

SHURLEY ENGLISH

HOMESCHOOLING



GRAMMAR

• COMPOSITION

Level 4

TEACHER'S
MANUAL

By Brenda Shurley

SHURLEY ENGLISH

HOMESCHOOL MADE EASY

LEVEL 4

Teacher's Edition

**By
Brenda Shurley**

01-19
Shurley English Homeschooling
Level 4 Teacher's Manual
ISBN 978-1-58561-036-5



Copyright © 2001 by Shurley Instructional Materials, Inc.

No part of this book may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording, or by any information storage or retrieval system, without written permission from the Publisher.

Printed in the United States of America by Bradford & Bigelow, Newburyport, MA

For additional information or to place an order, write to: Shurley Instructional Materials, Inc.
366 SIM Drive
Cabot, AR 72023

TABLE OF CONTENTS

Chapter 1	Pages 1-11
Lesson 1	Long-term goals and short-term goals
Lesson 2	Beginning setup plan for homeschool
Lesson 3	SKILLS (synonyms, antonyms, Five-Step Vocabulary Plan), VOCABULARY #1
Lesson 4	SKILLS (a/an choices), PRACTICE EXERCISE, WRITING (journal), VOCABULARY #2
Lesson 5	STUDY, TEST, CHECK, WRITING (revising, editing, journal)

Chapter 2	Pages 12-25
Lesson 1	How to Get Started, JINGLES (noun, verb, sentence), GRAMMAR (noun, verb), ACTIVITY, VOCABULARY #1 and #2, WRITING (journal)
Lesson 2	JINGLES, GRAMMAR (Introductory Sentences, Question & Answer Flow, classifying, labeling, subject noun, verb), SKILL (five parts of the complete sentence)
Lesson 3	JINGLES (adverb, adjective, article adjective), SKILL (four kinds of sentences), ACTIVITY
Lesson 4	JINGLES, GRAMMAR (Introductory Sentences, adverb, modify)
Lesson 5	JINGLES, GRAMMAR (Introductory Sentences, adjective, article adjective, Question and Answer Flow, classify, label, modify), SKILLS (indefinite articles, definite article), ACTIVITY, PRACTICE EXERCISE, TEST

Chapter 3	Pages 26-49
Lesson 1	JINGLES, GRAMMAR (Introductory Sentences, identifying adverbs that modify adjectives and adverbs), SKILLS (Skill Builder Checks, Noun Checks)
Lesson 2	JINGLES, GRAMMAR (Introductory Sentences, Pattern 1 sentences, complete subject, complete predicate, end punctuation), SKILLS (reviewing Skill Builder Checks and Noun Checks), VOCABULARY #1
Lesson 3	JINGLES, GRAMMAR (Practice Sentences), SKILLS (review Noun Check, singular nouns, plural nouns, common nouns, proper nouns, simple subject, simple predicate), PRACTICE EXERCISE, VOCABULARY #2
Lesson 4	JINGLES, STUDY, TEST, CHECK, ACTIVITY, WRITING (journal)
Lesson 5	WRITING (expository, writing definitions), WRITING ASSIGNMENT #1

Chapter 4	Pages 50-69
Lesson 1	JINGLES, GRAMMAR (Practice Sentences, Oral Skill Builder Check), SKILL (parts of speech), PRACTICE EXERCISE, VOCABULARY #1
Lesson 2	JINGLES, GRAMMAR (Introductory Sentences, predicate words located in the complete subject, Practice and Improved Sentences), VOCABULARY #2
Lesson 3	JINGLES, GRAMMAR (Practice Sentences), SKILLS (Skill Builder Check, add a vocabulary check to Skill Builder, Expanded practice sentence), PRACTICE EXERCISE
Lesson 4	JINGLES, STUDY, TEST, CHECK, ACTIVITY, WRITING (journal)
Lesson 5	WRITING ASSIGNMENT #2, BONUS OPTION

Chapter 5	Pages 70-87
Lesson 1	JINGLES (preposition, object of the prep, prepositional flow), GRAMMAR (Introductory Sentences, preposition, object of the preposition, prepositional phrase, add the object of the preposition to the Noun Check, add the preposition to the parts of speech, Oral Skill Builder Check), VOCABULARY #1
Lesson 2	JINGLES, GRAMMAR (Introductory Sentences, prepositional phrase at the beginning of a sentence, Practice and Improved Sentence with a prepositional phrase), VOCABULARY #2
Lesson 3	JINGLES, GRAMMAR (Practice sentences), ACTIVITY
Lesson 4	JINGLES, STUDY, TEST, CHECK, WRITING (journal)
Lesson 5	WRITING (point of view, writing in first and third person), WRITING ASSIGNMENTS #3 and #4, BONUS OPTION

