report
- ▶ Study the First Two Steps in Stage 2 (Research Stage):
 - Step 1: Select Sources
 - Step 2: Record Source Information
- ▶ Assign Journal 60

Assessment:

- ▶ Complete a Student Assignment

Stage 2: Research

An Encyclopedia Source

Encyclopedias make an excellent starting point for your research because you get a general introduction to your topic, along with specific details. Most current encyclopedias are also available online in public libraries. Encyclopedia articles on your topic are usually easy to find because they are listed alphabetically.



An Internet Source

Check Internet sources carefully to make sure they are reliable. Reliable sources often have domain names ending in .edu (college and university sites) or .gov (United States government sites).

Write down the Internet source for information that you use. If possible, print the information. Write the date you found the information because information on the Internet can change daily.

A Book Source

Use the card catalog in the library to find nonfiction books related to your topic. It is usually not necessary to read the whole book in order to locate specific information about your topic. Use the book's table of contents and index to find the information you need. If you see any chapter titles or words related to your topic in the index, skim the pages given to see if any information can be used.

A Magazine Source

Magazine articles can also give you information about your topic. Magazines can be found in the library or on the Internet.

An Interview Source

If you know a person who is an expert on your topic, you can interview him/her in person, by phone, or by e-mail.

Student Tip...

1. If you cannot find your narrowed topic in an encyclopedia, you may need to look under a broader topic.

Example: Narrowed topic: Climate of Alaska

Broader topic: Alaska

2. Do not rely too heavily on information from just one book, or you risk turning your research report into a book report on that book.



Lesson 2

TEACHER INSTRUCTIONS

Use the Resource Tools section for additional information about the following sources:

1. Nonfiction books (Q44–Q45)
2. Encyclopedias (Q42 – Reference section)
3. Internet (Q47–Q48)
4. Magazine (Q42 – Reference section)

Teaching Tip...

Bring the following points to the students' attention:

1. The Internet provides access to various sites that list primary sources.
2. You will access secondary sources most often, but use at least three sources to check for their reliability. You only want to use *credible* (trustworthy) sources.

Primary and Secondary Sources and Source Reliability

Before using ANY source, you must understand that you are "borrowing" someone else's knowledge. But how can you tell if the source is right? It is important to know the difference between reliable sources (you can trust that the information is true) and unreliable sources (you cannot be completely sure that the information is true).

Because some of the knowledge you want to borrow may not be completely true, you need to read and study many different sources about the same topic. If you find that most of the sources agree about the information, it is probably true information. That's why it is so important to use several sources for your research.

There are two main kinds of sources that anyone can use, **primary sources** and **secondary sources**.

Primary sources supply firsthand clues about past events and provide you with authentic or original materials. Primary sources include original letters, diaries, manuscripts, photographs, audio or video recordings, newspaper articles, maps, artifacts, and personal interviews that you conduct. Primary sources were made by the people who actually experienced the event. Primary sources are considered more reliable than secondary sources. Museums are an excellent primary source provider.

Secondary sources are books, articles, professional journals, encyclopedias, and websites that are based on primary sources, but they are someone else's view about what actually happened in the past. This means that almost all secondary sources are records written by someone who was not actually experiencing an event; rather, they are reporting their own ideas about what happened. Secondary sources are different from primary sources because they are someone else's interpretation about events from the past. A secondary source may or may not be reliable.



Research Stage—

STEP 1 Select Sources

How to Find Information

1. **Skimming** is reading only the key parts of a source to determine quickly if that source has information that will fit your topic and main points. Skim key parts, such as titles, topic headings in boldface type, first sentences of paragraphs, underlined words, captions under pictures, text outlined by boxes, questions, and summaries. One way to skim several paragraphs in a long article is to read the entire first paragraph because it usually contains a brief summary of the article. Then, read only the first sentence of each paragraph in the body of the article. This will give you a brief summary of each paragraph. Finally, read the entire last paragraph because it restates the most important points.
2. For a book, look at the pages given in the table of contents and index to find information about your topic. Skim those pages. If the information you are skimming is not about one of your main points, skip it.
3. For other sources that have information about your topic, start at the beginning of the article and read to the end, taking notes as needed.
4. Take advantage of **cross-referencing**. Watch for the words "See" or "See also." The information you find can make a source more useful or provide another useful source.
5. Look for a list of sources the author used to write the article or book. This list is usually found at the end of the article or book.

