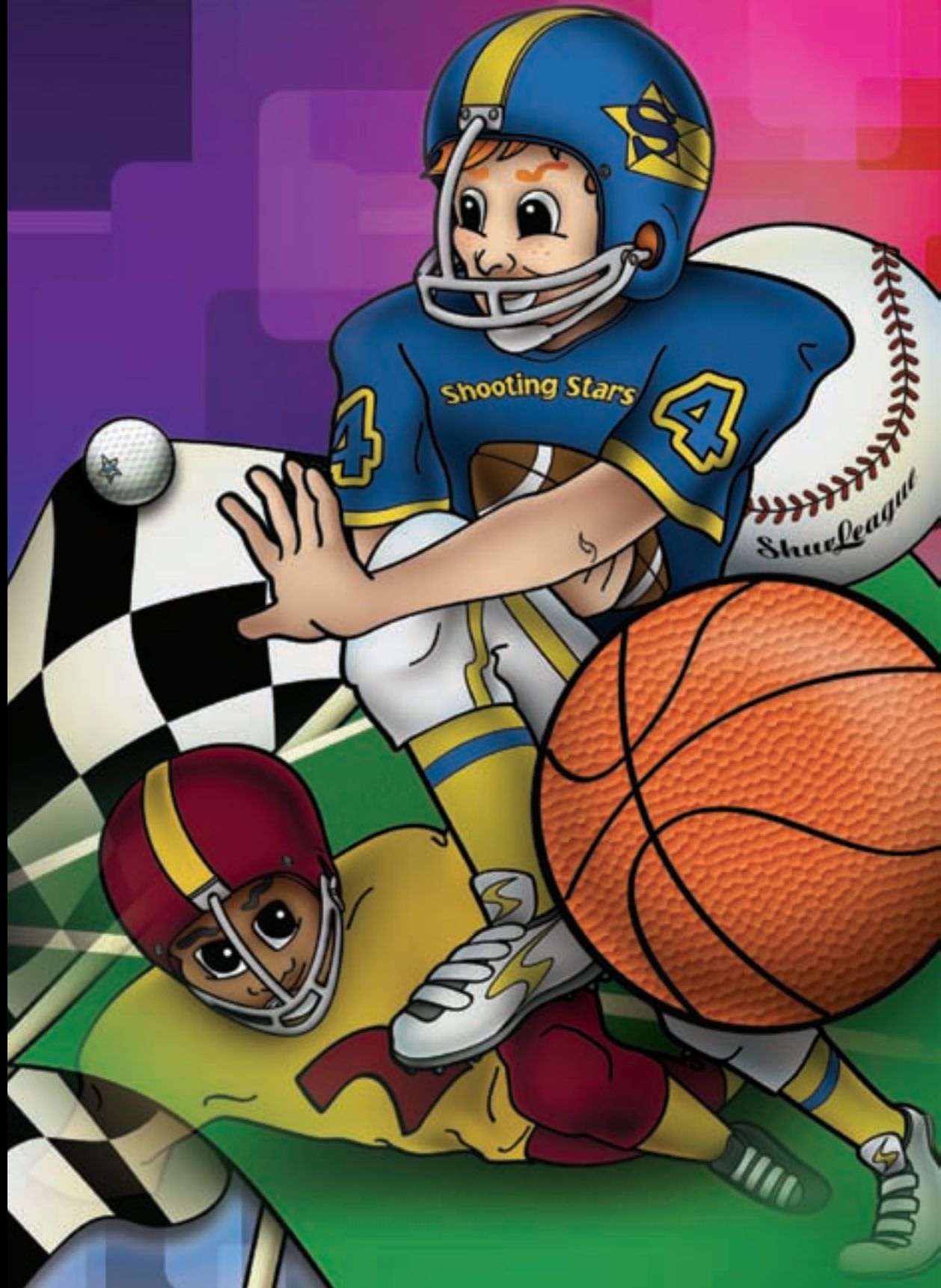


# Parent Help Booklet

Level 4

SHURLEY ENGLISH



*If you would like additional information, please feel free to contact us.*  
SHURLEY INSTRUCTIONAL MATERIALS, INC. • 366 SIM Drive, Cabot, AR 72023  
Toll Free: 800-566-2966 • [www.shurley.com](http://www.shurley.com)

# Parent Help Booklet

*Welcome to Shurley English —  
English truly made easy!*

It is with much excitement that we share some of the unique features that make Shurley English so successful. Your involvement in your child's education is very important. We hope this booklet makes your job easier as you help and encourage your child at home.

