

Grammar & Writing 5

Scripted Lesson Plans



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INTRODUCTION

Grammar is given a heavy emphasis in our curriculum. Writing is, too. The mastery of language is hard to overemphasize during *Grammar School*. Acquiring the basics of language and mastering them during this time will prove to be of great benefit in later years to children as they seek to be a wise and godly influence in their writing, speaking and all other forms of communication.

GRADE BY GRADE

Below is the grade-by-grade breakdown for Grammar.

<u>Grade</u>	<u>Curriculum</u>
1 st	Shurley English 1
2 nd	Shurley English 2 & IEW (Institute for Excellence in Writing)
3 rd	Shurley English 3 & IEW
4 th	Shurley English 4 & IEW
5 th	Shurley English 6 ¹ & IEW
6 th	Shurley English 7 & IEW

BEFORE YOU BEGIN

1. Spend some time reviewing the organization and purposes of each piece in the Shurley English materials. The Teacher's Manual provides you the scripted lesson for teaching and contains the jingles CD in the back. The Student Workbook has the jingles, reference section, and workbook pages for the student. The third piece, the Practice Booklet, contains the practice sentences. Note that the Practice Booklet is not mentioned in the Teacher's Manual, as it was added later.
2. For grades two or higher; preview the IEW DVD disc one. This will give you a good overview of the program. The other discs will be viewed as you are going through the year.
3. Refer to the Veritas Press Scholars Lesson Plans, Lesson 1 for Books and Materials that will be needed to begin.
4. You are ready to begin.

ADDITIONAL THOUGHTS

In combining Shurley English and IEW we have found it best to eliminate some of the Shurley lessons. If you see a lesson missing, we chose to do this to take better advantage of the IEW writing tools and techniques. We have also excluded the journaling in Shurley after first grade. Journaling, we believe, is not the best use of time, as it tends to give the young child more independence in their writing before they are ready for it since it is generally overseen and corrected less.

The IEW lessons were written as if they would be accomplished in a single day. For many children the lessons will take longer. You will find days in the schedule having no grammar lesson. These can be used as *extra* days for the assignments, as needed. You will also want to have the children keep a file (or you may want to keep it for them) of their writing exercises. Many of them will be used and further developed in later lessons.

For second and third grades, begin Classically Cursive with Lesson 1. Assign one lesson per day, realizing that some children may need to repeat lessons before gaining mastery.

¹ Skipping Shurley Grammar 5 is both realistic and advisable for anyone who has had Shurley Grammar 4. It is substantially a repeat for the fourth level with no new material.

Chapter 1, Lesson 3

BOOKS

Shurley English, Teacher's Manual, Level 6
Shurley English, Student Workbook, Level 6

MATERIALS

OBJECTIVE

Child will develop skills (synonyms, antonyms), six-step vocabulary plan, and Vocabulary #1.

TEACHING

Go to Chapter 1, Lesson 3 of the Teacher's Manual, pgs. 3 – 4 and teach this lesson.

ASSIGNMENT

Vocabulary Exercise

COMPLETED GRADED

Complete Chapter 1, Vocabulary Words #1, Student Workbook, pg. 7.

Chapter 1, Lesson 5

BOOKS

Shurley English, Teacher's Manual, Level 6
Shurley English, Student Workbook, Level 6

MATERIALS

OBJECTIVE

Child will study, complete practice exercise, and check.

TEACHING

Go to Chapter 1 Lesson 5 of the Teacher's Manual, pgs. 7 – 10 and teach this lesson.

ASSIGNMENT

Practice Lesson

COMPLETED GRADED

Complete the Practice Time lesson, Student Workbook, pg. 62.

Keyword Outline with IEW

BOOKS

Teaching Writing: Structure and Style Seminar and Practicum Workbook
WorldKids

MATERIALS

Keyword Outline Sheet
Paper

OBJECTIVE

Child will develop the ability to choose and record key words, which will help him/her remember a complete idea, and to use a basic outline format.

