

Dear Parents,

Welcome to the Shurley Method—English truly made easy! It is with much excitement that we share some of the unique features that make the Shurley Method so successful. Because of your concern as a parent to help your child, this booklet has been designed for you.

With this Parent Help Booklet, our goal is to give you, the parent, a basic understanding of the Shurley Method. We hope it makes your job of helping and encouraging your child at home a little easier. This booklet will provide you with samples of the terminology and style of teaching that is used at school so that you can follow your child's progress at home.

The information in this booklet is divided into the sections explained below.

The Introduction Section: The first three pages in the Parent Help Booklet will give you an understanding of why the Shurley Method works, outlining the key features and main elements taught in each grade level.

The Jingle Section: English definitions are taught in jingle form. The rhythm of the jingles is a fantastic learning tool that helps students learn and retain difficult English concepts. Students love reciting the jingles and are taught how to use the definition jingles to help analyze the structure of sentences. The Jingle Section will provide all the jingles your child will learn during the school year.

The Question & Answer Flow Section: Students are taught how to ask the right questions to find the role each word plays in the sentence being analyzed. This technique is called a Question & Answer Flow or the Q&A Flow. The Q&A Flow is done in a rhythmic, enthusiastic manner, enabling children to actively participate in their learning. Children's participation builds their confidence, and they are able to solve difficult sentence structure without constant assistance. The Q&A Flow is a stepping stone to higher level thinking skills because children will be stimulated to learn and use their own thought processes to answer questions about words and sentences. Several Q&A Flows and sample teaching scripts to introduce new concepts are provided in this section.

Practice sheets for the sentences in this booklet are available in a separate file that can be downloaded.

The Practice and Improved Sentence Section: Students are taught how to write and expand sentences correctly by writing practice sentences from grammar labels. Students then learn to improve their sentences by using synonyms, antonyms, or other word changes to improve different parts of the practice sentence. Writing improved sentences will help students to mentally make better word choices as they write because their writing ability and their vocabulary increase.

The Writing Section: The Shurley Method teaches the foundation of sentence composition: how to write a sentence, how to improve and expand a sentence, and then how to combine sentences into paragraphs. Since the Shurley Method teaches the parts of a sentence within the whole, students always have a clear picture of what it takes to write complete and accurate sentences, resulting in well-written paragraphs and letters. A writing sample and word list are provided in this section.

Brenda Shurley

Introduction Section

The Problem:

English. The very mention of this school subject brings shudders and moans from too many students. Why this attitude?

There are two reasons. First, many students hate and dread English because they are not successful in learning the concepts and rules they are taught. Second, a majority of students do not understand how to use the rules and concepts in their everyday speaking and writing. Since all students are required to take English for twelve years, it is essential that educators find a solution to this nationwide problem!

The Solution:

The Shurley Method is the answer. This program provides students with two important ingredients for success: a love of the English language and the ability to use the English language correctly with ease and confidence.

Why the Shurley Method?

For over twenty-five years, actual classroom situations and the learning needs of students have been used to develop this exciting English program. The features listed below show the advantages of the Shurley Method.

- **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**
The Shurley Method uses repetition, fun, and student-teacher interaction to help students learn difficult English skills. The teacher models each new step in the Shurley Method for the students. Then, the students actively participate with the teacher as the steps are practiced.
- **Uses Repetition to Attain Mastery**
The Shurley Method 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 going over beginning grammar and editing skills and more time introducing and enhancing advanced grammar and writing skills.
- **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 the Shurley Method on students may not be their increased grasp of language and 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.

Introduction Section

Special-Features

All the special features of the Shurley Method 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. Competent writing begins with sentence structure, expands to paragraphs, and results in well-written essays, reports, letters, and general writing enjoyment.

A bonus feature of this unique program is the consistency of the terminology and skill practice exercises for all levels. In order to achieve this consistency for students, teachers at every level are given the same step-by-step teaching method for introducing and practicing concepts. This consistent teaching method helps students gain a solid foundation as additional skills are added at each subsequent level.