TABLE OF CONTENTS

Chapter 6	Pages 88-108
Lesson 1	JINGLES (pronoun, subject pronoun), GRAMMAR (Introductory Sentences, pronoun, subject pronoun, understood subject pronoun, Noun Check with pronouns , add pronoun to the parts of speech, Oral Skill Builder Check), VOCABULARY #1
Lesson 2	JINGLES (possessive pronoun), GRAMMAR (Introductory Sentences, possessive pronouns, Practice and Improved Sentences with pronouns), VOCABULARY #2
Lesson 3	JINGLES, GRAMMAR (Practice Sentences), SKILLS (subject/verb agreement), PRACTICE EXERCISE, ACTIVITY
Lesson 4	JINGLES, STUDY, TEST, CHECK, WRITING (journal)
Lesson 5	WRITING (changing plural categories to singular points), WRITING ASSIGNMENTS #5 and #6

Chapter 7	Pages 109-126
Lesson 1	JINGLES, GRAMMAR (Introductory Sentences, possessive noun, Noun Check with possessive nouns, Oral Skill Builder Check), PRACTICE EXERCISE, VOCABULARY #1
Lesson 2	JINGLES, GRAMMAR (Practice Sentences, Practice and Improved Sentences), PRACTICE EXERCISE, VOCABULARY #2
Lesson 3	JINGLE (object pronoun), GRAMMAR (Practice Sentences, object pronoun), TEST, ACTIVITY, WRITING (journal)
Lesson 4	JINGLES, STUDY, TEST, CHECK, WRITING (journal)
Lesson 5	WRITING (standard and time-order forms), WRITING ASSIGNMENT #7, BONUS OPTION

Chapter 8	Pages 127-145
Lesson 1	JINGLES (the 23 helping verbs of the mean, lean verb machine), GRAMMAR (Introductory Sentences, helping verb, not adverb, question verb, Oral Skill Builder Check), WRITING (journal), VOCABULARY #1
Lesson 2	JINGLES, GRAMMAR (Practice Sentences, Practice and Improved Sentences), PRACTICE EXERCISE, VOCABULARY #2
Lesson 3	JINGLES, GRAMMAR (Practice Sentences, add irregular verb chart to the Skill Builder Check, Oral Skill Builder Check), TEST, ACTIVITY, WRITING (journal)
Lesson 4	JINGLES, STUDY, TEST, CHECK, WRITING (journal)
Lesson 5	WRITING (topic sentences), WRITING ASSIGNMENT #8

Chapter 9	Pages 146-163
Lesson 1	JINGLES (the eight parts of speech), GRAMMAR (Introductory Sentences, conjunctions, compound parts, interjection, eight parts of speech, Oral Skill Builder Check), ACTIVITY, VOCABULARY #1
Lesson 2	JINGLES, GRAMMAR (Practice Sentences, Practice and Improved Sentences), PRACTICE EXERCISE, VOCABULARY #2
Lesson 3	JINGLES, GRAMMAR (Practice Sentences), SKILLS (homonyms), WRITING (journal), ACTIVITY (continued)
Lesson 4	JINGLES, STUDY, TEST, CHECK, ACTIVITY, WRITING (journal)
Lesson 5	WRITING (essay), WRITING ASSIGNMENTS #9 and #10

Chapter 10	Pages 164-185
Lesson 1	JINGLES, GRAMMAR (Practice Sentences, Oral Skill Builder Check), SKILLS (capitalization), ACTIVITY, VOCABULARY #1
Lesson 2	JINGLES, GRAMMAR (Practice Sentences, Pattern 1 Practice and Improved Sentences), SKILLS (punctuation), ACTIVITY, VOCABULARY #2
Lesson 3	JINGLES, GRAMMAR (Practice Sentences), SKILLS (capitalization, punctuation), PRACTICE EXERCISE, WRITING (journal), STUDY
Lesson 4	JINGLES, STUDY, TEST, CHECK, ACTIVITY, WRITING (journal)
Lesson 5	WRITING (5-paragraph essay), WRITING ASSIGNMENT #11, BONUS OPTION

