

CHAPTER 14 STUDENT OBJECTIVES

Lesson 1

Students will

- identify Mixed Patterns 1-5.
- classify Introductory Sentences.
- read and discuss the parts of a friendly letter and a friendly letter envelope.
- read and discuss commonly used abbreviations.
- do Classroom Practice 63.
 - grammar
 - skills
- write in their journals.
- read and discuss Discovery Time.

Lesson 2

Students will

- practice Jingles 20-26.
- classify Practice Sentences.
- edit a friendly letter using rule numbers only.
- do Classroom Practice 64.
 - grammar
 - skills
 - editing
- read and discuss Discovery Time.
- do a homework assignment.
- do a Home Connection activity.

Lesson 3

Students will

- practice Jingles 13-19.
- classify Practice Sentences.
- edit a friendly letter using corrections only.
- do Classroom Practice 65.
 - grammar
 - skills
 - editing
- write in their journals.
- read and discuss Discovery Time.

Lesson 4

Students will

- classify Practice Sentences.
- read and discuss thank-you notes.
- write a thank-you note for WA 34.
- participate in Discovery Share Time.

Lesson 5

Students will

- classify Practice Sentences.
- do Chapter Checkup 66.
 - grammar
 - skills
 - editing
- write in their journals.
- bring envelopes from home.

Lesson 6

Students will

- write an independent friendly letter for WA 35.
- revise and edit WA 35.
- address an envelope for a friendly letter.

Lesson 7

Students will

- respond to oral review questions.
- take Chapter 14 Test.
 - grammar
 - skills
 - editing
 - vocabulary
 - friendly letter
 - friendly-letter envelope

Sample Copy

LISTENING AND SPEAKING:



In Lesson 1 SB 405

Grammar:

- ▶ Introduce Mixed Patterns 1–5.
- ▶ Classify Introductory Sentences for Mixed Patterns 1–5.

Skills:

- ▶ Introduce the parts of a friendly letter, and a friendly-letter envelope.
- ▶ Introduce commonly used abbreviations.
- ▶ Give Classroom Practice 63.
- ▶ Do Discovery Time: *Loretta Lynn*.

Writing:

- ▶ Assign Journal 37.

Ancillary items available:

- ▶ Student Workbook p. 153
- ▶ Sentence Transparency p. 61
- ▶ Teacher's Key p. 90
- ▶ CD-ROM

1. Put the sentences from the box below on the board or on an overhead projector.
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.

Introductory Sentences Chapter 14: Lesson 1

Track 17



1. _____ Ah! These hollow, uncooked noodles will make perfect beads for our necklaces!
2. _____ The viral outbreak in our school was highly contagious.
3. _____ The light from the moon and stars was shining brightly overhead during the cold winter night.



Teaching Script

FOR MIXED PATTERNS 1–5

In this chapter, we will classify sentences from Patterns 1–5. As you know, these sentences are **Mixed Patterns** because we have five different patterns from which to choose. We will classify Sentences 1–3 together. Begin.

Student Tip...

As you review each pattern, study how the Shurley patterns relate to the traditional patterns.

	Pattern 1	Pattern 2	Pattern 3	Pattern 4	Pattern 5
Traditional	N V	N V N	N V N N	N LV N	N LV Adj
Shurley English	SN V	SN V-t DO	SN V-t IO DO	SN LV PrN	SN LV PA



Sentence 1

Ah! These hollow, uncooked noodles will make perfect beads for our necklaces!

1. What will make perfect beads for our necklaces? **noodles - SN**
2. What is being said about noodles? **noodles will make - V**
3. **Will - HV**
4. Noodles will make what? **beads - verify the noun**
5. Do *beads* mean the same thing as noodles? **No.**
6. **Beads - DO**
7. **Make - V-t**
8. What kind of beads? **perfect - Adj**
9. **For - P**
10. For what? **necklaces - OP**
11. Whose necklaces? **our - PPA**
12. What kind of noodles? **uncooked - Adj**
13. What kind of noodles? **hollow - Adj**
14. Which noodles? **these - Adj**
15. **Ah - I**
16. **SN V-t DO P2**
17. Skill Check
18. Verb-transitive - check again
19. **(For our necklaces)** - Prepositional phrase
20. **Exclamation point, strong feeling, exclamatory sentence**
21. Go back to the verb. Divide the complete subject from the complete predicate.
22. Is there an adverb exception? **No.**
23. Is this sentence in a natural or inverted order? **Natural - no change.**