6. If you cannot find enough information about your topic and main points, go back to the Topic Guide and choose new main points. If you still cannot find enough information, you should choose a different topic and select main points for the new topic.

Plagiarism

If you use an author's words or ideas without giving the author proper credit, you are guilty of **plagiarism**. Plagiarism is a form of dishonesty, like cheating on a test. That is why it is important to cite the sources you use in your report.

Citing Your Sources

Once you have decided to use a source, you need to record the author and publishing details. This is called **citing your sources**. Citing your sources lets a reader know where you found the information you used. A **citation** gives credit to another author for using his/her ideas. Write down the required information from each source you use to help you cite sources as you write your report and to make a works-cited page at the end of your report.

Student Tip...

Check out books and ask your librarian about printing copies of Internet or encyclopedia articles. Having a physical copy of a source can make research much easier.

Reference 261

Research Stage—

STEP 2 Record Source Information

Student Tip...

When you begin your report, put all your work in your Research Report Folder.

Lesson 2

Book Source 2

Author's Full Name: Brent Ashabranner
 Title of Book: On the Mall in Washington, D.C. A View of America's Front Yard
 Place (City) Book was Published: Brookfield, CT
 Publisher: The Millbrook Press
 Copyright: 2002
(year book was published)

Book Source 1

Author's Full Name: Brent Ashabranner
 Title of Book: A Memorial for Mr. Lincoln
 Place (City) Book was Published: New York, NY
 Publisher: G.P. Putnam's Sons
 Copyright: 1992
(year book was published)

Book Source 4

Author's Full Name: Reef, Catherine
 Title of Book: Arlington National Cemetery
 Place (City) Book was Published: New York, NY
 Publisher: Dillon Press
 Copyright: 1992
(year book was published)

Book Source 3

Author's Full Name: Carol Bluestone and Susan Irwin
 Title of Book: Washington, D.C. Guidebook for Kids
 Place (City) Book was Published: Washington, D.C.
 Publisher: Noodle Press
 Copyright: 2000
(year book was published)

Magazine Source

Author's Full Name: Reece, Beth
 Title of Article: "America's Sacred Shrine: Arlington National Cemetery"
 Title of the Magazine: Soldiers Magazine
 Publication (Issue) Date: May 2004
 Pages of the Article: 8-13

Internet Source

Author's Full Name: not given
(if given)
 Title of Article: "Washington, D.C."
(also called Page Title)
 Title of the Website: The Columbia Encyclopedia
 Publication Date: 2007
 Publisher (if given): Questia
 Date Article Obtained: February 1, 2008
(month, day, and year you looked up the article)
 Web Address (URL): <http://www.questia.com/PM.qst?aqo&d=112892606>

Use the examples above to help you record the source information that you need.

Internet Source

Author's Full Name: not given
(if given)
 Title of Article: "Washington Monument"
(also called Page Title)
 Title of the Website: www.nps.gov
 Publication Date: July 12, 2005
 Publisher (if given): National Park Service
 Date Article Obtained: June 26, 2007
(month, day, and year you looked up the article)
 Web Address (URL): <http://www.nps.gov/archive/wamo/home.htm>



JOURNAL WRITING 60

Write an entry in your notebook journal or digital journal. Use Reference 1 on pages 1–2 for ideas.

Discover **SHURLEY ENGLISH**

Early Reading: A Systematic Approach

Sample Lessons from:

Level 2

Chapter 2

pages 135–141



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Jingle Time

Recite the Vowel Jingle. **PAGE Q10**

Review Time

Study Buddy Teams

Review Sound Cards with your teacher.
Then, recite these sounds, words, and sentences.