TABLE OF CONTENTS

Chapter 11 Pages 186-200	
Lesson 1	JINGLES, GRAMMAR (Practice Sentences, Oral Skill Builder Check), SKILLS (capitalization and punctuation of a friendly letter using rule numbers only), PRACTICE EXERCISE, VOCABULARY #1
Lesson 2	JINGLES, GRAMMAR (Practice Sentences, Independent Pattern 1 Practice Sentence), SKILLS (capitalization and punctuation of a friendly letter using corrections only), PRACTICE EXERCISE, VOCABULARY #2
Lesson 3	JINGLES, GRAMMAR (Practice Sentences), STUDY, TEST A, CHECK, WRITING (journal)
Lesson 4	TEST B, CHECK, WRITING (journal), ACTIVITY
Lesson 5	WRITING (persuasive essay), WRITING ASSIGNMENT #12
Chapter 12 Pages 201-218	
Lesson 1	JINGLES (Direct Object), GRAMMAR (Introductory Sentences, direct objects, transitive verbs, add direct objects to the Noun Check, Oral Skill Builder Check), WRITING (journal), VOCABULARY #1, ACTIVITY
Lesson 2	JINGLES, GRAMMAR (Practice Sentences, Oral Skill Builder Check, Independent Pattern 2 Practice Sentence), VOCABULARY #2, ACTIVITY
Lesson 3	JINGLES, GRAMMAR (Practice Sentence), SKILL (Editing Checklist), PRACTICE EXERCISE, WRITING (journal)
Lesson 4	JINGLES, STUDY, TEST, CHECK, WRITING (journal)
Lesson 5	WRITING ASSIGNMENTS #13 and #14, BONUS OPTION
Chapter 13 Pages 219-236	
Lesson 1	JINGLES, GRAMMAR (Practice Sentences), Oral Skill Builder Check, SKILLS (identify complete sentences and sentence fragments, correcting sentence fragments), PRACTICE EXERCISE, WRITING (journal), VOCABULARY #1
Lesson 2	JINGLES, GRAMMAR (Practice Sentences), Pattern 2 Practice Sentence, SKILLS (simple sentence with compound parts, run-on sentence), PRACTICE EXERCISE, VOCABULARY #2
Lesson 3	JINGLES, GRAMMAR (Practice Sentences), SKILLS (compound sentence, comma splice, run-on sentence), PRACTICE EXERCISE
Lesson 4	JINGLES, STUDY, TEST, CHECK, ACTIVITY, WRITING (journal)
Lesson 5	WRITING ASSIGNMENTS #15 and #16
Chapter 14 Pages 237-249	
Lesson 1	JINGLES, GRAMMAR (Practice Sentences), Oral Skill Builder Check, SKILLS (personal pronouns and their antecedents, Oral Review), PRACTICE EXERCISE, WRITING (journal), VOCABULARY #1
Lesson 2	JINGLES, GRAMMAR (Practice Sentences, Pattern 2 Practice Sentence), PRACTICE EXERCISE, VOCABULARY #2, ACTIVITY
Lesson 3	JINGLES, GRAMMAR (Practice Sentences), PRACTICE EXERCISE
Lesson 4	JINGLES, STUDY, TEST, CHECK, ACTIVITY, WRITING (journal)
Lesson 5	WRITING ASSIGNMENTS #17 and #18
Chapter 15 Pages 250-261	
Lesson 1	JINGLES, GRAMMAR (Practice Sentences, Oral Skill Builder Check), SKILLS (possessive nouns), PRACTICE EXERCISE, WRITING (journal), VOCABULARY #1
Lesson 2	JINGLES, GRAMMAR (Practice Sentences, Pattern 2 Practice Sentence), PRACTICE EXERCISE
Lesson 3	JINGLES, GRAMMAR (Practice Sentences), PRACTICE EXERCISE, VOCABULARY #2
Lesson 4	JINGLES, STUDY, TEST, CHECK, ACTIVITY, WRITING (journal)
Lesson 5	WRITING ASSIGNMENTS #19 and #20

TABLE OF CONTENTS

Chapter 16	Pages 262-275
Lesson 1	JINGLES, GRAMMAR (Indirect Object), GRAMMAR (Introductory Sentences, indirect objects, add the indirect object to the Noun Check, Oral Skill Builder Check), PRACTICE EXERCISE, WRITING (journal), VOCABULARY #1
Lesson 2	JINGLES, GRAMMAR (Practice Sentences, Oral Skill Builder Check, Independent Pattern 3 Practice Sentence), VOCABULARY #2, PRACTICE EXERCISE
Lesson 3	JINGLES, GRAMMAR (Practice Sentences), PRACTICE EXERCISE
Lesson 4	JINGLES, STUDY, TEST, CHECK, WRITING (journal)
Lesson 5	WRITING ASSIGNMENTS #21 and #22, BONUS OPTION

Chapter 17	Pages 276-291
Lesson 1	JINGLES, GRAMMAR (Practice Sentences, Oral Skill Builder Check), SKILLS (beginning quotes, ending quotes), PRACTICE EXERCISE, WRITING (journal), VOCABULARY #1
Lesson 2	JINGLES, GRAMMAR (Practice Sentences, Pattern 3 Practice Sentence), PRACTICE EXERCISE, VOCABULARY #2
Lesson 3	JINGLES, GRAMMAR (Practice Sentences), PRACTICE EXERCISE, STUDY
Lesson 4	JINGLES, STUDY, TEST, CHECK, ACTIVITY, WRITING (journal)
Lesson 5	WRITING (narrative, writing with dialogue and without dialogue), WRITING ASSIGNMENTS #23 and #24