Jingles

The first element of the Shurley Method is the use of jingles. Students begin learning the parts of speech by reciting definitions in jingle form. These rhythmic definitions are chanted or sung by the class to help them initially remember the role of each part of speech.

Question and Answer Flow

In the Question and Answer Flow, an oral series of questions and answers determines the role each word plays in the sentence being analyzed. This is a classroom activity in which the teacher either leads, or supervises while a student leads. In this way, students are able to completely analyze the sentence. The Q&A flow includes questions for every word in the sentence. The difficulty level increases by grade level during the course of the year.

Sample Question and Answer Flow: The bears ran to the woods.

- | | |
|--|------------------------|
| 1. What ran to the woods? bears – SN | 4. To what? woods – OP |
| 2. What is being said about bears? bears ran – V | 5. The - A |
| 3. To – P | 6. The - A |

Classified Sentence: A SN V P A OP
 The bears ran to the woods.

The effectiveness of the Question and Answer Flow as a teaching technique is based upon several key elements:

- ◆ 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 repeatedly 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. Students are able to learn, using not only visual but also auditory and kinesthetic learning styles. When students see, hear, and say their answers, retention increases.

Introduction Section

Sentence Building *(Level 1 teaches five of the eight parts of speech: noun, verb, adverb, adjective, and preposition.)*

The Shurley Method uses grammar to teach students the structure and design of the English language. Grammar is taught in a simple, systematic way that provides students with a writing vocabulary. An understanding in the proper use of grammar (the eight parts of speech) is the foundation of sentence composition. Students learn to write good sentences by using the basic sentence labels they are learning in grammar (A, Adj, SN, V, Adv) and by adding other labels as new concepts are taught. These sentences, written from grammar labels, are called Practice Sentences. Students then learn to improve and expand their sentences by using synonyms, antonyms, or complete word changes to improve different parts of the practice sentence.

Practice and Improved Sentences

Labels: A Adj Adj SN V Adv P A Adj OP
 Practice: **A big black snake crawled slowly over the rotten log.**
 Improved: **The enormous poisonous copperhead slithered rapidly under the decayed log.**

Students can easily make completely different sentences by simply choosing different parts of speech from their word bank.

Parts of Speech Word Bank With Prepositional Phrases				
Write a sentence using the words in the word bank below. Put the words in the order of the Sentence Labels listed below the word bank. Write the labels under the words of your sentence.				
Parts of Speech Word Bank				
Nouns	Verbs	Adjectives	Adverbs	Prepositional Phrases
dogs cats	barked cried looked	a, an, the, two, black, excited, hungry	loudly happily noisily	at the car at night for food
Sentence Labels: A Adj SN V Adv Prep Phrase				

The Writing Process

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.

As students progress in the Shurley Method year after year, they become better able to apply their knowledge of skills to editing and writing. As a result, the teacher can then spend less time laying basic foundations and more time introducing advanced writing concepts.

Paragraph Construction

After students learn to construct a variety of good basic sentences, they learn to write different kinds of paragraphs. In the two-point expository paragraph, students easily learn how to write a paragraph by using topic sentences, supporting sentences, and concluding sentences. Two-point paragraphs make it easy for students to learn how to organize the parts of a paragraph and to develop these parts into effective paragraph writing.

(A Two-point Expository Paragraph Example is provided on page 17.)

Shurley Method Abbreviations

The Shurley Method abbreviations used at this level are listed on Page 7.

Jingle Section

Jingle 1: Sentence Jingle

A sentence, sentence, sentence Is complete, complete, complete When 5 simple rules It meets, meets, meets.	Add a capital letter, letter And an end mark, mark. Now, we're finished, and aren't we smart! Now, our sentence has all its parts.
It has a subject, subject, subject And a verb, verb, verb. It makes sense, sense, sense With every word, word, word.	REMEMBER Subject, Verb, Com-plete sense, Capital letter, and an end mark, too. That's what a sentence is all about!

Jingle 2: Noun Jingle

This little noun,
Floating around,
Names a person, place, or thing.
With a knick knack, paddy wack,
These are English rules.
Isn't language fun and cool?

Jingle 3: Verb Jingle

A verb shows action,
There's no doubt!
It tells what the subject does,
Like sing and shout.