- Sounds:
- Set 1 a, s, m, t, p
 - Set 2 u, b, f, c, g
 - Set 3 i, h, l, n, r
 - Set 4 o, d, j, k, v
 - Set 5 e, z, qu, w, x, y
 - Set 6 th
 - Set 7 sh
 - Set 8 ch
 - Set 9 wh

- Words:
- Set 5 Fred, drum, drill, band
 - Set 6 Thad, thinks, moth, with
 - Set 7 Al, Hal, shall, shale
 - Set 8 Champ, Chicago, school, chess
 - Set 9 Walt, whines, whole, when

- Sentences:
- Set 5 Fred runs the drum drill for the band.
 - Set 6 Thad thinks he saw the moth with the spots.
 - Set 7 Al, Tom, and Hal shall dig for some shale.
 - Set 8 Chaz is the champ at the Chicago School of Chess.
 - Set 9 Walt whines the whole time when he has to take a bath.

Sight Words: **the, and, on, today, up, for, run, saw, some, is**



TEACHER INSTRUCTIONS

1. Recite the Vowel Jingle with students.
2. Lead students in a review of Sets 1–9 Sound Cards.
3. Have the Study Buddy Teams review the sets listed in their Student Book.

Student Objectives

Lesson 6 Reading

Jingle Time:

- ▶ Recite the Vowel Jingle



1:12:01

Review Time:

- ▶ Review Sets 1–9 with Teacher
- ▶ Review in Study Buddy Teams

Spelling Time:

- ▶ Take Combo Quiz

Sound Time:

- ▶ Study and Write the PH and GH Sounds (Set 10)

Word Time:

- ▶ Make Set 10 Word Ladders
- ▶ Discuss Reading List 4
- ▶ Write Set 10 Words and Sentence

Discussion Time:

- ▶ Discuss Review Questions

Story Time:

- ▶ Read Books Independently
- ▶ Listen to a Book Read Aloud
- ▶ Discuss Literature Questions

Journal Time:



Study Buddy Practice: Tier 2 Reading Lists

Take turns reading the words aloud to each other.

List 1:

publish	health	length	this	brush	rash
ship	unhealthy	strength	that	fisherman	reshape
English	thankful	month	these	swish	shelter
fishing	Thanksgiving	width	those	gush	pushing

List 2:

chisel	ache	chef	Christopher Columbus
Chaz	Christmas	chandelier	technology
champ	chemist	Chicago	character
chapter	school	machine	chaos
child	chord	chute	architect

List 3:

what	who	whiz	whale
when	whom	whiff	whaling
where	whose	whip	whether
why	whole	whines	which
whenever	whatever	whoever	whichever

TEACHER INSTRUCTIONS

1. Have students recite Reading Lists 1–3 in their Study Buddy Teams.
2. Give Combo Quiz.





Spelling Time

Combo Quiz

Your teacher will give you a combo quiz on the sounds, words, and Sentence 9 that you have practiced in your Spelling Notebook. Follow the teacher's directions to get your paper ready.

Review: Codes

1. Line code single consonants with more than one sound.

bog → bog

2. Line code Letter Teams with more than one sound.

moth → moth

3. Highlight all Letter Teams.

thinks → thinks

4. Circle code Silent Final E for Rule 1 (Split Vowel).

shale → shale¹

5. Circle code Silent Final E for Rule 2 (VCGU).

true → true²

6. Box code odd sounds (letters that sound like a different letter).

one → one¹

7. Box code silent letters (the second letters of **ll**, **ff**, **ss**, **zz**).

glass → glass



Key

Fred	Thad	Al	champ	Walt
drum	thinks	Hal	Chicago	whines
drill	moth	shall	school	whole
band	with	shale	chess	when

Next, dictate only **Set 9** Sentence:

Walt whines the whole time when he has to take a bath.

Have students write it under the words. The student page is in this order:
Sounds, Words, and Sentence.

Spelling Time: Combo Quiz

Have students get out their colored pencils. Hand out loose-leaf handwriting pages with top, mid, and base lines. For their Combo Quiz, have students format the page in the same way they format their Spelling Notebook page (name, date, and **Sets 1–9** information) and use a “Combo Quiz Fold.”

Say the sounds for Sets 1–9 in random order (no other information). Students should repeat each sound aloud and then write it immediately after they say it. Do not show Sound Cards during the sound quiz or provide any card information.