SN V-t I Adj Adj Adj SN HV V-t Adj DO P PPA OP
DO P2 Ah! These hollow, uncooked noodles / will make perfect beads (for our necklaces)! E



Sentence 2

The viral outbreak in our school was highly contagious.

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. What was highly contagious? outbreak - SN 2. What is being said about outbreak? outbreak was - V 3. Outbreak was what? contagious - verify the adjective 4. What kind of outbreak? contagious - PA 5. Was - LV 6. How contagious? highly - Adv 7. In - P 8. In what? school - OP 9. Whose school? our - PPA 10. What kind of outbreak? viral - Adj | <ol style="list-style-type: none"> 11. The - A 12. SN LV PA P5 13. Skill Check 14. Linking verb - check again 15. (In our school) - Prepositional phrase 16. Period, statement, declarative sentence 17. Go back to the verb. Divide the complete subject from the complete predicate. 18. Is there an adverb exception? No. 19. Is this sentence in a natural or inverted order? Natural - no change. |
|--|---|

SN LV A Adj SN P PPA OP LV Adv PA
PA P5 The viral outbreak (in our school) / was highly contagious. D



Sentence 3

The light from the moon and stars was shining brightly overhead during the cold winter night.

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. What was shining brightly overhead during the cold winter night? light - SN 2. What is being said about light? light was shining - V 3. Was - HV 4. Was shining how? brightly - Adv 5. Was shining where? overhead - Adv 6. During - P 7. During what? night - OP 8. What kind of night? winter - Adj 9. What kind of night? cold - Adj 10. The - A 11. From - P 12. From what? moon and stars - COP, COP | <ol style="list-style-type: none"> 13. And - C 14. The - A 15. The - A 16. SN V P1 17. Skill Check 18. (From the moon and stars) - Prepositional phrase 19. (During the cold winter night) - Prepositional phrase 20. Period, statement, declarative sentence 21. Go back to the verb. Divide the complete subject from the complete predicate. 22. Is there an adverb exception? No. 23. Is this sentence in a natural or inverted order? Natural - no change. |
|---|---|

SN V A SN P A COP C COP HV V Adv Adv P A Adj Adj OP
P1 The light (from the moon and stars) / was shining brightly overhead (during the cold winter night). D



Teaching Script

FOR THE FIVE PARTS OF A FRIENDLY LETTER

Close your eyes. Now, picture a good friend or favorite relative that you don't get to see very often. Open your eyes. The memory of that favorite person in your life brought a smile to your face, didn't it? Remember, keeping in touch with special people brings smiles to their faces, too. Letters are one way of keeping in touch with friends and relatives. Look at Reference 189 on page 405. Follow along as I read some tips that will make your friendly letter interesting and enjoyable to read.



Reference 189

Tips for Writing Friendly Letters

Writing letters is a great way to preserve memories of people you care about and who care about you. A letter written to or received from friends or relatives is called a **friendly letter**. Follow the tips below to write a friendly letter.

Tip 1: Write as if you were talking to the person face-to-face. Share information about yourself and mutual friends. Tell stories, conversations, or jokes. Share photographs, articles, drawings, poems, etc. Avoid saying something about someone else that you'll be sorry for later.

Tip 2: If you are writing a return letter, be sure to answer any questions that were asked. Repeat the question so that your reader will know what you are writing about. (You asked about...)

Tip 3: End your letter in a positive way so that your reader will want to write a return letter.

The language used in a friendly letter is conversational and informal. Each part of a friendly letter has a specific place and purpose. Look at Reference 190. Follow along as I read the information about the five parts of a friendly letter.