Action verbs are fun to do.
Now, it's time to name a few.
So, clap your hands and join our rhyme;
Say those verbs in record time!

Wiggle, jiggle, turn around,
Raise your arms and stomp the ground.
Shake your finger and wink your eye;
Wave those action verbs good-bye.

Jingle Section

Jingle 4: Adverb Jingle

An adverb modifies a verb.
An adverb asks *How? When? Where?*
To find an adverb: **Go, Ask, Get.**
Where do I **go**? To a verb.
What do I **ask**? How? When? Where?
What do I **get**? An ADVERB! (Clap) That's what!

Jingle 5: Adjective Jingle

An adjective modifies a noun.
An adjective asks *What kind? Which one? How many?*
To find an adjective: **Go, Ask, Get.**
Where do I **go**? To a noun.
What do I **ask**? What kind? Which one? How many?
What do I **get**? An ADJECTIVE! (Clap) That's what!

Jingle 6: Article Adjective Jingle

We are the article adjectives,
Teeny, tiny adjectives:
A, AN, THE -- A, AN, THE.

We are called article adjectives and noun markers;
We are memorized and used every day.
So, if you spot us, you can mark us
With the label A.

We are the article adjectives,
Teeny, tiny adjectives:
A, AN, THE -- A, AN, THE.

Jingle Section

Jingle 7: The Preposition Jingle

A PREP PREP PREPOSITION
Is a special group of words
That connects a
NOUN, NOUN, NOUN
Or a PRO PRO PRONOUN
To the rest of the sentence.

Jingle 8: Object of the Prep Jingle

Dum De Dum Dum!
An O-P is a N-O-U-N or a P-R-O
After the P-R-E-P
In a S-E-N-T-E-N-C-E.
Dum De Dum Dum - DONE!!

Jingle 9: Pronoun

This little pronoun,
Floating around,
Takes the place of a little old noun.
With a knick knack paddy wack,
These are English rules.
Isn't language fun and cool?

Jingle 10: Subject Pronoun

There are seven subject pronouns
That are easy as can be:
I and we, (clap twice)
He and she, (clap twice)
It and they and you. (clap three)

Shurley Method Abbreviations

SN	subject noun	P	preposition
V	verb	OP	object of the preposition
Adj	adjective		
Adv	adverb		
A	article adjective		

The Question & Answer Flow Section

Parent Note: This is a General Question and Answer Flow Guide that will help your child remember the order of the questions used to classify sentences in the Shurley Method.

To find the subject:

1. Read the sentence: ***The big dog barked loudly at the bus.***
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.) Label the subject with an “SN” abbreviation.

What barked loudly at the bus? Dog - SN (say “subject noun” not “SN”)

To find the verb:

3. Make sure you have marked the subject with the “SN” abbreviation.
4. 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.

What is being said about dog? Dog barked - V (say “verb” not “V”)

To find the adverb:

5. An adverb modifies a verb, adjective, or another adverb. Go to the verb first and ask an adverb question.
6. 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 - Adv (say “adverb” not “Adv”)

To find the preposition and the object of the preposition:

7. A preposition is a connecting word. It connects a noun or pronoun to the rest of the sentence.
8. An object of the preposition is a noun or pronoun after the preposition in a sentence.
9. A preposition must always have a noun or pronoun (an object of the preposition) after it.
10. To find a preposition, say the preposition 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.

At - P (say “preposition” not “P”)

At what? bus - OP (say “object of the preposition” not “OP”)

To find the article adjective:

11. 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.
12. To find the article adjective, just memorize *a, an, and the* as article adjectives and say “article adjective” each time you see one of them in a sentence. Label the article adjective with an “A” abbreviation.

The - A (say “article adjective” not “A”)

To find the adjective:

13. An adjective modifies a noun or a pronoun. Go to a noun or pronoun and ask an adjective question.
14. 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 - Adj (say “adjective” not “Adj”)

The Rest of the Q & A Flow

15. The – A

(See the example below for a classified sentence.)

- A Adj SN V Adv P A OP**
16. The big dog barked loudly at the bus.