After students finish writing the letters for the sounds, they will write **words** for **Sets 5–9** as you dictate them. The words should be written on their writing paper. Now, dictate these words in random order:

Walt, whines, whole, when, champ, Chicago, school, chess, Al, Hal, shall, shale, Thad, thinks, moth, with, Fred, drum, drill, band.

Remind students that line codes are needed for any letter or Letter Team that has more than one sound. All Letter Teams should be highlighted in yellow. Students should box code all silent letters and put an empty set symbol above the box. They should also box code any odd-sounding letter and place the actual sound heard above the box.

TEACHER INSTRUCTIONS for Dictating Set Sentences

Say the sentence one time as a whole sentence and have the students repeat it. Then, explain to students to repeat continually the sentence silently in their minds as they write the sentence. Repeat the sentence two more times. Have students put their pencils down to indicate that they have finished writing their sentence.

Have students read their sentence back to you aloud, placing a finger on each word as they read. This helps them track better and make sure they are not omitting any words. Remind students to conduct a Sentence Check when they finish writing their sentence.

Assessment Information

The letter sounds quiz is cumulative, and students should be tested over them every day. The letters for the sounds are worth 30 points because there are 30 sounds. The words on the daily test are worth 20 points because there are 20 words.

Suggested Point Values for the Sentence

Give 1 point for each correctly spelled word in the Sentence, give 1 point for the beginning capital letter, and give 1 point for the end mark. (*Give extra points if the sentence contains proper nouns that must be capitalized.*)

Notes: _____

Sound Time

Sound Time:

Reciting the ph Sound
Set 10 Card 31

Since **ph** has only one sound, no line codes are needed.

1. Show the **ph** Sound Card.
2. Lead students in reciting the information on the back of the Sound Card.

In Students' Spelling Notebooks

1. Now, have students write and say the sound and Verse of **ph**, using their black pencil for the sound.
2. Lead students in reciting the **ph**-Verse as they write each black **ph**. Be sure to demonstrate on the board or chart paper how to write the letter as the sound and its Verse are recited.
3. Repeat this procedure until students have written a full line of black **ph**'s in their spelling notebooks.
4. After a whole row of **ph** is written, have students put down their pencils and pick up their highlighters.
5. Have students highlight each **ph** as you ask them, "Why do we highlight multi-letter sounds?" **to tie them together to make one sound**

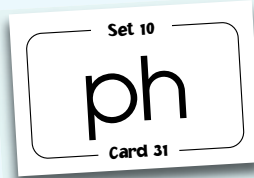
Don't Confuse /ph/-2-Letter /ph/ with /f/ Plain Ole /f/

Second graders may confuse /ph/-2-Letter /ph/ with /f/ Plain Ole /f/. Take extra care to emphasize the difference between the two sounds. Since **ph** is fairly uncommon in the early grades, students will not encounter it often; however, because they are learning academic vocabulary, such as *phoneme* and *phonics*, **ph** must be taught and practiced.

When students have practiced a whole line of the same phoneme, instruct them to put their pencils down and wait for the next new phoneme. Have them compare their line of sounds with the example on their page in the

Lesson 6

The H-digraphs combine the letter **h** with another consonant to make a completely new sound. The **ph** digraph is a Consonant Team that makes the /**ph**/ sound.

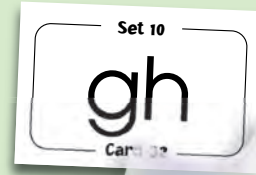


sounds like **F**

Family
Physician



The **gh** digraph is a Consonant Team that makes the /**g**/ sound. The **gh** has one main sound that you can actually hear. When **gh** is at the front of a word, it sounds like Hard G.



can sound like **G**

ghost



can sound like **F**

tough

can be silent
weigh

The **ph** and **gh** sounds are the last two of a special group of consonant teams called H-digraphs.



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text and with your model on the whiteboard or chart paper. When the next new phoneme is introduced, students will wait for your cue to begin the multisensory practice on the next writing space. Feel free to have students fill more than one line of writing space if needed.



Sound Time:

Introducing the **gh** Sound Card

GH has one main sound that you can actually hear. When **gh** is at the front of a word, it sounds like Hard G. It does not need any line codes.

