

SHURLEY ENGLISH

Parent Help Booklet

Level 3



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.

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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 491–498 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 participate actively 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

A beautiful rainbow appeared suddenly in the sky after the heavy rain.

- | | |
|---|---|
| 1. What appeared suddenly in the sky after the heavy rain? rainbow - Subject Noun (SN) | 10. The - Article Adjective (A) |
| 2. What is being said about rainbow? rainbow appeared - Verb (V) | 11. What kind of rainbow? beautiful - Adjective (Adj) |
| 3. Appeared how? suddenly - Adverb (Adv) | 12. A - Article Adjective (A) |
| 4. In - Preposition (P) | 13. SN V P1 (subject noun, verb, Pattern 1) |
| 5. In what? sky - Object of the Preposition (OP) | 14. Skill Check |
| 6. The - Article Adjective (A) | 15. (In the sky) - Prepositional phrase |
| 7. After - Preposition (P) | 16. (After the heavy rain) - Prepositional phrase |
| 8. After what? rain - Object of the Preposition (OP) | 17. Period, statement, declarative sentence |
| 9. What kind of rain? heavy - Adjective (Adj) | 18. Go back to the verb. Divide the complete subject from the complete predicate. |

$\frac{SN}{P1} \frac{V}{A} \frac{Adj}{Adj} \frac{SN}{SN} \frac{V}{V} \frac{Adv}{Adv} \frac{P}{P} \frac{A}{A} \frac{OP}{OP} \frac{P}{P} \frac{A}{A} \frac{Adj}{Adj} \frac{OP}{OP}$
 A beautiful rainbow / appeared suddenly (in the sky) (after the heavy rain). D

To learn the questions for the new grammar concepts, look in the student textbook on pages 30, 31, 36, 40, 45, 50, 98, 127, 129–130, 156, 181, 214, and 272.

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 PI)**
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.

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

Special Features

Q & A Guide for Patterns 2-3

The Q&A Guide below will help you follow the general flow of questions and answers to identify Patterns 2-3.

Q & A Guide for Patterns 2-3

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.

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**.

Grammar Concepts	Level 3 Student Textbook
1. subject noun	p. 30
2. verb	p. 30
3. adverb	p. 36
4. adjective	p. 40
5. article adjective	p. 45
6. one part of speech	p. 58
7. preposition	p. 98
8. object of the preposition	p. 98
9. subject pronoun	p. 127
10. understood subject pronoun	p. 127
11. possessive pronoun	p. 127
12. conjunction	p. 129
13. helping verb	p. 156
14. natural and inverted word order	p. 156
15. interjection	p. 181
16. possessive noun	p. 181
17. direct object and transitive verb	p. 214
18. object pronoun	p. 246
19. indirect object and transitive verb	p. 272
20. predicate noun and linking verb	p. 331
21. predicate adjective and linking verb	p. 331
22. action verb and linking verb	p. 331

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>SN</i>	<i>V</i>	<i>Adv</i>	<i>Adv</i>
Practice:	The	two	wild	birds	flew	quickly	away.
Improved:		Two	young	redbirds	fluttered	wildly	around.
	(delete)	(no change)	(word change)	(synonym)	(synonym)	(word change)	(word change)

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

Grammar and Writing Connection	Level 3 Student Textbook
1. Practice Sentences	pp. 33, 37, 41, 46-47
2. Practice and Revised Sentences	pp. 55-56, 72, 117, 144, 173, 203, 235, 290
3. Practice and Revised Worksheets	pp. 57, 74, 119, 146, 174, 205, 237, 292

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 3 Student Textbook
1. capitalization, punctuation, and editing guide	pp. 13-14, 17-20
2. synonyms, antonyms, vocabulary, and word analogies	pp. 22-23, 25-26
3. four kinds of sentences	p. 49
4. complete subject/complete predicate	pp. 50, 64
5. singular/plural nouns	p. 60
6. common/proper nouns	p. 61
7. simple subject/simple predicate	p. 64
8. noun job chart	p. 65
9. subject-verb agreement	pp. 101-102
10. a/an	p. 105
11. compound parts of simple sentences	pp. 129-130
12. simple sentences, fragments, and run-ons	pp. 129, 133-134
13. compound sentences	pp. 159-160
14. run-on sentences	pp. 159-160
15. editing a paragraph	p. 163
16. homonyms	pp. 186-187
17. contractions	pp. 190-191
18. verb tenses	pp. 216, 223
19. regular/irregular verbs	p. 217-218
20. verb tenses in paragraphs	pp. 247, 250
21. spelling rules for making nouns plural	pp. 275-276
22. beginning and end quotations	pp. 301, 305
23. other quotation rules	p. 308
24. double negatives	pp. 333-334
25. noun jobs	pp. 357-358
26. making nouns possessive	p. 360
27. degrees of comparison of adjectives	p. 382
28. fact, opinion, and propaganda	pp. 458-459
29. subject-matter reading	pp. 461-462
30. prefixes, suffixes, dictionary, library, parts of a book, table of contents, index, maps, charts, graphs, cause and effect	Resource pp. 505-521

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 3 Student Textbook
1. topics; supporting and nonsupporting sentences	p. 67
2. three-point expository paragraph	pp. 75–79
3. prewriting	pp. 80–82
4. rough draft	pp. 84–85
5. revising	pp. 87–89, 92
6. editing	pp. 90–92
7. final paper	p. 93
8. steps in the writing process	p. 94
9. writing evaluation guide	p. 95
10. creative	pp. 114, 142, 171, 200, 232, 261, 287
11. publishing	p. 115
12. share time guidelines	p. 116
13. writing forms-standard, time-order, transition	p. 120
14. point of view	p. 121
15. three-paragraph expository essay	pp. 148–150
16. persuasive paragraph	pp. 206–208
17. three-paragraph persuasive essay	pp. 238–241
18. how-to essay	pp. 266–267
19. descriptive	pp. 293–294
20. book review for fiction book	p. 319
21. narrative	pp. 324–325, 352–353
22. book review for nonfiction book	pp. 346–347
23. tall tale	pp. 376–377
24. friendly letter	pp. 402–404
25. thank-you note	pp. 411–412
26. business letter	pp. 417–419
27. comparison and contrast essay	pp. 430–431
28. five-paragraph expository essay	pp. 432–435
29. poetry	pp. 441–457
30. outlining	pp. 466–469
31. research report	pp. 474–490