The Question & Answer Flow Section

Introducing the Subject Noun and Verb

Question and Answer Flow for Sentence 1: Cats sat.

1. What sat? cats - subject noun (Write SN above *cats*.)
Since *cats* are animals, we begin the subject question with *what*.
The subject noun *cats* tells *what* the sentence is about.
2. What is being said about cats? cats sat - verb (Write V above *sat*.)

Classified Sentence: SN V
 Cats sat.

Question and Answer Flow for Sentence 2: Boys sat.

1. Who sat? boys - subject noun (Write SN above *boys*.)
Since *boys* are people, we begin the subject question with *who*.
The subject noun *boys* tells *who* the sentence is about.
2. What is being said about boys? boys sat - verb (Write V above *sat*.)

Classified Sentence: SN V
 Boys sat.

Introducing the Adverb

Question and Answer Flow for Sentence 1: Cats sat quietly.

Note: Remember, whenever you begin to classify a sentence, always start with the words “what” if the sentence is about an animal.

1. What sat quietly? cats – SN

Note: After you find the subject, you should next ask “what is being said about” and then say the subject of the sentence.

2. What is being said about cats? cats sat – V

Note: To find the adverb, go to the V and ask the adverb question HOW.

3. Sat how? quietly - Adv (Say: Sat how? quietly - adverb and write Adv above *quietly*.)

Classified Sentence: SN V Adv
 Cats sat quietly.

Question and Answer Flow for Sentence 2: Boys sat quietly.

1. Who sat quietly? boys - SN
2. What is being said about boys? boys sat - V
3. Sat how? quietly - Adv

Classified Sentence: SN V Adv
 Boys sat quietly.

The Question & Answer Flow Section

Introducing the Adjective

Question and Answer Flow for Sentence 1: Tan cats sat quietly.

1. What sat quietly? cats – SN
2. What is being said about cats? cats sat – V
3. Sat how? quietly - Adv

Note: “Tan” is an adjective modifying the subject noun. To classify “tan” go to the SN and ask the adjective question WHAT KIND OF.

4. What kind of cats? tan - Adj (Say “What kind of cats? tan – adjective.” Write Adj above *tan*.)

Classified Sentence: Adj SN V Adv
Tan cats sat quietly.

Question and Answer Flow for Sentence 2: Little boys sat quietly.

1. Who sat quietly? boys - SN
2. What is being said about boys? boys sat - V
3. Sat how? quietly - Adv
4. What kind of boys? little - Adj

Classified Sentence: Adj SN V Adv
Little boys sat quietly.

Introducing two Adjectives

Question and Answer Flow for Sentence 1: Two tan cats sat quietly.

1. What sat quietly? cats – SN
2. What is being said about cats? cats sat – V
3. Sat how? quietly - Adv
4. What kind of cats? tan - Adj
5. How many cats? two - Adj

Classified Sentence: Adj Adj SN V Adv
Two tan cats sat quietly.

Question and Answer Flow for Sentence 2: Four little boys sat quietly.

1. Who sat quietly? boys - SN
2. What is being said about boys? boys sat - V
3. Sat how? quietly - Adv
4. What kind of boys? little - Adj
5. How many boys? four - Adj

Classified Sentence: Adj Adj SN V Adv
Four little boys sat quietly.

Introducing the Article Adjective

Question and Answer Flow for Sentence 1: The big cats sat quietly.

1. What sat quietly? cats – SN
2. What is being said about cats? cats sat – V
3. Sat how? quietly - Adv
4. What kind of cats? big - Adj

Note: “The” is an article adjective. To classify THE say “the - article adjective”. Write an A above the word THE.

5. The - A

Classified Sentence: A Adj SN V Adv
The big cats sat quietly.

Question and Answer Flow for Sentence 2: A pretty girl sat quietly.

1. Who sat quietly? girl – SN
2. What is being said about girl? girl sat – V
3. Sat how? quietly - Adv
4. What kind of girl? pretty - Adj
5. A - A (article adjective)

Classified Sentence: A Adj SN V Adv
A pretty girl sat quietly.