4

## Benefits of Shurley English

All the features of Shurley English work together to give students the concrete steps necessary to relate a definition to a concept, a concept to a skill practice, and a skill practice to writing and editing. Teachers at every level use the same proven techniques to introduce and reinforce concepts. This consistency helps students gain a solid foundation as additional skills are added at each subsequent level. Several unique benefits of Shurley English are listed below.



- **Never Teaches Isolated Concepts**  
A concrete set of questions about each word in a sentence is used to teach students how all the parts of a sentence fit together. Students have a clear picture of how to write complete sentences.
- **Uses All Learning Styles**  
Students are constantly exposed to “see it, hear it, say it, do it” activities that meet the visual, auditory, and kinesthetic learning styles of students.
- **Interactively Teaches During the Class Period**  
Shurley English uses repetition, fun, and student-teacher interaction to help students learn difficult English skills. The teacher models each new step in Shurley English for the students. Then, the students actively participate with the teacher as the steps are practiced.
- **Uses Repetition to Attain Mastery**  
Shurley English provides enough repetition for students to master each concept taught. Lessons include daily practice of old skills while new skills are being added.
- **Provides Tools for Writing Excellence**  
The students are taught how to merge a strong skill foundation with the writing process. As a result, teachers can spend less time laying foundational skills and can spend more time on advanced skills and writing concepts.
- **Promotes Higher Order Thinking Skills**  
Students use their grammar and writing skills automatically with dependable results. This leads to higher level thinking skills because the students are stimulated to learn and use their own thought processes to solve difficult language problems.
- **Leads to Success and Improved Self-Esteem**  
The most important effect of Shurley English may not be students’ improved grammar and writing skills. Instead, the greatest impact may be the students’ heightened self-confidence and self-esteem. Not only do the students gain confidence in English, but they carry this improved attitude into other subject areas as well.

## Special Features

### Jingles

Students begin learning the parts of speech by using definitions in jingle form. Jingles are presented in a simple, easy-to-use format that can be sung or chanted by the students to help them remember important grammar concepts. Research indicates that movement and rhythm enhance memory by accessing both hemispheres of the brain. Rhythm, rhyme, and movement are effective elements of learning and retaining both new and old information. Students are taught how to use the jingles to help analyze the structure of sentences. To view the jingles, go to the Jingle Section on pages 496–503 in the Student Book.

### Question and Answer Flow

The Question and Answer Flow is a series of questions and answers that students use to analyze the role each word plays in a sentence. This oral activity is done in a rhythmic, enthusiastic manner, enabling students to actively participate in their learning. Learning the Question and Answer Flow enables students to analyze and use difficult sentence patterns without constant assistance. The Question and Answer Flow is a stepping stone to higher level thinking skills because students are taught to use their own thought processes to answer questions about words and sentences. The Question and Answer Flow gives students a definite, concrete procedure for determining each part of speech. The effectiveness of the Question and Answer Flow is demonstrated in several key areas.

- Each part of speech is analyzed within the context of the whole sentence. Parts of speech are never studied in isolated units.
- Once a concept is introduced, it is never left behind. As each concept is learned, it is applied in daily exercises throughout the year.
- Much of the students' work is done in a group environment. This approach provides immediate feedback to the students in a non-threatening way. When students see, hear, and say their answers, retention increases.



### Example

The exhausted firefighters rested quietly at the station after a hard day.

- |  |   |
|--|---|
| 1. Who rested quietly at the station after a hard day? <b>firefighters - Subject Noun (SN)</b> | 9. What kind of day? <b>hard - Adjective (Adj)</b>                                |
| 2. What is being said about firefighters? <b>firefighters rested - Verb (V)</b>                | 10. <b>A - Article Adjective (A)</b>  |
| 3. Rested how? <b>quietly - Adverb (Adv)</b>   | 11. What kind of firefighters? <b>exhausted - Adjective (Adj)</b>                 |
| 4. <b>At - Preposition (P)</b>   | 12. <b>The - Article Adjective (A)</b>  |
| 5. At what? <b>station - Object of the Preposition (OP)</b>                                    | 13. <b>SN V PI (subject noun, verb, Pattern 1)</b>                                |
| 6. <b>The - Article Adjective (A)</b>  | 14. Skill Check   |
| 7. <b>After - Preposition (P)</b>  | 15. <b>(At the station) - Prepositional phrase</b>                                |
| 8. After what? <b>day - OP (OP)</b>  | 16. <b>(After a hard day) - Prepositional phrase</b>                              |
|  | 17. <b>Period, statement, declarative sentence</b>                                |
|  | 18. Go back to the verb. Divide the complete subject from the complete predicate. |

SN V P A Adj SN V Adv P A OP P A Adj OP  
 The exhausted firefighters / rested quietly (at the station) (after a hard day). D

To learn the questions for the new grammar concepts, look in the student textbook on pages 29, 30, 35, 40, 45, 50, 88, 122, 123, 125, 152, 153, 183, 214, 215, 270, 271, and 326.