At the *end* of a word, **gh** is usually silent. If **gh** is silent at the end of a word, it is part of a bigger Letter Team, such as **aigh**, **augh**, **eigh**, **igh**, and **ough**.

Background Information about **gh**

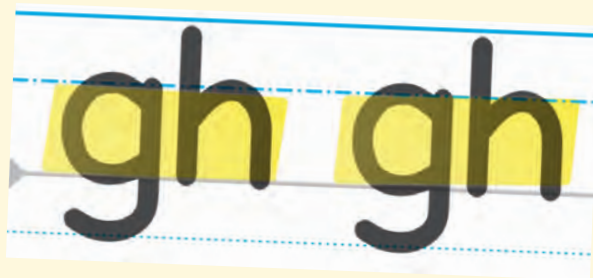
GH always sounds like a Hard G at the beginning of a word, but sometimes **gh** can sound like a Hard G at the end of a word, too. When **gh** is at the end of a word that a pirate might say (Argh!) or that a caveman might say (Ugh!), the **gh** can make a Hard G sound instead of being silent or sounding like /f/.

Reciting the **gh** Sound Set 10 Card 32

1. Show the **gh** Sound Card.
2. Lead students in reciting the information on the back of the Sound Card.

In Students' Spelling Notebooks

1. Now, have students write and say the sound and Verse of **gh**, using their black pencil for the sound.
2. Lead students in reciting the **gh**-Verse as they write each black **gh**.
Be sure to demonstrate on the board or chart paper how to write the letter as the sound is recited.
3. Repeat this procedure until students have written a full line of black **gh**'s in their spelling notebooks.
4. After a whole row of **gh** is written, have students put down their pencils and pick up their highlighters.
5. Have students highlight each **gh** as you ask them, "Why do we highlight multi-letter sounds?"
to tie them together to make one sound



Word Time

Word Ladders

With ph

a	i	oe
al	il	bone
alph	Phil	hone
Ralph		phone
		phony

With gh

o	i
ost	igh
ghost	high
	sigh
	sight
	fight

Introducing Reading List 4

List 4: (H-digraph review)

this	shame	chariot	when	Phil	burgh
these	meshing	school	what	graph	ghost
myth	shush	machine	who	phony	rights
with	shading	channel	whom	physical	flight
think	shifting	aching	whose	phase	sight

TEACHER INSTRUCTIONS

1. Make Word Ladders with **ph** and **gh**.
2. Introduce Reading List 4.
3. Read the words with your students and define them in kid-friendly terms.
4. Use the strategies below for a deeper study of the reading words.

Word Ladders with ph and gh

On the board, build the Word Ladders from the Student Book. Students need to experience the building of the words before actually seeing the completed word ladders. For this reason, have students close their books for this board activity.

Spelling with the ph Digraph

When teaching students to spell with the **PH** digraph, refer to it as **/f/-2-Letter /f/**. Refer to the letter **f** as **/f/ Plain Ole /f/**. Use the examples in the Student Book to help students analyze words for Rules 1–2.

GH After i Makes the i Say Its Name

Remind students that the vowels **i** and **o** may say their name in front of two consonants. Since the **gh** digraph is a consonant team of two consonants, they make the **I** say its name in words like *high*, *sigh*, and *sight*. When the three letters **igh** are grouped together, they are called **/i/, 3-Letter /i/ of High**. **IGH** is taught as a Letter Team in Set 26.

Strategies for a Deeper Study of the Reading Words

- Discuss with students which word or words can be used in certain topics or groups. (*The word myth can be used with the topic literature or stories.*)
- Have students use some of the words in oral sentences.
- If the words have more than one meaning, have students use the words in sentences for each meaning of the word.

Optional

- Discuss the common phonemes students hear and see in the words.
- Line code phonemes (single or multi-letter) that have more than one sound.
- Highlight with a yellow highlighter Letter Teams that your students already know.

TEACHER INSTRUCTIONS

1. Introduce Set 10 Words and have students write them in their Spelling Notebooks under the Set 10 Sounds.
2. Review all the sight words.
3. Introduce the Set 10 Sentence and have students write it in their Spelling Notebooks under the Set 10 Words.