Chapter 18	Pages 292-308
Lesson 1	JINGLES, GRAMMAR (Practice Sentences, Oral Skill Builder Check), SKILLS (regular and irregular verbs), PRACTICE EXERCISE, VOCABULARY #1
Lesson 2	JINGLES, GRAMMAR (Practice Sentences, Pattern 3 Practice Sentence), SKILLS (simple verb tenses, the tenses of helping verbs), PRACTICE EXERCISE, WRITING (journal), VOCABULARY #2
Lesson 3	JINGLES, GRAMMAR (Practice Sentences), SKILLS (changing verbs to different tenses in a paragraph), PRACTICE EXERCISE
Lesson 4	JINGLES, STUDY, TEST, CHECK, WRITING (journal)
Lesson 5	WRITING ASSIGNMENTS #25 and #26, BONUS OPTION

Chapter 19	Pages 309-323
Lesson 1	JINGLES, GRAMMAR (Introductory Sentences, mixed patterns, Oral Skill Builder Check), PRACTICE EXERCISE, VOCABULARY #1, ACTIVITY
Lesson 2	JINGLES, GRAMMAR (Practice Sentences, mixed patterns, Practice Sentence), SKILL (double negatives), PRACTICE EXERCISE, VOCABULARY #2
Lesson 3	JINGLES, GRAMMAR (Practice Sentences, mixed patterns), SKILLS (contractions), PRACTICE EXERCISE, WRITING (journal)
Lesson 4	JINGLES, STUDY, TEST, CHECK, WRITING (journal)
Lesson 5	WRITING ASSIGNMENTS #27 and #28

Chapter 20	Pages 324-340
Lesson 1	JINGLES, GRAMMAR (Practice Sentences, Oral Skill Builder Check, Linking Verbs), PRACTICE EXERCISE, WRITING (journal), VOCABULARY #1
Lesson 2	JINGLES, GRAMMAR (Practice Sentences), Practice Sentence, SKILL (form the plurals of nouns with different endings), PRACTICE EXERCISE, WRITING (journal), VOCABULARY #2
Lesson 3	JINGLES, GRAMMAR (Practice Sentences), SKILLS (similes, metaphors), PRACTICE EXERCISE
Lesson 4	JINGLES, STUDY, TEST, CHECK, ACTIVITY, WRITING (journal)
Lesson 5	WRITING (descriptive), WRITING ASSIGNMENTS #29 and #30

TABLE OF CONTENTS

Chapter 21	Pages 341-352
Lesson 1	JINGLES, GRAMMAR (Practice Sentences), SKILLS (parts of a friendly letter, parts of an envelope), PRACTICE EXERCISE, WRITING (journal), VOCABULARY #1
Lesson 2	JINGLES, GRAMMAR (Practice Sentences, Practice Sentence), PRACTICE EXERCISE, WRITING (journal)
Lesson 3	JINGLES, GRAMMAR (Practice Sentences), PRACTICE EXERCISE, VOCABULARY #2
Lesson 4	JINGLES, STUDY, TEST, CHECK, ACTIVITY, WRITING (journal)
Lesson 5	WRITING ASSIGNMENTS #31 and #32, BONUS OPTION

Chapter 22	Pages 353-365
Lesson 1	JINGLES, GRAMMAR (Practice Sentences, Oral Skill Builder Check), SKILLS (parts of a business letter, parts of a business envelope), PRACTICE EXERCISE, WRITING (journal), VOCABULARY #1
Lesson 2	JINGLES, GRAMMAR (Practice Sentences, Practice Sentence), PRACTICE EXERCISE
Lesson 3	JINGLES, GRAMMAR (Practice Sentences), PRACTICE EXERCISE, VOCABULARY #2
Lesson 4	JINGLES, STUDY, TEST, CHECK, ACTIVITY, WRITING (journal)
Lesson 5	WRITING ASSIGNMENTS #33 and #34

Chapter 23	Pages 366-377
Lesson 1	JINGLES, GRAMMAR (Practice Sentences), SKILLS (thank you notes), PRACTICE EXERCISE
Lesson 2	JINGLES, GRAMMAR (Practice Sentences, Practice Sentence), SKILLS (invitations), PRACTICE EXERCISE, WRITING (journal)
Lesson 3	SKILLS (introduce parts of a book), PRACTICE EXERCISE
Lesson 4	STUDY, TEST, CHECK, ACTIVITY (continued), WRITING (journal)
Lesson 5	WRITING ASSIGNMENTS #35 and #36, BONUS OPTION