TEACHING

HOOK: *Begin by holding up a book and saying, "I can't wait to tell you about this book I read! Then speak gibberish. After the puzzled looks appear, ask, "You don't understand?" Explain to the child that reading and understanding what is read is only the beginning of communication; we must be able to communicate to others what was read both orally and in writing.*

1. Then explain that there three steps for this.

- First, we read.
- Next we summarize, or write down the main ideas.
- After summarizing, we will re-state what we read.

2. Introduce the advanced dress-ups and sentence opener on pgs. 172–174, 180–183, and 187 of the Teaching Writing: Structure and Style Seminar and Practicum Workbook.

Advanced Dress-ups

Dual Adverbs, Verbs or Adjectives: Ask the child to complete the following sentences:

Dual Adverbs- The little boy walked _____ and _____ down the stairs to see if he could catch a glimpse of his mother wrapping his birthday present. *quietly; slowly*

Dual Verbs - Margaret joyfully _____ and _____ to school, looking forward to starting her first day. *skipped; pranced*

Dual Adjectives – The _____ but _____ rabbit hopped into her hole. *fearful; quick*

Noun Clause: (use "that" or omit the word and leave the clause) Show the child the examples on pg. 18 of Teaching Writing: Structure and Style Seminar and Practicum Workbook. Then see if the child can compose a sentence with a noun clause on his/her own.

Adverbial and Adjectival "teeter-totters": Show the child the examples on pg. 187 of Teaching Writing: Structure and Style Seminar and Practicum Workbook. Then see if the child can compose a sentence with "teeter-totter" adverbial and adjectival.

Advanced Sentence Opener:

“ed” Sentence Opener: Believed to be the thief, the man’s facial features looked much like the real thief’s face.

Give the child an article from WorldKids, preferably from the Critter File. Ask the child if they remember what the three steps are. *Read, Summarize, Re-state.* Have the child repeat this process three times. Then say, “Let’s enter the wonderful world of writing! First let’s...” pause then see if the child can remember the first step. “Read!” Then have the child read the paragraph. Hand out the keyword outline. Then say, “Now this is the paper we will use to summarize.” Using the sample on page 24 of the Teaching Writing Structure and Style Workbook as a guide only, have the child then read and summarize the paragraph. Try not to give him/her the words. Ask him/her what words they would need to have written down to remember the idea in the sentence. Explain *the idea* by using this example. Repeat the sentence, “The old tattered paddleboat putted its way down river through the foggy night.” Remind the child that they do not have to remember the sentence word for word, but just the idea. What three words would be essential or necessary to remember the idea?

3. Explain to the child that many times in the first sentence of a paragraph, one can find what we call the theme, *or what the paragraph is talking about.* So, by the Roman numeral I, have the child think of up to three words that will help them recall, not word for word, but the idea of the first sentence.

4. Do the same for rest of the sentences. Once the child has completed the summarizing, make sure to emphasize how well they did and how fun it was.

ALERT: You will find we have diverted a bit from the IEW Implementation Schedule, but have found this course both effective and beneficial for the child.

ASSIGNMENT

Keyword Outline

COMPLETED GRADED

Complete the Keyword Outline from KidsWorld Critter File

Keyword Outline Sheet

(title)

by

(child's name)

I. _____

(theme or thesis)

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

13. _____

14. _____

Rough Draft with IEW

BOOKS

Teaching Writing: Structure and Style Seminar and Practicum Workbook

MATERIALS

WorldKids Article Keyword Outline Sheet
Rough draft sheet
Lined Paper

OBJECTIVE

Child will learn how to begin to write a summary from a short story by using only his/her key word outline.

TEACHING

HOOK: There are many fun things in life. Some fun things, like a roller coaster ride, just happen to you. Other things that are fun, like riding a bike, take learning, practice, and concentration. Writing is much like riding a bike when it comes to fun. Take it slowly, try not to get discouraged, and let's have fun!