Lesson 6

Set 10 words: Write Set 10 Words in your Spelling Notebook.

Phil

phony

fright

ghost

Sight Word review:

the
and
on
today
up
for
run
saw
some
is

Set 10 sentence:

Write the Set 10 Sentence
in your Spelling Notebook.

**Phil had a fright
by a phony ghost!**



Discussion Time

Review Questions

1. How is an H-digraph made?
2. What is a **ph** digraph?
3. What is the difference between the phonemes **f** and **ph**?
4. What is a **gh** digraph?
5. When the **gh** digraph starts a word, what sound does it make?
6. When the **gh** digraph ends a **gh** Letter Team, syllable, or word, what sound does it make?
7. What are the six H-digraphs you have learned?

Story Time

Discuss the book your teacher reads aloud.



Journal Time

Combine your journal writing with a science project. Follow the directions from the book *From Seed to Plant* and use your journal as a science log. Draw diagrams and write a lab report for each of the steps of growing a bean plant.

Discussion Time:

1. How is an **H**-digraph made?
An **H**-digraph combines the letter **h** with another consonant to make a completely new sound.
2. What is a **ph** digraph?
a **p** and **h** consonant team that makes the /f/ sound
3. What is the difference between the phonemes **f** and **ph**? /f/ Plain Ole /f/ is just the letter **f**, and **ph** is called /f/ 2-Letter /f/.
4. What is a **gh** digraph? a **g** and **h** consonant team that makes the /g/ sound or no sound
5. When the **gh** digraph starts a word, what sound does it make? **Hard G**
6. When the **gh** digraph ends a **gh** Letter Team, syllable, or word, what sound does it make?
It makes no sound.
7. What are the six H-digraphs you have learned?
th, sh, ch, wh, ph, and gh

Independent Reading

Your students should read books with the proper complexity for Grade 2 in order to apply and reinforce the reading skills they are learning.

Story Time:

Read the book *From Seed to Plant* by Gail Gibbons.

Literature Questions

1. Why does the order of the instructions for growing a bean plant matter?
2. Describe what would happen if the steps were followed out of the proper sequence.



Discover **SHURLEY ENGLISH**

Reading Comprehension

Sample Lessons from:

Level 6

Chapter 9

pages 375–379



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Reading Time

Reading Vocabulary

Word: **gargantuan**

Definition: enormous

Word: **assessment**

Definition: evaluation

Word: **sequoia**

Definition: large 300-400 foot trees; found only in California

Word: **lecture**

Definition: a speech delivered for instruction

Word: **resume**

Definition: to start again after an interruption

Word: **famished**

Definition: extremely hungry

Syllabication

gar • gan' • tu • an

- Clap once for **gar**
- Clap once for **gan**
- Clap once for **tu**
- Clap once for **an**
- 4 syllables / 3 spaces

as • sess' • ment

- Clap once for **as**
- Clap once for **sess**
- Clap once for **ment**
- 3 syllables / 2 spaces

se • quoi' • a

- Clap once for **se**
- Clap once for **quoi**
- Clap once for **a**
- 3 syllables / 2 spaces

lec' • ture

- Clap once for **lec**
- Clap once for **ture**
- 2 syllables / 1 space

re • sume'

- Clap once for **re**
- Clap once for **sume**
- 2 syllables / 1 space

fam' • ished

- Clap once for **fam**
- Clap once for **ished**
- 2 syllables / 1 space

TEACHER INSTRUCTIONS

Use the following procedure for the definition and syllabication recitation of each vocabulary word.

Definition

1. Recite the word orally, making sure students pronounce it correctly.
2. Recite the meaning of the word.

Syllabication

1. Recite the word orally.
2. Recite the word again, breaking it into syllables. Pat, tap, or clap for each syllable. Stress the syllable with the accent mark. Say the number of syllables and the number of spaces.



Strategies To Engage the Mind

Rhythm and movement help students retain new knowledge effectively.