The Question & Answer Flow Section

Vocabulary: Group 6	Unit 1 Group 6 Sentences
thin played yellow happily away walked monkeys	1. The three thin cats sat quietly. 2. A thin girl sat quietly. 3. The yellow kittens ran away. 4. The little brown monkeys played happily. 5. The thin bears walked slowly.

<p>Question and Answer Flow for Sentence 1: The three thin cats sat quietly.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">1. What sat quietly? cats – SN</td> <td style="width: 50%;">4. What kind of cats? thin - Adj</td> </tr> <tr> <td>2. What is being said about cats? cats sat – V</td> <td>5. How many cats? three - Adj</td> </tr> <tr> <td>3. Sat how? quietly - Adv</td> <td>6. The - A</td> </tr> </table> <p>Classified Sentence: A Adj Adj SN V Adv The three thin cats sat quietly.</p>	1. What sat quietly? cats – SN	4. What kind of cats? thin - Adj	2. What is being said about cats? cats sat – V	5. How many cats? three - Adj	3. Sat how? quietly - Adv	6. The - A
1. What sat quietly? cats – SN	4. What kind of cats? thin - Adj					
2. What is being said about cats? cats sat – V	5. How many cats? three - Adj					
3. Sat how? quietly - Adv	6. The - A					
<p>Question and Answer Flow for Sentence 2: A thin girl sat quietly.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">1. Who sat quietly? girl – SN</td> <td style="width: 50%;">4. What kind of girl? thin - Adj</td> </tr> <tr> <td>2. What is being said about girl? girl sat – V</td> <td>5. A - A</td> </tr> <tr> <td>3. Sat how? quietly - Adv</td> <td></td> </tr> </table> <p>Classified Sentence: A Adj SN V Adv A thin girl sat quietly.</p>	1. Who sat quietly? girl – SN	4. What kind of girl? thin - Adj	2. What is being said about girl? girl sat – V	5. A - A	3. Sat how? quietly - Adv	
1. Who sat quietly? girl – SN	4. What kind of girl? thin - Adj					
2. What is being said about girl? girl sat – V	5. A - A					
3. Sat how? quietly - Adv						
<p>Question and Answer Flow for Sentence 3: The yellow kittens ran away.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">1. What ran away? kittens – SN</td> <td style="width: 50%;">4. What kind of kittens? yellow - Adj</td> </tr> <tr> <td>2. What is being said about kittens? kittens ran – V</td> <td>5. The - A</td> </tr> <tr> <td>3. Ran where? away - Adv</td> <td></td> </tr> </table> <p>Classified Sentence: A Adj SN V Adv The yellow kittens ran away.</p>	1. What ran away? kittens – SN	4. What kind of kittens? yellow - Adj	2. What is being said about kittens? kittens ran – V	5. The - A	3. Ran where? away - Adv	
1. What ran away? kittens – SN	4. What kind of kittens? yellow - Adj					
2. What is being said about kittens? kittens ran – V	5. The - A					
3. Ran where? away - Adv						
<p>Question and Answer Flow for Sentence 4: The little brown monkeys played happily.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">1. What played happily? monkeys – SN</td> <td style="width: 50%;">4. What kind of monkeys? brown - Adj</td> </tr> <tr> <td>2. What is being said about monkeys? monkeys played – V</td> <td>5. What kind of monkeys? little - Adj</td> </tr> <tr> <td>3. Played how? happily - Adv</td> <td>6. The - A</td> </tr> </table> <p>Classified Sentence: A Adj Adj SN V Adv The little brown monkeys played happily.</p>	1. What played happily? monkeys – SN	4. What kind of monkeys? brown - Adj	2. What is being said about monkeys? monkeys played – V	5. What kind of monkeys? little - Adj	3. Played how? happily - Adv	6. The - A
1. What played happily? monkeys – SN	4. What kind of monkeys? brown - Adj					
2. What is being said about monkeys? monkeys played – V	5. What kind of monkeys? little - Adj					
3. Played how? happily - Adv	6. The - A					
<p>Question and Answer Flow for Sentence 5: The thin bears walked slowly.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">1. What walked slowly? bears – SN</td> <td style="width: 50%;">4. What kind of bears? thin - Adj</td> </tr> <tr> <td>2. What is being said about bears? bears walked – V</td> <td>5. The - A</td> </tr> <tr> <td>3. Walked how? slowly - Adv</td> <td></td> </tr> </table> <p>Classified Sentence: A Adj SN V Adv The thin bears walked slowly.</p>	1. What walked slowly? bears – SN	4. What kind of bears? thin - Adj	2. What is being said about bears? bears walked – V	5. The - A	3. Walked how? slowly - Adv	
1. What walked slowly? bears – SN	4. What kind of bears? thin - Adj					
2. What is being said about bears? bears walked – V	5. The - A					
3. Walked how? slowly - Adv						