## Special Features

### Q & A Guide to Classify a Pattern 1 Sentence

The Q&A Guide below will help you follow the general flow of questions and answers to classify parts of speech in a Pattern 1 Sentence.

#### Q & A Guide 1 to Classify a Pattern 1 Sentence

##### TO FIND THE SUBJECT:

1. Read the sentence: **The big dog barked loudly at the cat.**
2. To find the subject, ask the subject question "who" or "what" and read the rest of the sentence. Label the subject with an "SN" abbreviation.

*What barked loudly at the cat?* **dog - subject noun (SN)**

##### TO FIND THE VERB:

1. To find the verb, ask the verb question "what is being said about" and then say the subject.
2. Say the subject and verb together to make sure they make sense together. Label the verb with a "V" abbreviation.

*What is being said about dog?* **dog barked - verb (V)**

##### TO FIND AN ADVERB:

1. An adverb modifies a verb, adjective, or another adverb.
2. To find an adverb, say the verb and ask one of the adverb questions "how, when, or where." Label the adverb with an "Adv" abbreviation.

*Barked how?* **loudly - adverb (Adv)**

##### TO FIND THE PREPOSITION AND THE OBJECT OF THE PREPOSITION:

1. A preposition joins a noun or pronoun to the rest of the sentence and shows how words are related. A preposition must have a noun or pronoun after it.
2. A noun or pronoun after a preposition is called an object of the preposition.
3. To verify that a word is a preposition, say the word and ask the question what or whom. If the answer is a noun or a pronoun, then the word is a preposition. Label the preposition with a "P" abbreviation. Label the object of the preposition with an "OP" abbreviation.

##### **At - preposition (P)**

*At what?* **cat - object of the preposition (OP)**

##### TO FIND THE ARTICLE ADJECTIVE:

1. There are three article adjectives: **a, an, the**. Article adjectives are also called noun markers because they tell that a noun is close by. Article adjectives are memorized.
2. To identify an article adjective, say "article adjective" each time you see "a, an, or the" in a sentence. Label the article adjective with an "A" abbreviation.

##### **The - article adjective (A)**

...Q & A Guide 1 continued on next page

...Q & A Guide 1 continued from previous page.

**TO FIND THE ADJECTIVE:**

1. An adjective modifies a noun or a pronoun.
2. To find an adjective, go to a noun and ask one of the adjective questions "what kind, which one, or how many." Label the adjective with an "Adj" abbreviation.

What kind of dog? **big - adjective (Adj)**

**THE REST OF THE Q & A FLOW FOR THE SAMPLE SENTENCE:**

1. **The - article adjective (A)**
2. **Subject noun, verb, Pattern 1 (SN V P1)**
3. Skill Check
4. **(At the cat) - Prepositional phrase**
5. **Period, statement, declarative sentence** (Write a "D" at the end of the sentence.)
6. Go back to the verb. Divide the complete subject from the complete predicate.

$\frac{SN}{P1} \quad V \quad A \quad Adj \quad SN \quad V \quad Adv \quad P \quad A \quad OP$   
 The big dog / barked loudly (at the cat). D

## Special Features

### Q & A Guide for Patterns 2–4

The Q&A Guide below will help you follow the general flow of questions and answers to identify Patterns 2–4.

#### Q & A Guide 2 for Patterns 2–4

##### **PATTERN 2: TO FIND THE DIRECT OBJECT**

1. Read the sentence: **Mom made a hat.**
2. Find the subject and verb by following the steps in Guide 1.
3. To find the direct object, say the subject and verb and ask the question “*what*” or “*whom*.”  
*Mom made what?* **Hat**
4. Verify that the direct object does not mean the same thing as the subject:  
Verify the noun. Does hat mean the same thing as Mom? No. **Hat - direct object (DO)**
5. Label the direct object with a “**DO**” abbreviation.
6. After the direct object is labeled, add a “**t**” to the verb (**V-t**) to identify it as a transitive verb.  
A transitive verb is an action verb that has a direct object in the predicate.
7. Shurley English pattern: **SN V-t DO** Traditional pattern: **N V N**
8. Classify the rest of the sentence by following the steps in Guide 1.