Chapter 24	Pages 378-391
Lesson 1	SKILLS (introduce main parts of the library), PRACTICE EXERCISE, ACTIVITY
Lesson 2	SKILLS (introduce alphabetizing, introduce guide words), PRACTICE EXERCISE, ACTIVITY
Lesson 3	SKILLS (introduce the dictionary and entry words), PRACTICE EXERCISE
Lesson 4	STUDY, TEST A, TEST B, CHECK, ACTIVITY, WRITING (journal)
Lesson 5	WRITING ASSIGNMENTS #37 and #38

Chapter 25	Pages 392-400
Lesson 1	SKILL (outlining), PRACTICE EXERCISE
Lesson 2	PRACTICE EXERCISE, WRITING (journal)
Lesson 3	PRACTICE EXERCISE, STUDY
Lesson 4	STUDY, TEST, CHECK, WRITING (journal)
Lesson 5	WRITING ASSIGNMENTS #39 and #40, BONUS OPTION

Chapter 26	Pages 401-403
Lesson 1	WRITING (A Remarkable Person “Me Booklet”)
Lesson 2	WRITING (A Remarkable Person “Me Booklet” continued)
Lesson 3	WRITING (autobiographies)
Lesson 4	WRITING (“Me Booklets” and autobiographies concluded)

SHURLEY ENGLISH ABBREVIATIONS FOR LEVEL 4

Abbreviation	Description
N	Noun
SN	Subject Noun
CSN	Compound Subject Noun
Pro	Pronoun
SP	Subject Pronoun
CSP	Compound Subject Pronoun
V	Verb
HV	Helping Verb
CV	Compound Verb
V-t	Verb-transitive
CV-t	Compound Verb-transitive
LV	Linking Verb
CLV	Compound Linking Verb
A	Article Adjective
Adj	Adjective
CAdj	Compound Adjective
Adv	Adverb
CAdv	Compound Adverb
P	Preposition
OP	Object of the Preposition
COP	Compound Object of the Preposition

Description	
PPA	Possessive Pronoun Adjective
PNA	Possessive Noun Adjective
C	Conjunction
I	Interjection
DO	Direct Object
CDO	Compound Direct Object
IO	Indirect Object
CIO	Compound Indirect Object
PrN	Predicate Noun
CPrN	Compound Predicate Noun
PrP	Predicate Pronoun
CPrP	Compound Predicate Pronoun
PA	Predicate Adjective
CPA	Compound Predicate Adjective

Sentences	
D	Declarative Sentence
E	Exclamatory Sentence
Int	Interrogative Sentence
Imp	Imperative Sentence

Level 4 Patterns	
SN V P1	Subject Noun Verb Pattern 1
SN V-t DO P2	Subject Noun Verb-transitive Direct Object Pattern 2
SN V-t IO DO P3	Subject Noun Verb-transitive Indirect Object Direct Object Pattern 3

CHAPTER 1 LESSON 1

Objectives: Long-term goals and short-term goals.

**STUDY SKILLS TIME****TEACHING SCRIPT FOR SETTING GOALS**

Good organizational skills are the foundation for good study skills. You must learn to manage your time, your materials, and your work environment. Good study skills do not just happen. It takes time, determination, and the practice of certain guidelines to get organized. The study skills chapter will concentrate on the guidelines you need for success in developing good study habits. Follow them carefully until they become habits that will help you for a lifetime.

Everyone has the same 24 hours, but everyone does not use his/her 24 hours in the same way. In order to get the most for your time, it is important to set goals. Goals will keep you pointed in the direction you want to go, will focus your time, and will keep you on track. With a list of goals, you can check your progress. Long-term goals are what you want to accomplish in life, usually concentrating on your education and your career. Short-term goals will help you plan things to do this school year, and guidelines will give you specific things to do each day to help you achieve your goals. Listen to examples of long-term and short-term goals as I read them. (*Read the examples below or write them on the board.*)

Examples of goals for a person interested in computers:**Long-term Goals**

1. Get a technology scholarship for college.
2. Earn a degree in Computer Science.
3. Own a computer software company.

Short-term Goals

1. Make a schedule to plan each day.
2. Earn good grades this school year.
3. Set aside at least 30 minutes per night for study time.
4. Earn spending money by having a paper route.
5. Spend 30 minutes per day learning about different kinds of computer software.

Examples of goals for a person interested in teaching:**Long-term Goals**

1. Get an academic scholarship for college.
2. Earn a degree in elementary education.
3. Become an elementary school teacher.

Short-term Goals

1. Make a schedule to plan each day.
2. Earn good grades this school year.
3. Set aside at least 30 minutes per night for study time.
4. Earn spending money by pet sitting.
5. Spend 15 minutes per day reading to younger sisters, brothers, or cousins.