Reference 190

The Five Parts of a Friendly Letter

1. Heading:

- Box or street address of writer
- City, state, zip code of writer
- Full date letter was written

2. Friendly Greeting or Salutation:

- Begins with *Dear*
- Names the person receiving the letter
- Has a comma after the person's name

3. Body:

- Tells the reason the letter is being written
- Can have one or more paragraphs
- Has indented paragraphs

4. Closing:

- Closes the letter with a personal phrase (*Your friend,*)
- Capitalizes only the first word
- Is followed by a comma

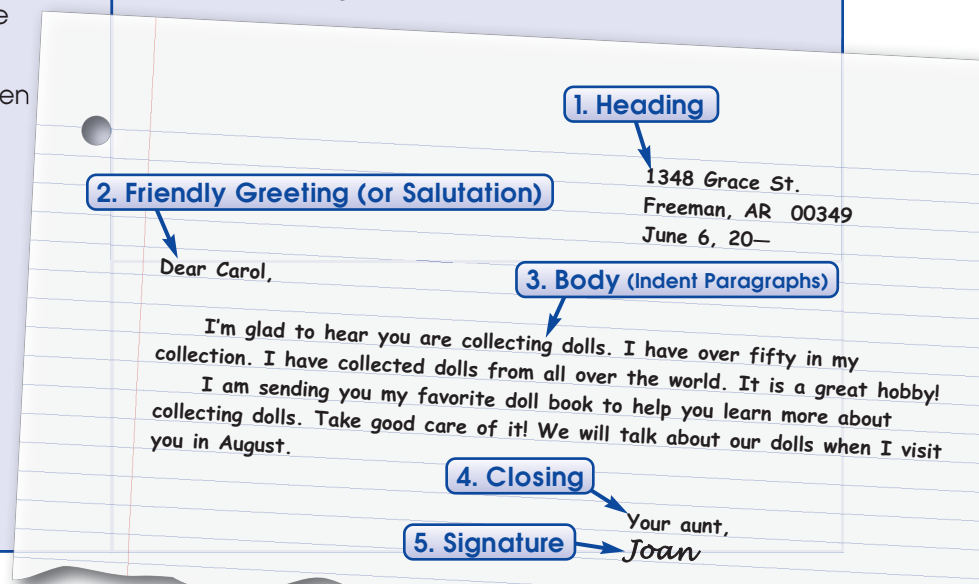
5. Signature:

- Tells who has written the letter
- Is usually signed in cursive
- Uses your first name only unless there is a question as to which friend or relative you are

EXAMPLE OF THE FRIENDLY LETTER

Friendly letter style:

The modified-block style is used in writing friendly letters. In the modified-block style, place the heading, closing, and signature in the middle of the page. Indent each paragraph and do not skip a line between paragraphs.





Teaching Script

FOR THE PARTS OF AN ENVELOPE

In order to address the envelope for your friendly letter, you must know where to write the address. Look at Reference 191 and follow along as I read the information about the parts of an envelope. Pay special attention to where this information is placed on the envelope example.



Reference 191

Envelope Parts for a Friendly Letter

The Return Address:

- Name of the person writing the letter
- Box or street address of the writer
- City, state, and zip code of the writer

The Mailing Address:

- Name of the person receiving the letter
- Street address of the person receiving the letter
- City, state, and zip code of the person receiving the letter



Sample Copy



Teaching Script

FOR COMMONLY USED ABBREVIATIONS

As you write friendly letters, it will be helpful to have a chart of common abbreviations. Look at Reference 192 for a list of the most common abbreviations used in writing friendly and business letters. *(Read and discuss some of the abbreviations with your students.)*



Reference 192

Commonly Used Abbreviations

Addresses

Apartment	Apt.
Avenue	Ave.
Building	Bldg.
Boulevard	Bld.
Circle	Cir.
County	Co.
Court	Ct.
Drive	Dr.
Fort	Ft.
Headquarters	Hq.
Highway	Hwy.
Lane	Ln.
Mount	Mt.
Mountain	Mt./Mtn.
Parkway	Pkwy.
Place	Pl.
Point	Pt.
Post Office	P.O./PO
Road	Rd.
Route	Rt.
School	Sch.
Street	St.
Terrace	Terr./Terr.
University	Univ.