REVIEW

1. Tell the child to get out his/her key-word outline from lesson 3. They do not have to remember word for word what the paragraph said, but the outline should trigger memories of the ideas in the paragraph. Ask the child if they remember the three summarizing steps. *Read, Summarize, Re-state.* Ask him/her if they remember what they did yesterday. *Read, Summarize.*

INSTRUCTION

2. Now we will re-state, or tell it again in our own words. Today we will write two paragraphs: the first will be what we call a rough draft. The second is the final draft.

- First, the child should give the paragraph a title.
- Then have the child write sentences from the key words. Using the rough draft sheet, have the child write on the lines that are not shaded, using the shaded lines for corrections, additions, or editing, our next step.

3. Explain to the child that what we do today is first, check for grammatical mistakes, then, we get creative. Look at the checklist below. Using the colored pen, have the child check his/her paragraphs with you.

- First, check the grammar part of the checklist. If the child forgot to underline the title, have him/her do so.
- Point out to the child that if they followed the rough draft sheet, they should have remembered to indent the paragraph. If they were to have written the rough draft on a piece of lined paper, and forgot to indent, they would mark it with the following symbol above the first word: ¶|→.
- Then have the child check to see if they capitalized the first word of each sentence. If one word was not capitalized, have him/her underline 3 times the first letter of the word which needs to be capitalized.
- If the child forgot to put an end mark, have him/her put the end mark in a circle at the end of the sentence.

4. Now comes the fun part, we ADD spice!

Have the child choose five dress ups and five sentence openers of his/her own that they would like to use in this story, and with your guidance, have him/her change or add whatever is necessary to do so. Also have the child choose two decorations and two sentence styles for this paragraph. Below are reminders.

DRESS UPS (Choose 6; 2 advanced)

Strong Verb: Look together at The Banned List on pages 177–179 of the Teaching Writing: Structure and Style Seminar and Practicum Workbook. Have the child first check to see if they chose any of those words, and change accordingly, remembering to underline the new strong verb. If not, have the child find one verb that could be stronger, and change it.

Quality Adjective: Remind the child what an adjective is. *A word that describes a noun.* Choose a noun that does not have an adjective and describe that noun, remembering to underline the new adjective.

“ly”: Finally, add an “ly” word to the paragraph. Usually, “ly” words answer the question, “How?”. If the child needs ideas, there is a list of “ly” words on page 176 of the Teaching Writing: Structure and Style Seminar and Practicum Workbook.

who / which : Try to encourage the child to put a who / which clause in a sentence if there is not one already. Remember that “who” is used for a person, and “which” is used for anything else. See pg. 172 of the Teaching Writing: Structure and Style Seminar and Practicum Workbook for further explanation and examples. Remember to have the child underline the *who* or *which* to denote the dress-up.

when, while, since, where, as, if, although: This does not go at the beginning of the sentence, but anywhere else is fine, remembering to underline the first word of the clause to indicate the dress-up. See pg. 174 of the Teaching Writing: Structure and Style Seminar and Practicum Workbook for further explanation and examples.

“Because”: Finally, add an underlined “because” clause to the paragraph if there is not one already. For an example, turn to pg. 173 of the Teaching Writing: Structure and Style Seminar and Practicum Workbook.

Advanced Dress-Ups

Dual Adverbs, Verbs or Adjectives: Add one out of the three options, making sure to underline the “Dual” adverb, verb, or adjective.

Noun Clause: (use “that” or omit the word and leave the clause) Have the child add a noun clause to the paragraph, being sure to underline the clause.

Adverbial and Adjectival “teeter-totters”: Have the child add an adverbial or adjectival “teeter-totter” to the paragraph

SENTENCE OPENERS (Choose 6 plus the advanced sentence opener)

We next want to be creative in our sentence openers. Changes will be made in the blue space above the written line with a colored pen, and in the left margin, to the left of the appropriate sentence; the child should put the number of the sentence opener with a circle around it.

Subject Opener: One sentence should start with the subject. Notice that the child may have an article adjective or other adjectives before it, but the opener is still considered a subject opener. Have the child mark this subject opener to the left in the margin with an encircled #1.