Notice that getting organized and setting aside study time are always important short-term goals because they help you achieve your long-term goals. You will now write down your own long-term and short-term goals. Write two or three long-term goals and four or five short-term goals. You can add more as you think of them. (*Give students time to write down their long-term and short-term goals. You may want to discuss what kind of goals were written. Have students make English folders and put their goals in the folders.*)

(End of lesson.)

CHAPTER 1 LESSON 2

Objectives: Beginning setup plan for homeschool.
--

**STUDY SKILLS TIME****TEACHING SCRIPT FOR STUDY PLANS**

We have learned that goals are important because they are a constant reminder of what you want to happen in your future. To make the most of your goals, you should take time to evaluate your goals at the end of every month to see if there are any adjustments you wish to make. Goals change as your needs change and as your abilities increase.

Remember, goals are your destination. A schedule is your road map. You may take a few detours, but you still know the direction you are headed in and how to get there. *(Have discussion time with your students at the beginning of each month to evaluate goals and schedules. Help students make any necessary adjustments. This is a worthwhile learning activity that is done nine times for the whole school year. It should be a meaningful experience for your students.)*

I will introduce the first step in good organization: learning how to make and follow a daily schedule, or routine. Turn to page 10 and look at Reference 1. Follow along as I read the guidelines that will help you establish a daily schedule to follow during study time and school time. These guidelines will help you get organized with the least amount of wasted effort. *(Read and discuss the plan reproduced below with your students.)*

Reference 1: Beginning Setup Plan for Homeschool

You should use this plan to keep things in order!

1. Have separate color-coded pocket folders for each subject.
2. Put unfinished work in the right-hand side and finished work in the left-hand side of each subject folder.
3. Put notes to study, graded tests, and study guides in the brads so you will have them to study for scheduled tests.
4. Have a paper folder to store clean sheets of paper. Keep it full at all times.
5. Have an assignment folder to be reviewed every day.

Things to keep in your assignment folder:

- A. Keep a monthly calendar of assignments, test dates, report-due dates, project-due dates, extra activities, dates and times, review dates, etc.
 - B. Keep a grade sheet to record the grades received in each subject. *(You might also consider keeping your grades on the inside cover of each subject folder. However you keep your grades, just remember to record them accurately. Your grades are your business, so keep up with them! Grades help you know which areas need attention.)*
 - C. Make a list every day of the things you want to do so you can keep track of what you finish and what you have not finished. Move the unfinished items to your new list the next day. *(Making this list takes time, but it's your road map to success. You will always know at a glance what you set out to accomplish and what still needs to be done.)*
6. Keep all necessary school supplies in a handy, heavy-duty Ziploc bag or a pencil bag.

(End of Lesson.)

CHAPTER 1 LESSON 3

Objectives: Skills (Synonyms, Antonyms, Five-Step Vocabulary Plan), and Vocabulary #1.



SKILL TIME

TEACHING SCRIPT FOR SYNONYMS AND ANTONYMS

Words are your tools for the future. Having a strong command of different vocabulary words can help you express exactly what is on your mind, and it will also help others to fully understand your thoughts and ideas. The ability to communicate is more effective when you do not use the same words over and over again. That is why it is necessary to learn a wide variety of vocabulary words. Think of it as having a large bank account from which you can draw the right words to best express your thoughts.

Today, we will learn about synonyms and antonyms and how to mark them. Turn to page 10 in the Reference Section of your book and look at Reference 2. (*The first part of Reference 2 is reproduced below.*) This format will be used for identifying vocabulary words as synonyms or antonyms.

Reference 2: Synonyms, Antonyms, and Five-Step Vocabulary Plan

Part 1: Synonyms and Antonyms

Definitions: Synonyms are words that have similar, or almost the same, meanings.
Antonyms are words that have opposite meanings.

Directions: Identify each pair of words as synonyms or antonyms by putting parentheses () around **syn** or **ant**.

1. bashful, shy

(syn) ant

2. reply, answer

(syn) ant

3. absent, present

syn (ant)

Listen carefully as I read the definition for synonyms and antonyms. **Synonyms** are words that have similar, or almost the same, meanings. **Antonyms** are words that have opposite meanings. Look at the words **bashful** and **shy** beside number 1. What are the meanings of the words **bashful** and **shy**? (*Discuss the meanings of the words **bashful** and **shy**.*) Do the words **bashful** and **shy** have almost the same meanings, or do they have opposite meanings? (*almost the same meanings*) Since they have almost the same meanings, are they synonyms or antonyms? (*synonyms*) How do we indicate that they are synonyms? (*By putting parentheses around the **syn***) (*For number 1, have students note the parentheses around the **syn** in their practice box.*)

Look at number 2. Let's discuss the meanings of the words **reply** and **answer**. (*Discuss the meanings of the words **reply** and **answer**.*) Do these words have almost the same meanings, or do they have opposite meanings? (*almost the same meanings*) Since they have almost the same meanings, are they synonyms or antonyms? (*synonyms*) How do we indicate that they are synonyms? (*By putting parentheses around the **syn***) (*For number 2, have students note the parentheses around the **syn** in their practice box.*) Remember, synonyms may not have the same meanings, but their meanings will be similar. That is why they are called synonyms.

