

**ISLAMIC
SCHOOL
OF
SURREY**

Parent Help Booklet

Level 5



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.

5

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 497–505 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

The large locomotive chugged slowly through the valley toward the long tunnel.

- | | |
|---|--|
| 1. What chugged slowly through the valley toward the long tunnel? locomotive - Subject Noun (SN)
2. What is being said about locomotive?
locomotive chugged - Verb (V)
3. Chugged how? slowly - Adverb (Adv)
4. Through - Preposition (P)
5. Through what?
valley - Object of the Preposition (OP)
6. The - Article Adjective (A)
7. Toward - Preposition (P)
8. Toward what? tunnel - OP (OP) | 9. What kind of tunnel? long - Adjective (Adj)
10. The - Article Adjective (A)
11. What kind of locomotive? large - Adjective (Adj)
12. The - Article Adjective (A)
13. SN V P1 (subject noun, verb, Pattern 1)
14. Skill Check
15. (Through the valley) - Prepositional phrase
16. (Toward the long tunnel) - Prepositional phrase
17. Period, statement, declarative sentence
18. Go back to the verb. Divide the complete subject from the complete predicate. |
|---|--|

$\begin{matrix} SN & V & A & Adj & SN & V & Adv & P & A & OP & P & A & Adj & OP \\ \hline PI & & & & & & & & & & & & & \end{matrix}$

 The large locomotive / chugged slowly (through the valley) (toward the long tunnel). D

To learn the questions for the new grammar concepts, look in the student textbook on pages 30, 31, 35, 36, 41, 45, 80, 81, 114, 115, 117, 144, 145, 175, 206, 207, 263, 264, 321, 374, and 375.

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 P1)**
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.

SN V A Adj SN V Adv P A OP
P1 The big dog / barked loudly **(at the cat).** D

Special Features

Q & A Guide for Patterns 2–5

The Q&A Guide below will help you follow the general flow of questions and answers to identify Patterns 2–5.

Q & A Guide 2 for Patterns 2–5

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.

PATTERN 4: TO FIND THE PREDICATE NOUN

1. Read the sentence: **A bear is an animal.**
2. Find the subject and verb by following the steps in Guide 1.
3. To find the predicate noun, say the subject and verb. Then, ask the question “who or what.”
Bear is what? animal
4. Verify that the predicate noun means the same thing as the subject:
Verify the noun. Does animal mean the same thing as bear? Yes. **Animal – predicate noun (PrN)**
5. Label the predicate noun with a **PrN** abbreviation.
6. After the predicate noun is labeled, add an “**L**” to the verb (**LV**) to identify it as a linking verb. A linking verb is a state-of-being verb that has a predicate noun in the predicate. It is not an action verb.
7. Shurley English pattern: **SN LV PrN** Traditional pattern: **N LV N**
8. Classify the rest of the sentence by following the steps in Guide 1.

Q & A Guide 2 for Patterns 2-5

PATTERN 5: TO FIND THE PREDICATE ADJECTIVE

1. Read the sentence: **Her hair is pretty.**
2. Find the subject and verb by following the steps in Guide 1.
3. To find the predicate adjective, say the subject and verb and ask the question "what."
Hair is what? pretty
4. Verify that the predicate adjective is an adjective in the predicate that tells what kind of subject:
Verify the adjective. What kind of hair? **Pretty – predicate adjective (PA)**
5. Label the predicate adjective with a **PA** abbreviation.
6. After the predicate adjective is labeled, add an "**L**" to the verb (**LV**) to identify it as a linking verb.
A linking verb is a state-of-being verb that has a predicate adjective in the predicate. It is not an action verb.
7. Shurley English pattern: **SN LV PA** Traditional pattern: **N LV Adj**
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**.
4. The subject noun, linking verb, and predicate noun are the main parts of a Pattern 4 sentence. Pattern 4 is identified with these labels: **SN LV PrN P4**.
5. The subject-noun, linking verb, and predicate adjective are the main parts of a Pattern 5 sentence. Pattern 5 is identified with these labels: **SN LV PA P5**.