Lesson 10 Student Objectives

Reading Time:



28:56

- ▶ Recite Vocabulary Definitions and Syllabication
- ▶ Read and Discuss the Passage for Comprehension
- ▶ Read Related Books Independently

Skill Time:

- ▶ Study Characterization in Narratives
- ▶ Infer Character Traits from Dialogue

Extending the Lesson:

- ▶ Use Italics and All Caps in Dialogue

Writing Time:

- ▶ Respond to a Creative Writing Prompt

TEACHER INSTRUCTIONS

Reading and Listening
for Comprehension:

Have students follow along as you read the passage and discuss the comprehension questions. Remind students to apply the Rules for Discussion introduced in Chapter 1.

Lesson 10

Reading Passage: Informational

It's time to enhance your comprehension skills. **Comprehension** is the understanding of things you read or hear. Follow your teacher's directions for the passage and questions.

Our Walking Encyclopedia

"Wow! Look at those big trees!" my little sister gasped as she nearly broke her neck looking up at the **gargantuan** trees in front of her. "They are as tall as skyscrapers!" I had to admit that I thought her **assessment** was totally accurate. They were awesome!

"Those big trees are called **sequoia** trees, my dear," said Dad. "In fact, the sequoias can grow almost 400 feet high and up to thirty feet in diameter."

My dad's eyes glazed with excitement, and we could tell that we were in for another **lecture** from our science buff. Jenny and I looked around desperately for Mom as Dad continued, "Kids, can you imagine a tree so large that a tunnel has been carved in its trunk for cars to drive through?" Dad paused, looked eagerly at us, and quickly **resumed**, "Does anyone know why these amazing giants grow only in California?"

No one answered. We just looked at each other. Before Dad could continue, Mom walked up and rescued us. She winked at us as she said, "Hubert, I bet everyone is hungry. How about lunch? Who's up for pizza?" Thank goodness! Mom saved us from an afternoon of lectures. She knew that food was the only thing that could stop Dad's lectures!

"That sounds like a great idea, dear," he said. "The trees have been here thousands of years, so they can wait

until after lunch!" As he turned around to follow us back to the car, he added, "You know, I am a bit hungry!"

It was way past lunch time, and Jenny and I were **famished**. Our empty stomachs growled and complained all the way to the car. I can tell you right now that lunch was an excellent idea.

As we sat down to eat, Jenny innocently asked, "I wonder where pizza came from?"

Dad immediately pounced on this new topic. "Oh, goodness!" he said. "Pizza's ancestors go all the way back to Ancient Greece, but the modern pizza was invented in the Naples region of Italy. In 1889, Queen Margherita of Italy visited Naples, where she was served a pie with tomato, mozzarella, and basil, to represent the colors of the Italian flag: red, white, and green. Presto! The modern pizza was born!"

Dad droned on about Italian food all through lunch, but I didn't mind. After all, the pizza was awesome, and even though I didn't want to admit it, we really learned a lot about pizza that most people will never know. Our walking encyclopedia certainly had his good points!

Suggested Book List for Independent Reading:

Remarkable Trees of the World by Thomas Pakenham
Big Trees! The Redwoods, Giant Sequoias & Kings Canyon National Parks by Carole Marsh



Comprehension Questions:

Use specific details from the story in your answers.

1. In what point of view is the story told?
2. Who is the dialogue between in this story?
3. **Context Clues:** How are the characters related to each other? How do you know?
4. **Figures of Speech:** Personification is a figure of speech that describes objects or animals as if they were human. Can you find the sentences with personification?
5. **Figures of Speech:** Simile is a figure of speech that uses *like* or *as* to compare things that are different. Can you find the sentence with a simile?
6. **Figures of Speech:** Metaphor is a figure of speech that compares two different things by saying one thing is something else without using *like* or *as*. Can you find the sentence with a metaphor?
7. **Inference:** Describe the family's relationships with each other.
8. **Making Predictions:** Did you suspect what might happen when Jenny asked where pizza came from? What made you think so?