##### **PATTERN 3: TO FIND THE INDIRECT OBJECT**

1. Read the sentence: **Mom made me a hat.**
2. Find the subject and verb by following the steps in Guide 1.
3. Find the direct object by following the Pattern 2 steps above for the direct object.
4. To find the indirect object, say the subject, verb, and direct object. Then, ask the question “*to or for whom*” or “*to or for what*.”  
*Mom made hat for whom?* **Me - indirect object (IO)**
5. Label the indirect object with an “**IO**” abbreviation.
6. The indirect object always comes between the verb and the direct object.
7. Shurley English pattern: **SN V-t IO DO** Traditional pattern: **N V N N**
8. Classify the rest of the sentence by following the steps in Guide 1.

##### **PATTERN 4: TO FIND THE PREDICATE NOUN**

1. Read the sentence: **A bear is an animal.**
2. Find the subject and verb by following the steps in Guide 1.
3. To find the predicate noun, say the subject and verb. Then, ask the question “*who or what*.”  
*Bear is what?* **animal**
4. Verify that the predicate noun means the same thing as the subject:  
*Verify the noun. Does animal mean the same thing as bear?* Yes. **Animal - predicate noun (PrN)**
5. Label the predicate noun with a **PrN** abbreviation.
6. After the predicate noun is labeled, add an “**L**” to the verb (**LV**) to identify it as a linking verb. A linking verb is a state-of-being verb that has a predicate noun in the predicate. It is not an action verb.
7. Shurley English pattern: **SN LV PrN** Traditional pattern: **N LV N**
8. Classify the rest of the sentence by following the steps in Guide 1.



## Special Features

### Grammar Patterns and Concepts

The pattern of a sentence is the order of its main parts. The patterns and grammar concepts taught at this level are listed below.

1. The subject noun and verb are the main parts of a Pattern 1 sentence. Pattern 1 is identified with these labels: **SN V P1**.
2. The subject noun, verb-transitive, and direct object are the main parts of a Pattern 2 sentence. Pattern 2 is identified with these labels: **SN V-t DO P2**.
3. The subject noun, verb-transitive, indirect object, and direct object are the main parts of a Pattern 3 sentence. Pattern 3 is identified with these labels: **SN V-t IO DO P3**.
4. The subject noun, linking verb, and predicate noun are the main parts of a Pattern 4 sentence. Pattern 4 is identified with these labels: **SN LV PrN P4**.

Grammar Concepts	Level 4 Student Textbook
1. subject noun	p. 29
2. verb	p. 29
3. adverb	p. 35
4. adjective	p. 40
5. article adjective	p. 45
6. one part of speech	p. 86
7. preposition	p. 88
8. object of the preposition	p. 88
9. subject pronoun	p. 122
10. understood subject pronoun	p. 122
11. possessive pronoun	p. 123
12. conjunction	p. 125
13. helping verb	p. 152
14. not adverb	p. 152
15. natural and inverted word order	p. 153
16. interjection	p. 183
17. possessive noun	p. 183
18. direct object and transitive verb	p. 214
19. object pronoun	p. 245
20. indirect object and transitive verb	pp. 270-271
21. predicate noun and linking verb	p. 326
22. action verb and linking verb	p. 385

## Special Features

### Grammar and Writing Connection: Practice and Revised Sentences

Students are taught how to make the transition from grammar to writing by using grammar labels to create Practice Sentences. Writing Practice Sentences establishes a foundation for sentence composition. Then, in order to expand and improve their Practice Sentences, students are taught to write Revised Sentences by using synonyms and antonyms, by adding or deleting words, and by making word changes.

When students write Practice Sentences, they make the connection between grammar and writing. When students write Revised Sentences, they learn how to use revising and editing techniques to improve and expand a sentence. Writing Revised Sentences enables students to look at sentences more critically and to make better word choices.

Labels:	<i>A</i>	<i>Adj</i>	<i>Adj</i>	<i>Adj</i>	<i>SN</i>	<i>V</i>	<i>Adv</i>	<i>Adv</i>
Practice:	The	two		wild	horses	galloped	swiftly	away.
Improved:		Two	young	black	stallions	trotted	slowly	away.
	<i>(delete)</i>	<i>(no change)</i>	<i>(add)</i>	<i>(word change)</i>	<i>(synonym)</i>	<i>(word change)</i>	<i>(antonym)</i>	<i>(no change)</i>

The Practice and Revised Sentences taught at this level are listed below.

