



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 563–568 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 black cat slept soundly on the roof of the old car.

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. What slept soundly on the roof of the old car?
cats - Subject Noun (SN) 2. What is being said about cat?
cat slept - Verb (V) 3. Slept how? soundly - Adverb (Adv) 4. On - Preposition (P) 5. On what? roof - Object of the Preposition (OP) 6. The - Article Adjective (A) 7. Of - Preposition (P) 8. Of what? car - OP (OP) 9. What kind of car? old - Adjective (Adj) | <ol style="list-style-type: none"> 10. The - Article Adjective (A) 11. What kind of cat? black - Adjective (Adj) 12. The - Article Adjective (A) 13. SN V P1 (subject noun, verb, Pattern 1) 14. Skill Check 15. (On the roof) - Prepositional phrase 16. (Of the old car) - Prepositional phrase 17. Period, statement, declarative sentence 18. Go back to the verb. Divide the complete subject from the complete predicate. |
|--|---|

SN V A Adj SN V Adv P A OP P A Adj OP
 P1 The black cat / slept soundly (on the roof) (of the old car). D

To learn the questions for the new grammar concepts, look in the student textbook on pages 40, 41, 43, 48, 56, 63, 74–75, 78–79, 125–126, 129, 202, 240, 244, 277–278, 316, and 357.

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

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 PI**.

Grammar Concepts	Level 2 Student Textbook
1. subject noun	p. 40
2. verb	p. 40
3. adverb	p. 48
4. adjective	p. 56
5. article adjective	p. 63
6. preposition	pp. 125, 129
7. object of the preposition	pp. 126, 129
8. one part of speech	pp. 148-149
9. subject pronoun	p. 202
10. possessive pronoun	p. 240
11. helping verb	p. 277
12. possessive noun	p. 316
13. object pronoun	p. 357

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:	A	Adj	Adj	SN	V	Adv	Adv
Practice:	The	four	large	airplanes	flew	slowly	away.
Improved:		Two	enormous	jets	flew	quickly	away.
	(delete)	(word change)	(synonym)	(synonym)	(no change)	(antonym)	(no change)

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

Grammar and Writing Connection	Level 2 Student Textbook
1. Practice Sentences	pp. 44-45, 50-51, 57-58, 64-65, 90, 143
2. Practice and Revised Sentences	pp. 116-117, 142-143, 217-219, 254-256, 292-294, 330-331, 374-376, 415-417
3. Practice and Revised Worksheets	pp. 119, 144, 220, 257, 295, 352, 377, 418

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 2 Student Textbook
1. synonyms and antonyms	pp. 20-21
2. vocabulary	pp. 22-24
3. capitalization	pp. 25-26
4. punctuation	p. 30
5. editing a sentence	pp. 27, 31, 324
6. declarative sentence	pp. 74-75
7. complete subject/complete predicate	pp. 78-79, 107-108
8. singular/plural nouns	pp. 99-100
9. common/proper nouns	pp. 103-104
10. simple subject/simple predicate	p. 108-109
11. noun job chart	pp. 100, 104, 109
12. subject-verb agreement	pp. 196-198
13. a/an	p. 245
14. simple sentences and fragments	p. 281
15. matching subject and predicate parts	p. 281
16. correcting fragments	p. 286
17. homonyms	pp. 319-320
18. contractions	p. 363
19. verb tenses	pp. 399-400
20. regular/irregular verbs	pp. 399-400
21. verb tenses in paragraphs	p. 404
22. spelling rules for making nouns plural	pp. 440-442
23. degrees of comparison of adjectives	p. 447
24. four kinds of sentences	pp. 494-495
25. alphabetical order	pp. 497-498
26. using a dictionary	pp. 501-502
27. fact and opinion	p. 504
28. library	pp. 582-583
29. table of contents	p. 586
30. charts and graphs	pp. 587-588
31. prefixes and suffixes	p. 594

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 2 Student Textbook
1. creative	pp. 38, 71, 95, 123, 146, 163
2. topics; supporting and nonsupporting sentences	pp. 149-150, 154
3. two-point expository paragraph	pp. 165-168
4. rules for writing a paragraph	p. 169
5. prewriting	pp. 170-171
6. sentence outline	p. 175
7. rough draft	pp. 176-177
8. revising	pp. 179-180, 186
9. editing	pp. 182-183, 186
10. final paper	pp. 187-188
11. writing evaluation guide	p. 189
12. conferences	p. 191
13. publishing	p. 192-193
14. share time guidelines	p. 236
15. three-point expository paragraph	pp. 261-262
16. three-paragraph expository essay	pp. 338-342
17. descriptive	p. 424
18. narrative	pp. 464-465
19. friendly letter	pp. 479-484
20. thank-you note	p. 492
21. poetry	pp. 510-530
22. book review for fiction book	p. 533
23. book review for nonfiction book	p. 538
24. how-to essay	pp. 543-544
25. five-paragraph expository essay	pp. 548-551
26. writing directions	p. 574
27. invitations	p. 577
28. research report	pp. 595-611