Math Abbreviations

foot	ft.
hour	hr.
inch	in.
mile	mi.
minute	min.
month	mo.
ounce	oz.
pint	pt.
pound	lb.
quart	qt.
second	sec.
week	wk.
yard	yd.
year	yr.

Titles

Attorney	Atty.
Doctor	Dr.
Governor	Gov.
Honorable	Hon.
Junior	Jr.
Manager	Mgr.
Miss/Mistress	Ms.
Mistress	Mrs.
Mister	Mr.
President	Pres.
Professor	Prof.
Representative	Rep.
Reverend	Rev.
Senator	Sen.
Senior	Sr.
Superintendent	Supt.

Business Titles

Company	Co.
Corporation	Corp.
Department	Dept.
Incorporated	Inc.

Military Titles

Admiral	Adm.
Captain	Capt.
Colonel	Col.
Commander	Cmdr.
Corporal	Cpl.
Ensign	Ens.
General	Gen.
Lieutenant	Lt.
Major	Maj.
Private	Pvt.
Sergeant	Sgt.
Specialist	Spec.

States and Postal Abbreviations

Alabama	AL	Montana	MT
Alaska	AK	Nebraska	NE
Arizona	AZ	Nevada	NV
Arkansas	AR	New Hampshire	NH
California	CA	New Jersey	NJ
Colorado	CO	New Mexico	NM
Connecticut	CT	New York	NY
Delaware	DE	North Carolina	NC
Florida	FL	North Dakota	ND
Georgia	GA	Ohio	OH
Hawaii	HI	Oklahoma	OK
Idaho	ID	Oregon	OR
Illinois	IL	Pennsylvania	PA
Indiana	IN	Rhode Island	RI
Iowa	IA	South Carolina	SC
Kansas	KS	South Dakota	SD
Kentucky	KY	Tennessee	TN
Louisiana	LA	Texas	TX
Maine	ME	Utah	UT
Maryland	MD	Vermont	VT
Massachusetts	MA	Virginia	VA
Michigan	MI	Washington	WA
Minnesota	MN	West Virginia	WV
Mississippi	MS	Wisconsin	WI
Missouri	MO	Wyoming	WY

Days

Monday	Mon.
Tuesday	Tues.
Wednesday	Wed.
Thursday	Thurs.
Friday	Fri.
Saturday	Sat.
Sunday	Sun.

Directions

North	N
South	S
East	E
West	W
Northeast	NE
Northwest	NW
Southeast	SE
Southwest	SW

Months

January	Jan.
February	Feb.
March	Mar.
April	Apr.
May	—
June	—
July	—
August	Aug.
September	Sept.
October	Oct.
November	Nov.
December	Dec.

Others

District of Columbia	D.C./DC
afternoon	p.m.
before noon	a.m.



Classroom Practice 63

Have students look at Classroom Practice 63 on page 409. Go over the directions. Check and discuss the practice together after students have finished. (*Key 63 is located at the end of this lesson.*)



Discovery Time

(American) 1935— Loretta Lynn rose from poverty and established herself as one of the most popular and influential female singers and songwriters in country-western music. She was a pioneer in breaking through social barriers for women in the 1960s. Loretta used the lyrics of her songs to speak out about women's issues. Her song "Coal Miner's Daughter" was number one on the country charts in 1970. She was also the first female millionaire in country music. Loretta Lynn was inducted into the Country Music Hall of Fame in 1988.



- What do you think it is like to be a famous singer?
- How do famous people influence the public?
- What would you do to let your voice be heard about social issues important to you?

Discovery Activity:

- Write a song, poem, or story about something important to you.

Are you interested in learning more about Loretta Lynn?

1. You may explore this topic further by using the resources listed below.
 - Computer resources:* Internet, encyclopedia software
 - Library resources:* encyclopedias, books, magazines, newspapers
 - Home/community resources:* books, interviews, newspapers, magazines
2. A Discovery Share Time is provided in Lesson 4 if you wish to share your investigation results. You may share orally, or you may prepare a written report. You will put your written report in a class booklet titled "Notable People in History." This booklet will be placed in the class library for everyone to enjoy.