Grammar Concepts	Level 5 Student Textbook
1. subject noun	p. 30
2. verb	p. 30
3. adverb	p. 35
4. adjective	p. 36
5. article adjective	pp. 40-41
6. one part of speech	p. 76
7. preposition	pp. 80-81
8. object of the preposition	pp. 80-81
9. subject pronoun	p. 114
10. understood subject pronoun	p. 114
11. possessive pronoun	p. 115
12. conjunction	p. 117
13. helping verb	p. 144
14. not adverb	p. 144
15. natural and inverted word order	p. 145
16. interjection	p. 175
17. possessive noun	p. 175
18. direct object and transitive verb	p. 206
19. object pronoun	p. 237
20. indirect object and transitive verb	p. 263-264
21. predicate noun and linking verb	p. 321
22. predicate adjective and linking verb	p. 374-375

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	seven	older	astronauts	waited	eagerly	today.
Improved:		Seven	experienced	astronauts	stepped	enthusiastically	forward.
	(delete)	(no change)	(synonym)	(no change)	(word change)	(synonym)	(word change)

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

Grammar and Writing Connection		Level 5 Student Textbook
1. Practice Sentences		pp. 32, 37, 41-42
2. Practice and Revised Sentences		pp. 48-50, 104, 132, 164, 194, 226, 285, 345, 387
3. Practice and Revised Worksheets		pp. 51, 106, 134, 165, 195, 228, 287, 346, 388

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 5 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. 44
4. complete subject/complete predicate	pp. 45, 85
5. singular/plural nouns	p. 84
6. common/proper nouns	p. 85
7. simple subject/simple predicate	p. 86
8. noun job chart	p. 86
9. subject-verb agreement	pp. 90-91
10. editing a paragraph	p. 95
11. compound parts of simple sentences	p. 117
12. simple sentences, fragments, and run-ons	p. 118
13. homonyms	p. 121
14. connective adverbs	p. 146
15. compound sentences	pp. 146-147
16. comma splices and run-on sentences	p. 148
17. contractions	p. 152
18. a/an	p. 156
19. clauses and complex sentences	pp. 178-179
20. verb tenses	pp. 208, 214
21. regular/irregular verbs	p. 209
22. verb tenses in paragraphs	pp. 238, 241
23. principal parts of verbs	pp. 210, 244
24. beginning, end, and split quotations	pp. 267-269
25. other quotation rules	p. 273
26. spelling rules for making nouns plural	pp. 297-298
27. making nouns possessive	p. 324
28. pronoun cases	pp. 327-328
29. noun jobs	p. 331

