

SHURLEY ENGLISH

Parent Help Booklet

Level 1



If you would like additional information, please feel free to contact us.
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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.

1

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 403–406 in the Student Book.

Question and Answer Flow

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

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



Example

The happy children laughed loudly at the funny clowns.

- | | |
|---|--|
| 1. Who laughed loudly at the funny clowns? children - Subject Noun (SN) | 5. At whom? clowns - Object of the Preposition (OP) |
| 2. What is being said about children? children laughed - Verb (V) | 6. What kind of clowns? funny - Adjective (Adj) |
| 3. Laughed how? loudly - Adverb (Adv) | 7. The - Article Adjective (A) |
| 4. At - Preposition (P) | 8. What kind of children? tiny - Adjective (Adj) |
| | 9. The - Article Adjective (A) |

SN V A Adj SN V Adv P A Adj OP
 Pi The happy children laughed loudly at the funny clowns.

To learn the questions for the new grammar concepts, look in the student textbook on pages 24–25, 36–37, 49–50, 62, 126–127, 269, and 298.

Special Features

Q & A Guide to Classify a Sentence

The Q & A Guide below will help you follow the general flow of questions and answers to identify different parts of speech.

Q & A Guide

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. (Ask the subject question "who" if the sentence is about people. Ask the subject question "what" if the sentence is not about people.)
3. Label the subject with an "SN" abbreviation.

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

TO FIND THE VERB:

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

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

TO FIND THE ADVERB:

1. An adverb modifies a verb, adjective, or another adverb. Go to the verb first and ask an adverb question.
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.

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

TO FIND THE PREPOSITION AND THE OBJECT OF THE PREPOSITION:

1. A preposition is a connecting word. It connects a noun or pronoun to the rest of the sentence.
2. An object of the preposition is a noun or pronoun after the preposition in a sentence.
3. A preposition must always have a noun or pronoun (an object of the preposition) after it.
4. To find a preposition, say the preposition word and ask the question what or whom to find the object of the preposition. Label the preposition with a "P" abbreviation and label the object of the preposition with an "OP" abbreviation.

Say: **At - preposition (P)**

Say: *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 must be memorized.
2. To find the article adjective, just memorize **a, an, and the** as article adjectives and say "article adjective" each time you see one in a sentence. Label the article adjective with an "A" abbreviation.

Say: **The - article adjective (A)**

...Q & A continued on next page

...Q & A Guide 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 or pronoun and ask one of the adjective questions:
 “what kind, which one, or how many.” Label the adjective with an “**Adj**” abbreviation.

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

Say: **The - article adjective (A).**

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

Special Features

Grammar Concepts

The grammar concepts taught at this level are listed below.

| Grammar Concepts | Level 1 Student Textbook |
|------------------------------|--------------------------|
| 1. subject noun | p. 24 |
| 2. verb | p. 24 |
| 3. adverb | p. 36 |
| 4. adjective | p. 52 |
| 5. article adjective | p. 62 |
| 6. preposition | p. 126 |
| 7. object of the preposition | p. 127 |
| 8. subject pronoun | p. 269 |
| 9. possessive pronoun | p. 298 |

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. When students write Practice Sentences, they make the connection between grammar and writing. Writing Practice 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 | hungry | bears | walked | slowly | away. |

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

| Grammar and Writing Connection | Level 1 Student Textbook |
|-------------------------------------|--|
| 1. Sentences from Grammar Word Bank | pp. 27, 39, 52, 65 |
| 2. Practice Sentences | pp. 30, 42-43, 55-56, 68-69, 85-87, 101-103, 117-118, 135-136, 151, 166, 180, 194, 210, 280, 311 |
| 3. Practice Sentence Worksheets | pp. 31, 44, 57, 70, 88, 104, 119, 137, 153, 167, 181, 195, 211, 281, 312 |

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 1 Student Textbook |
|---|--|
| 1. vocabulary | pp. 20, 35, 48, 61, 75, 93, 109, 124, 142, 158, 172, 186, 200, 242, 268, 297, 330, 361 |
| 2. two kinds of sentences and punctuation | p. 76 |
| 3. capitalization of first word and names of people | p. 79 |
| 4. capitalization of the pronoun I | p. 82 |
| 5. singular and plural nouns | p. 94 |
| 6. noun chart for singular and plural nouns | p. 96 |
| 7. common and proper nouns | pp. 110-111 |
| 8. noun chart for common and proper nouns | p. 111 |
| 9. noun chart for object of the preposition | p. 129 |
| 10. capitalization of days and months | p. 132 |
| 11. complete subject and complete predicate | p. 143 |
| 12. capitalization of cities and states | p. 146 |
| 13. matching subject parts and predicate parts | p. 159 |
| 14. simple sentences and fragments | p. 173 |
| 15. correcting fragments | p. 187 |
| 16. a/an | p. 243 |
| 17. synonyms and antonyms | pp. 246, 248, 251, 254 |
| 18. contractions | pp. 271-272 |
| 19. verb tenses | pp. 300-301 |
| 20. regular/irregular verbs | pp. 300-301, 304 |
| 21. unscrambling sentences | pp. 331-332 |
| 22. following directions | p. 410 |
| 23. dictionary | p. 417 |
| 24. table of contents | p. 422 |
| 25. prefixes and suffixes | p. 427 |
| 26. homonyms | p. 428 |
| 27. directional words | p. 429 |

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 1 Student Textbook |
|---|---|
| 1. creative | pp. 74, 92, 108, 141, 157, 171, 185, 199, 215 |
| 2. topics; supporting and nonsupporting sentences | pp. 201, 204 |
| 3. two-point expository paragraph | pp. 216-218 |
| 4. rules for writing a paragraph | p. 219 |
| 5. prewriting | pp. 220-221 |
| 6. sentence outline | p. 225 |
| 7. rough draft | pp. 226-227 |
| 8. revising | pp. 229-230, 235 |
| 9. editing | pp. 232-233, 236 |
| 10. final paper | pp. 237-238 |
| 11. conferences | p. 239 |
| 12. publishing | pp. 240-241 |
| 13. share time guidelines | p. 267 |
| 14. descriptive | pp. 316-317 |
| 15. narrative | pp. 347-348 |
| 16. friendly letter | pp. 362-363, 366-367 |
| 17. poetry | pp. 375-389 |
| 18. book review for fiction book | p. 392 |
| 19. book review for nonfiction book | p. 398 |
| 20. following directions | p. 410 |
| 21. how-to paragraph | p. 411 |
| 22. invitations | p. 413 |
| 23. three-paragraph expository essay | pp. 430-432 |
| 24. writing evaluation guide | p. 433 |