Look at number 3. Let's discuss the meanings of the words **absent** and **present**. (*Discuss the meanings of the words **absent** and **present**.*) Do these words have almost the same meanings, or do they have opposite meanings? (*opposite meanings*) Since they have opposite meanings, are they synonyms or antonyms? (*antonyms*) How do we indicate that they are antonyms? (*By putting parentheses around the **ant***) (*For number 3, have students note the parentheses around the **ant** in their practice box.*) Remember, antonyms have different meanings because they are opposite words. They do not mean the same thing. That is why they are called antonyms.

CHAPTER 1 LESSON 3 CONTINUED

If the thought of learning new words is overwhelming, think about what you have available. You have two valuable tools to help you in this task: the dictionary and the thesaurus. The nice thing about these tools is that you alone, at any time, can use the dictionary or thesaurus (*for free*) to learn more words with which to express yourself.

Today, you will begin building your “bank account” of words. You will advance your vocabulary by learning synonyms and antonyms. Remember that synonyms are words that have almost the same meanings, and antonyms are words that have opposite meanings. Now that we have discussed several synonym and antonym words, I want you to name two pairs of words and identify one pair as synonyms and one pair as antonyms. (*Allow students to use a dictionary or a thesaurus to look up each pair of words if needed. Check students’ identification of the words for accuracy.*)

Since we will be learning or reviewing synonyms and antonyms in almost every chapter, we will call this time **Vocabulary Time**. The purpose of Vocabulary Time is to learn new words; so, you will keep a Vocabulary notebook. During Vocabulary Time, you will always follow the Five-Step Vocabulary Plan. You will find this plan in the second part of Reference 2 on page 10 in your book. You will use this plan every time you enter vocabulary words in your notebook. (*Have students follow along as you read and discuss the vocabulary plan with them.*)

Reference 2: Synonyms, Antonyms, and Five-Step Vocabulary Plan (continued)

Part 2: Five-Step Vocabulary Plan
--

- | |
|--|
| <ol style="list-style-type: none"> (1) Write a title for the vocabulary words in each chapter.
Example: Chapter 1, Vocabulary Words (2) Write each vocabulary word in your vocabulary notebook. (3) Look up each vocabulary word in a dictionary or thesaurus. (4) Write the meaning beside each vocabulary word. (5) Write a sentence that helps you remember how each vocabulary word is used. |
|--|

You will have a list of synonyms and antonyms to define in each chapter. These words are listed on pages 8 and 9 in the Reference Section of your workbook. (*Have students turn to page 8 and look at the eight words listed for Chapter 1.*)

I will tell you the words you will define during Vocabulary Time. Today, you will define and write sentences for four words. Any of the words you learn during Vocabulary Time could be used in the Vocabulary section of your test. You may also use your vocabulary notebook to record any vocabulary word you wish to define for future reference.



VOCABULARY TIME

Assign Chapter 1, Vocabulary Words #1 on page 8 in the Reference Section for students to define in their Vocabulary notebooks. Tell students they are to use a dictionary or thesaurus to look up the meanings of the vocabulary words. After they write each word and its meaning, students are to write a sentence using the vocabulary word.

Chapter 1, Vocabulary Words #1
(bold, timid, slumber, sleep)

(End of lesson.)

CHAPTER 1 LESSON 4

Objectives: Skills (A/An choices), Practice Exercise, Writing (Journal), and Vocabulary #2.



SKILL TIME

TEACHING SCRIPT FOR A/AN CHOICES

I am going to introduce how to use the words **a** and **an** correctly. Even though this skill should already be familiar to you, we will go step by step through an easy review method that will make it even easier for you to remember how to use the words **a** and **an** correctly. Look at Reference 3 on page 11 in your Reference Section. These are the rules for choosing *a* or *an*. (Read the information in the reference box below.)

Reference 3: A and An Choices	
Rule 1: Use the word a when the next word begins with a consonant sound.	(Example: a red apple.)
Rule 2: Use the word an when the next word begins with a vowel sound.	(Example: an apple.)
Example Sentences: Write a or an in the blanks.	
1. Would you like <u> an </u> angel necklace?	3. We saw <u> a </u> statue in the courtyard.
2. Would you like <u> a </u> gold angel necklace?	4. I saw <u> an </u> old statue in the courtyard.

We will discuss the sample sentences in the reference box. Always read the directions very carefully before you start the exercise. The directions say to write *a* or *an* in the blanks.