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Comprehension Questions:

1. In what point of view is the story told?
first-person point of view
2. Who is the dialogue between in this story? **the narrator's sister, father, and mother**
3. **Context Clues:** How are the characters related to each other? **They are a family.**
How do you know?
The narrator says "my little sister," "Dad," and "Mom."
4. **Figures of Speech:** Personification is a figure of speech that describes objects or animals as if they were human. Can you find the sentences with personification?
Our empty stomachs growled and complained all the way to the car.
Pizza's ancestors go all the way back to Ancient Greece. Presto! The modern pizza was born!
5. **Figures of Speech:** Simile is a figure of speech that uses *like* or *as* to compare things that are different. Can you find the sentence with a simile?
They are as tall as skyscrapers!
6. **Figures of Speech:** Metaphor is a figure of speech that compares two different things by saying one thing is something else without using *like* or *as*. Can you find the sentence with a metaphor?
Our walking encyclopedia certainly had his good points.
7. **Inference:** Describe the family's relationships with each other.
Discuss student responses.
8. **Making Predictions:** Did you suspect what might happen when Jenny asked where pizza came from? What made you think so?
Discuss student answers.



Skill Time

Lesson 10

Characterization in Narratives

Some stories told from a first-person point of view include thoughts and impressions from the narrator to fill in details between portions of dialogue. In stories like this, you can infer things about the narrator based on his thoughts, descriptions, and impressions of events and other characters. Inferring character traits (or *characterizing*) in this way can help you better understand the story and the narrator's particular point of view. For example, you can infer that the narrator of "Our Walking Encyclopedia" is respectful, appreciative, good-natured, and patient based on his *thoughts* and *actions* throughout the story. Study the evidence from the story.

When Jenny remarked that the sequoias were "as tall as skyscrapers," the narrator showed that he respected his sister's opinion when he described her assessment as "totally accurate."

The narrator showed his appreciation of his mom in the following sentences:

Thank goodness! Mom saved us from an afternoon of lectures.
She knew that food was the only thing that could stop Dad's lectures!

When his dad was lecturing about pizza all during lunch, the narrator shows the reader that he was good-natured and cared for his dad because he found two good reasons not to be bummed out by his dad's lecture: 1.) the pizza was awesome 2.) he learned a lot about pizza. It also shows that he was patient and cared for his dad because he affectionately called his dad "our walking encyclopedia" who "certainly had his good points."

Assessing Character Traits: Based on dialogue and actions, how would you characterize Jenny, Mom, and Dad? (*Discuss student responses.*)



Extending the Lesson: Dialogue: Using *italics* or "ALL CAPS"

When using punctuation to give your dialogue more effect, try using *italics* (or underlining if you are writing by hand) to emphasize a word or phrase. For even more emphasis, as when a word or phrase is shouted very loudly, try capitalizing every letter in the word or phrase. However, "ALL CAPS" should be used very sparingly, as too much of it can be annoying for your readers. Watch as the level of emphasis rises in the example below, and imagine how the speaker sounds.

"Stop bothering me, Joey.
You better stop bothering
me *right now*, or I'll tell
Mom! STOP IT!"

Remember that your primary means of showing excitement or emphasis should be the exclamation point. You should use *italics* and ALL CAPS sparingly in your writing.

Write an entry in your journal, using “all caps” for special emphasis. Think about these questions as you look over your entry: Did you use the “all caps” only when needed as special emphasis? Was it easy for you to use? Did it make sense where you used it? Do you think you will use this idea in your writing?



Writing Time

Creative Writing Assignment

Choose one of the prompts below and write a story in your notebook or digital journal. Make sure you use the conventions of Standard English correctly (capitalization, punctuation, usage, and spelling). **NOTE:** Make sure to use dialogue in your story.

PROMPT 1 Write a story in first or third person. In a first-person point of view, the narrator is one of the characters in the story. The narrator can have speaking parts, or he can participate by contributing details, descriptions, and opinions as he tells what is happening.

In a third-person point of view, the author tells the story and is not one of the characters. The author uses dialogue, description, and the characters' actions and choices to develop their personalities and the plot of the story. Using the characters' interactions with each other makes them seem believable.

PROMPT 2 Some stories contain lots of information in a character's dialogue, and professional authors carefully research the information they want their characters to say. Using the lectures on sequoia trees and the origin of pizza as a guide, write a short lecture on some topic that interests you. Then, include your lecture as part of a character's dialogue in a story you write.

TEACHER INSTRUCTIONS

Creative Writing Assignment

Read and discuss the Creative Writing Assignment. Answer any questions your students may have about the assignment before they begin.



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