Grammar and Writing Connection	Level 4 Student Textbook
1. Practice Sentences	pp. 32, 36, 41, 46-47
2. Practice and Revised Sentences	pp. 52-53, 112, 140, 171, 202, 234, 290, 350
3. Practice and Revised Worksheets	pp. 55, 114, 142, 172, 203, 236, 292, 351

## Special Features

### Skills

Most skills are taught and practiced in ways that are unique to Shurley English. The techniques for teaching English skills have been carefully developed to ensure that students understand the entire thought process necessary to learn a new skill. Students are given ample practice to master the new concepts. The skills taught at this level are listed below.

Skills	Level 4 Student Textbook
1. capitalization, punctuation, and editing guide	pp. 13-20
2. synonyms, antonyms, vocabulary, and word analogies	pp. 22-26
3. four kinds of sentences	p. 49
4. complete subject/complete predicate	pp. 50, 97
5. subject-verb agreement	pp. 91-92
6. singular/plural nouns	p. 95
7. common/proper nouns	p. 96
8. simple subject/simple predicate	p. 97
9. noun job chart	p. 98
10. simple sentences, fragments, and run-ons	p. 126
11. compound parts of simple sentences	pp. 125-126
12. homonyms	p. 129
13. editing a paragraph	p. 130
14. compound sentences	pp. 155-156
15. comma splices and run-on sentences	p. 156
16. a/an	p. 159
17. clauses and complex sentences	pp. 186-188
18. verb tenses	pp. 216-222
19. regular/irregular verbs	p. 217
20. verb tenses in paragraphs	pp. 246, 249
21. beginning and end quotations	p. 274, 277
22. other quotation rules	p. 281
23. spelling rules for making nouns plural	pp. 302-303
24. making nouns possessive	p. 329
25. contractions	pp. 332-333
26. noun jobs	pp. 336-337
27. degrees of comparison of adjectives	p. 360
28. pronouns and antecedents	pp. 363-364
29. double negatives	pp. 381-382
30. fact, opinion, and propaganda	pp. 434-435
31. subject-matter reading	pp. 437-439
32. prefixes, suffixes, dictionary, library, table of contents, index, maps, charts, graphs, cause and effect	Resource pp. 511-529

## Special Features

### Writing

Learning to write begins with an understanding of correct sentence structure and expands to paragraphs, essays, and reports. In the writing process, students are taught to write for different purposes. After they know the purpose of their writing, students are taught to organize their writing according to its purpose, to keep focused on the topic, to revise and edit their rough drafts, and to write a final paper. Students are given checklists for prewriting, writing rough drafts, revising, editing, writing final papers, and publishing. These checklists help students apply concepts effectively during the writing process. A writing evaluation guide is provided for students to check their writing. As students progress in Shurley English year after year, they become better able to apply their knowledge of skills to editing and writing. The writing concepts taught at this level are listed below.

Writing	Level 4 Student Textbook
1. topics; supporting and nonsupporting sentences	pp. 56–57
2. three-point expository paragraph	pp. 63–67
3. prewriting	pp. 68–71
4. rough draft	pp. 73–74
5. revising	pp. 76–78, 82
6. editing	pp. 79–82
7. final paper	p. 83
8. steps in the writing process	p. 84
9. writing evaluation guide	p. 85
10. creative	pp. 109, 138, 168, 199, 231, 260, 287
11. publishing	p. 110
12. share time guidelines	p. 111
13. writing forms-standard, time-order, transition	pp. 115–116
14. point of view	pp. 116–117
15. three-paragraph expository essay	pp. 144–147
16. five-paragraph expository essay	pp. 174–177
17. persuasive paragraph	pp. 204–206
18. three-paragraph persuasive essay	pp. 207–209
19. five-paragraph persuasive essay	pp. 237–239
20. descriptive	pp. 263–264
21. narrative	pp. 293–294, 320–321
22. book review for fiction book	pp. 315–316
23. book review for nonfiction book	pp. 344–345
24. comparison and contrast essay	pp. 352–353
25. tall tale	pp. 376–377
26. friendly letter	pp. 403–404
27. thank-you note	pp. 414–415
28. business letter	pp. 421–423
29. outlines	pp. 441–444
30. poetry	pp. 456–473
31. research report	pp. 474–488
32. how-to essay, invitation	Resource pp. 512, 517