Look at number 1. Before we can choose *a* or *an* to put in the blank, we have to look at the word that comes next. Does **angel** start with a consonant or vowel sound? (*vowel sound*) The rule says to use the word *an* before words that begin with a vowel sound. We will write the word *an* in the blank before the word **angel**.

Look at number 2. Does the word **gold** start with a consonant or vowel sound? (*consonant sound*) The rule says to use the word *a* before words that begin with a consonant sound. We will write the word *a* in the blank before the word **gold**.

Look at number 3. Does the word **statue** start with a consonant or a vowel sound? (*consonant sound*) The rule says to use the word *a* before words that begin with a consonant sound. We will write the word *a* in the blank before the word **statue**.

Look at number 4. Does the word **old** start with a consonant or a vowel sound? (*vowel sound*) The rule says to use the word *an* before words that begin with a vowel sound. We will write the word *an* in the blank before the word **old**.

CHAPTER 1 LESSON 4 CONTINUED



PRACTICE TIME

Have students turn to page 66 in the Practice Section of their book and find Chapter 1, Lesson 4, Practice. Go over the directions to make sure they understand what to do. Check and discuss the Practice after students have finished. (*Chapter 1, Lesson 4, Practice key is given below.*)

Chapter 1, Lesson 4, Practice: Write *a* or *an* in the blanks.

- | | | | |
|---------------------------------------|----------------------------------|-----------------------|--------------------|
| 1. Did you find <u>an</u> answer yet? | 4. We found <u>a</u> lost puppy. | 7. <u>an</u> octopus | 10. <u>a</u> light |
| 2. We saw <u>an</u> icicle. | 5. Mom ate <u>an</u> apple. | 8. <u>a</u> friend | 11. <u>an</u> ax |
| 3. He ate <u>a</u> large steak. | 6. I baked <u>a</u> pie. | 9. <u>an</u> elevator | 12. <u>a</u> box |



WRITING TIME

TEACHING SCRIPT FOR JOURNAL WRITING

Now, turn to your Reference Section and look at Reference 4 on page 11. You will begin journal writing today, but, before you begin, I want to share some important information about this type of writing. (*Read the information in the reference box below and on the next page.*)

Reference 4: What is Journal Writing?

Journal Writing is a written record of your personal thoughts and feelings about things or people that are important to you. Recording your thoughts in a journal is a good way to remember how you felt about what was happening in your life at a particular time. You can record your dreams, memories, feelings, and experiences. You can ask questions and answer some of them. It is fun to go back later and read what you have written because it shows how you have changed in different areas of your life. A journal can also be an excellent place to look for future writing topics, creative stories, poems, etc. Writing in a journal is an easy and enjoyable way to practice your writing skills without worrying about a writing grade.

What do I write about?

Journals are personal, but sometimes it helps to have ideas to get you started. Remember, in a journal, you do not have to stick to one topic. Write about someone or something you like. Write about what you did last weekend or on vacation. Write about what you hope to do this week or on your next vacation. Write about home, school, friends, hobbies, special talents (yours or someone else's), or present and future hopes and fears. Write about what is wrong in your world and what you would do to “fix” it. Write about the good things and the bad things in your world. If you think about a past event and want to write an opinion about it now, put it in your journal. If you want to give your opinion about a present or future event that could have an impact on your life or the way that you see things, put it in your journal. If something bothers you, record it in your journal. If something interests you, record it. If you just want to record something that doesn't seem important at all, write it in your journal. After all, it is your journal!

Wouldn't it be great if students could learn complex grammar and writing skills easily and remember them year after year? Well, they can with Shurley English! This innovative, easy-to-follow program successfully teaches students of all learning abilities through lessons that constantly expose them to "see it, hear it, say it, do it" activities. Yes! Shurley English reaches all of the learning styles of students while using repetition, fun, and student-teacher interaction to help them learn difficult English skills.

Knowledge of complex grammar and writing skills is not learned over night. It is learned over time from the simplest to the most complex tasks. The process is actually a series of small, incremental, and sequential steps that must be learned precisely and thoroughly during the learning process. The Shurley English program uses a concrete set of questions about each word in a sentence to teach students how all the parts of a sentence fit together. The teacher models each new step by following a scripted lesson from the teacher's manual. Then, the students actively participate with the teacher as the steps are practiced. The students are taught how to merge a strong skills foundation with the writing process. Shurley English opens unlimited learning potential for every student.

The most important effect of Shurley English on students may not only be their increased grasp of language and improved grammar and writing skills, but their 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.

Many homeschool students and educators have already realized the exciting results of using Shurley English! You can too! Join the perceptive group of homeschoolers who have chosen Shurley English to meet the academic needs of their children. Shurley English is truly English Made Easy!

ISBN-10: 1-58561-036-4
ISBN-13: 978-1-58561-036-5