Modification

ELL and/or below-level students:

1. Use one of the suggested modifications on pages 705-717 in your Teacher's Manual.
2. Use the modified Classroom Practice 63 on the Resource CD.

JOURNAL WRITING 37

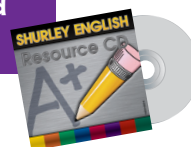


Write an entry in your journal. Use Reference 9 on page 12 for ideas.

Modification

Above-level students:

Have students choose one of the notable figures presented in Chapter 14 and write a report to place into a class booklet titled "Notable People in History." A list of historical figures is located in the Resource Tools Section on pages 514-520. **TM 679-680**



Classroom Practice 63

Name: _____ Date: _____

GRAMMAR (98 points)

► Exercise 1: Classify each sentence.

- SN LV** / **Pn P4** The new battery-powered scooter / is a fantastic innovation (in personal transportation). D
A Adj Adj SN LV A Adj Pn P Adj OP
- SN V** / **P1** The man / stood (on the corner) and waited patiently (for the next bus). D
A SN CV P A OP C CV Adv P A Adj OP
- SN V-t** / **DO P2** Did you / leave a tip (on the table) (for that young waiter)? Int
HV SP V-t A DO P A OP P Adj Adj OP
- SN LV** / **PA P5** The ruts (in the dirt road) / were deep and treacherous (after the downpour). D
A SN P A Adj OP LV CPA C CPA P A OP
- SN V-t** / **IO DO P3** Fax me a copy (of the contract negotiations) (before our next meeting). Imp
CV SP V-t IO A DO P A Adj OP P PPA Adj OP

SKILLS (12 points)

► Exercise 2: Use the letter parts below to fill in the blanks of the friendly letter.

TITLE PARTS of a Friendly Letter: Closing Signature Heading Greeting Body

SAMPLE PARTS of a Friendly Letter: Brian Dear Charles, Dallas, TX 00267 Your pal,
October 10, 20— 19 Overland Trail Last week my family and I went to a college football game. What a game! The home team won, and the fans went wild! I hope all the games are this exciting.

Friendly Letter

1. Title: Heading
Sample: 19 Overland Trail
Dallas, TX 00267
October 10, 20—

2. Title: Greeting
Sample: Dear Charles,

3. Title: Body
Sample: Last week my family and I went to a college football game. What a game! The home team won, and the fans went wild! I hope all the games are this exciting.

4. Title: Closing
Sample: Your pal,

5. Title: Signature
Sample: Brian

Sentence 1

The new battery-powered scooter is a fantastic innovation in personal transportation.

- What is a fantastic innovation in personal transportation? **scooter - SN**
- What is being said about scooter? **scooter is - V**
- Scooter is what? **innovation - verify the noun**
- Does *innovation* mean the same thing as scooter? **Yes.**
- Innovation - Pn**
- Is - LV**
- What kind of innovation? **fantastic - Adj**
- A - A**
- In - P**
- In what? **transportation - OP**
- What kind of transportation? **personal - Adj**
- What kind of scooter? **battery-powered - Adj**
- What kind of scooter? **new - Adj**
- The - A**
- SN LV Pn P4**
- Skill Check
- Linking verb - check again
- (In personal transportation)** - Prepositional phrase
- Period, statement, declarative sentence**
- Go back to the verb. Divide the complete subject from the complete predicate.
- Is there an adverb exception? **No.**
- Is this sentence in a natural or inverted order? **Natural - no change.**

SN LV / **PA P4** The new battery-powered scooter / is a fantastic innovation (in personal transportation). D
A Adj Adj SN LV A Adj Pn P Adj OP

Sentence 2

The man stood on the corner and waited patiently for the next bus.