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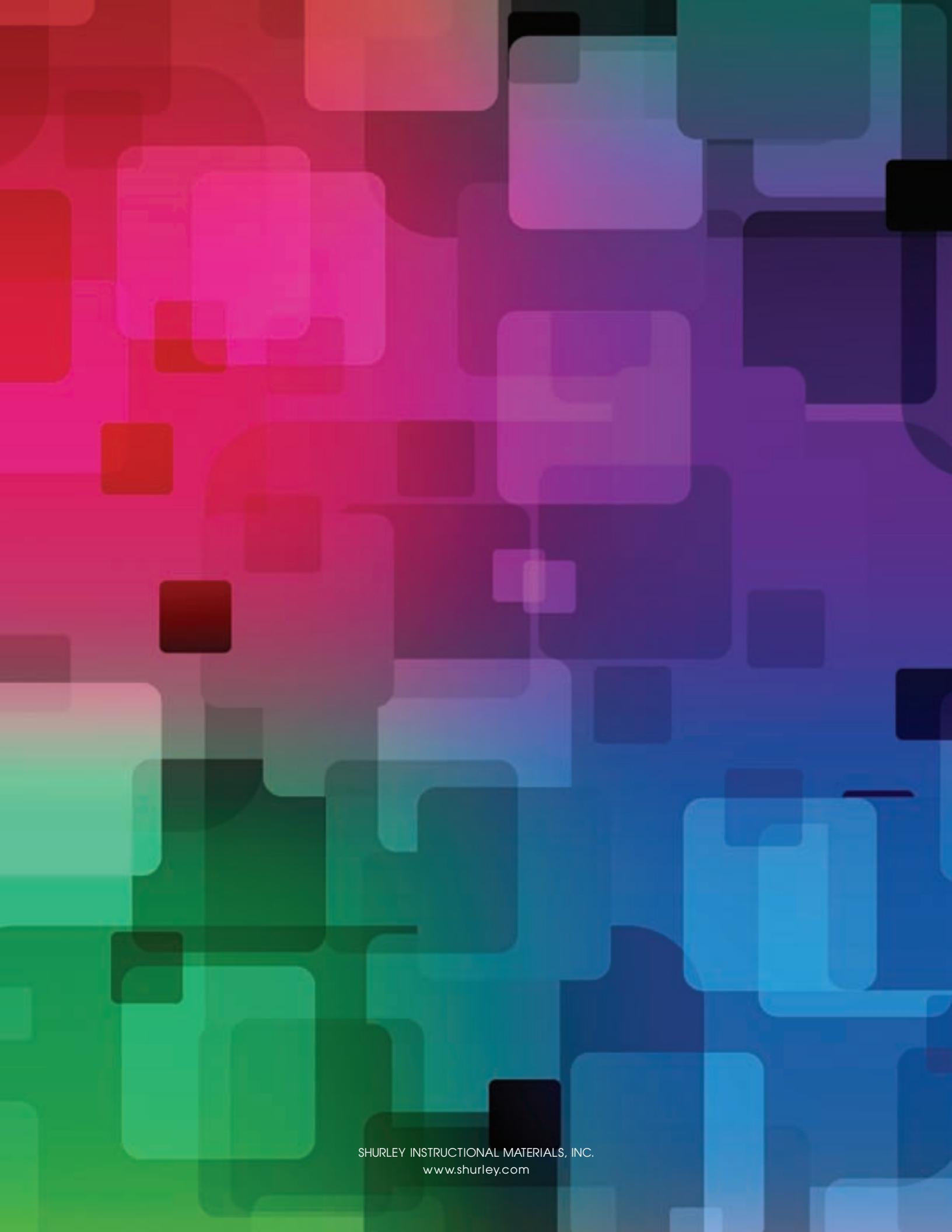
Skills	Level 5 Student Textbook
30. pronouns and antecedents	p. 354
31. indefinite pronouns	pp. 356-357
32. degrees of comparison of adjectives	pp. 376-377
33. double negatives	pp. 379-380
34. fact, opinion, and propaganda	pp. 430-431, 433
35. subject-matter reading	pp. 436-438
36. prefixes, suffixes, dictionary, library, table of contents, index, maps, charts, graphs, cause and effect	Resource pp. 513-531

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 5 Student Textbook
1. topics; supporting and nonsupporting sentences	pp. 52-53
2. creative	pp. 101, 130, 161, 191, 223, 253, 282
3. three-point expository paragraph	pp. 58-61
4. prewriting	pp. 62-64
5. rough draft	pp. 66-67
6. revising	pp. 69-71, 74
7. editing	p. 71-74
8. final paper	p. 75
9. steps in the writing process	p. 76
10. writing evaluation guide	p. 77
11. publishing	p. 102
12. share time guidelines	p. 103
13. writing forms-standard, time-order, transition	pp. 107-108
14. point of view	pp. 108-109
15. three-paragraph expository essay	pp. 136-139
16. five-paragraph expository essay	pp. 166-170
17. persuasive paragraph	pp. 196-198
18. three-paragraph persuasive essay	pp. 198-201
19. five-paragraph persuasive essay	pp. 229-231
20. descriptive	pp. 256-258
21. narrative	pp. 288-290, 315-316
22. book review for fiction book	pp. 310-311
23. book review for nonfiction book	pp. 339-340
24. comparison and contrast essay	pp. 347-348
25. tall tale	pp. 369-370
26. friendly letter	pp. 397-398
27. thank-you note	pp. 408-409
28. business letter	pp. 415-419
29. outlines	pp. 441-444
30. poetry	pp. 456-474
31. research report	pp. 475-490
32. how-to essay, invitation	Resource pp. 514, 519

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