Prepositional Opener: Have the child look at the list of prepositions listed on page 180 of the Teaching Writing: Structure and Style Seminar and Practicum Workbook. See if the child can change a sentence already written to one that begins with a preposition, remembering to mark the prepositional opener in the left margin with an encircled #2.

“ly” Opener: Using the Adverbs for Essays on page 176 of the Teaching Writing: Structure and Style Seminar and Practicum Workbook, have the child begin a sentence with an “ly” word, remembering to mark with an encircled #3 in the left margin to denote an “ly” sentence opener.

“ing” Opener: When we write an “ing” opener, we can usually find the verb in the question and change it to an “ing” word. Here is the hitch: AFTER THE “ING” CLAUSE, THE SUBJECT NOUN SHOULD BE WHO OR WHAT IS DOING THAT VERB. For example, if the original sentence is, *Mary bicycled down the street to get her lost dog.* To change it to an “ing” sentence, take the verb, *bicycled*, and make it an “ing” word. *Bicycling down the street* Now, the word following the phrase should be who or what is bicycling, *Mary*. It would not make sense to say *Bicycling down the street, the dog was lost.* This is because the dog is not bicycling. Rather, *Bicycling down the street, Mary sought her lost dog.* See pg. 181 of the Teaching Writing: Structure and Style Seminar and Practicum Workbook for an example. Have the child mark this “ing” opener to the left in the margin with an encircled #4.

Clausal Opener: Have the child look at the list of clausals on page 182 of the Teaching Writing: Structure and Style Seminar and Practicum Workbook. See if the child can change a sentence already written to one that begins with a clausal, if there is not already one. Remember to have the child mark the clausal opener in the left margin with an encircled #5.

VSS Opener: Include a sentence in the paragraph that is five words or fewer if there is not already one. An encircled #6 should be in the left margin next to this VSS.

Advanced Sentence Opener:

“ed” Sentence Opener: Mark the “ed” sentence opener with a #7.

- When all the editing has been completed, have the child write the final draft on a piece of lined paper, making sure you point out that even though it was difficult work, what has been reaped is a treasure!

ASSIGNMENT

Rough Draft

COMPLETED GRADED

WorldKids paragraph restated, edited, and completed.

Rough Draft Checklist

Grammar

- Title is underlined.
- Paragraph(s) is/ are indented.
- Each Sentence begins with a capital letter.
- Each sentence ends with an end mark.

Dress-ups (Choose 6)

- Change one verb to a strong verb.
- Add a quality adjective.
- Add an “ly” word.
- Add a who/which clause
- Add a because clause
- Add a when, while, where, since, as, if, or although clause.
- Mark these three dress-ups by underlining them in the sentence.

Advanced:

- Dual adverbs, verbs, adjectives
- Noun clause
- Adverbial or adjectival “teeter-totter”

Sentence Openers (Choose 6)

- Subject (1)
- Prepositional (2)
- “ly” opener (3)
- “ing” opener (4)
- Clausal (5)
- VSS (6)
- Mark the sentence openers with the corresponding number in the margin.

Advanced:

- “ed” sentence opener (7)

Decorations

- 1
- 2
- 3
- 4

Triple Extensions (Sentence Styles)

- 1
- 2

Chapter 2, Lesson 1

BOOKS

Shurley English, Teacher's Manual, Level 6
Shurley English, Student Workbook, Level 6

MATERIALS**OBJECTIVE**

Child will get started, complete jingles, (noun, verb, sentence), grammar (noun, verb), activity, and Vocabulary #1.

TEACHING

Go to Chapter 2, Lesson 1 of the Teacher's Manual, pgs. 11 – 13 and teach this lesson.

ASSIGNMENT

1. Activity

COMPLETED GRADED

Complete the Noun Practice activity, Teacher's Manual, pg. 13.

2. Vocabulary Exercise

COMPLETED GRADED

Complete Chapter 2, Vocabulary Words #1, Student Workbook, pg. 7