- Who stood on the corner and waited patiently for the next bus? **man - SN**
- What is being said about man? **man stood and waited - CV, CV**
- Waited how? **patiently - Adv**
- For - P**
- For what? **bus - OP**
- Which bus? **next - Adj**
- The - A**
- And - C**
- On - P**
- On what? **corner - OP**
- The - A**
- The - A**
- SN V P1**
- Skill Check
- (On the corner)** - Prepositional phrase
- (For the next bus)** - Prepositional phrase
- Period, statement, declarative sentence**
- Go back to the verb. Divide the complete subject from the complete predicate.
- Is there an adverb exception? **No.**
- Is this sentence in a natural or inverted order? **Natural - no change.**

SN V / **P1** The man / stood (on the corner) and waited patiently (for the next bus). D
A SN CV P A OP C CV Adv P A Adj OP

Sentence 3

Did you leave a tip on the table for that young waiter?

- Who did leave a tip on the table for that young waiter? **you - SN**
- What is being said about you? **you did leave - V**
- Did - HV**
- What did leave what? **tip - verify the noun**
- Does *tip* mean the same thing as you? **No.**
- DO - DO**
- Leave - V-t**
- A - A**
- On - P**
- On what? **table - OP**
- The - A**
- For - P**
- For whom? **waiter - OP**
- What kind of waiter? **young - Adj**
- Which waiter? **that - Adj**
- SN V-t DO P2**
- Skill Check
- Verb-transitive - check again
- (On the table)** - Prepositional phrase
- (For that young waiter)** - Prepositional phrase
- Question mark, question, interrogative sentence**
- Go back to the verb. Divide the complete subject from the complete predicate.
- Is there an adverb exception? **No.**
- Is this sentence in a natural or inverted order? **Inverted - underline the subject parts once and the predicate parts twice.**

SN V-t / **DO P2** Did you / leave a tip (on the table) (for that young waiter)? Int
HV SP V-t A DO P A OP P Adj Adj OP

Sentence 4

The ruts in the dirt road were deep and treacherous after the downpour.

- What were deep and treacherous after the downpour? **ruts - SN**
- What is being said about ruts? **ruts were - V**
- Ruts were what? **deep and treacherous - verify the adjectives**
- What kind of ruts? **deep and treacherous - CPA, CPA**
- Were - LV**
- After - C**
- After - P**
- After what? **downpour - OP**
- The - A**
- In - P**
- In what? **road - OP**
- What kind of road? **dirt - Adj**
- The - A**
- The - A**
- SN LV PA P5**
- Skill Check
- Linking verb - check again
- (In the dirt road)** - Prepositional phrase
- (After the downpour)** - Prepositional phrase
- Period, statement, declarative sentence**
- Go back to the verb. Divide the complete subject from the complete predicate.
- Is there an adverb exception? **No.**
- Is this sentence in a natural or inverted order? **Natural - no change.**

SN LV / **PA P5** The ruts (in the dirt road) / were deep and treacherous (after the downpour). D
A SN P A Adj OP LV CPA C CPA P A OP

Sentence 5

Fax me a copy of the contract negotiations before our next meeting.

- Who fax me a copy of the contract negotiations before our next meeting? **(You) SP** (You - understood subject pronoun)
- What is being said about you? **you fax - V**
- You fax what? **copy - verify the noun**
- Does copy mean the same thing as you? **No.**
- Copy - DO**
- Fax - V-t**
- You fax copy to whom? **me - IO**
- A - A**
- Of - P**
- Of what? **negotiations - OP**
- What kind of negotiations? **contract - Adj**
- The - A**
- Before - P**
- Before what? **meeting - OP**
- Which meeting? **next - Adj**
- Whose meeting? **our - PPA**
- SN V-t IO DO P3**
- Skill Check
- Verb-transitive - check again
- (Of the contract negotiations)** - Prepositional phrase
- (Before our next meeting)** - Prepositional phrase
- Period, command, imperative sentence**
- Go back to the verb. Divide the complete subject from the complete predicate.
- Is there an adverb exception? **No.**
- Is this sentence in a natural or inverted order? **Natural - no change.**

SN V-t / **IO DO P3** Fax me a copy (of the contract negotiations) (before our next meeting). Imp
CV SP V-t IO A DO P A Adj OP P PPA Adj OP

Sample Copy