The Question & Answer Flow Section

Introducing the Preposition and the Object of the Preposition

We are now ready to start prepositions! The preposition jingle has already told you a lot about prepositions, but now we are going to learn even more. A **preposition** is a joining word. It joins or connects a noun to the rest of the sentence. To know whether a word is a preposition, say the preposition and ask *What* or *Whom*. If the answer is a noun, then the word is a preposition. Prepositions are labeled with a *P*.

An **object of the preposition** is a noun after the preposition in a sentence. A noun that is an object of the preposition is labeled with an *OP*.

It is important for you to know the difference between prepositions and adverbs. Look at Reference 12 (on page 67 of the student workbook) as I explain how you can tell the difference between prepositions and adverbs.

Sometimes, a word can be a preposition or an adverb, depending on how it is used in a sentence. For example, the word *down* can be an adverb or a preposition. How do you decide if the word *down* is an adverb or a preposition? If *down* is used alone, with no noun after it, it is an adverb. If *down* has a noun after it that answers the question *what* or *whom*, then *down* is a preposition, and the noun after *down* is an object of the preposition. (*Have students follow along as you now read and discuss the information in Reference 12.*)

Reference 12: Knowing the Difference Between Prepositions and Adverbs
Adv
In the example sentence, <i>Sam fell down</i> , the word <i>down</i> is an adverb because it does not have a noun after it.
P noun (OP)
In the example sentence, <i>Sam fell down the hill</i> , the word <i>down</i> is a preposition because it has the noun <i>hill</i> (the object of the preposition) after it. To find the preposition and object of the preposition in the Question and Answer Flow, say:
down - P
(Say: <i>down- preposition</i>)
down what? hill - OP (Say: <i>down what? hill - object of the preposition</i>)

We will learn how to classify a preposition and an object of the preposition by reciting the Question and Answer Flows for the first group of sentences. I will lead you as we say the questions and answers together. Remember, it is very important that you say the questions with me as well as the answers. We will classify Sentences 1 - 5 together to practice classifying prepositions and objects of the prepositions. Begin.

The Practice and Improved Sentence Section

I will walk you through a practice sentence using prepositions. Write the title *Practice Sentence* on the top line of your notebook paper. Now copy these labels across the page: **A Adj SN V Adv P A OP**. Make sure you leave plenty of room for the words that you will write under the labels.

Look at Reference 11. This list is like a little dictionary of vocabulary words that you can use to help you write a practice and improved sentence. Only use this list if you cannot think of a word by yourself.

Reference 11: Sample Vocabulary Words for Practice and Improved Sentences					
Nouns		Verbs	Adjectives	Adverbs	Prepositions
boys	girls	laughed	a, an, the	quietly	across during
brother	sailor	raced	hungry	quickly	around at
cars	ship	walked	red	happily	down
horse	bears	sat	three	today	in
mother	father	jumped	friendly	loudly	on
monkeys	bees	grew	angry	slowly	to
cats	dogs	climbed	happy	noisily	under
flowers	stars	slept	sleepy	yesterday	with

Now I will step you through the process of writing a sentence using the labels you are given.

1. Go to the **SN** label for the subject noun. Think of a noun that you want to use as your subject. Write the noun you have chosen on the line *under* the **SN** label.
2. Go to the **V** label for verb. Think of a verb that tells what your subject does. Make sure that your verb makes sense with the subject noun. Write the verb you have chosen on the line *under* the **V** label.
3. Go to the **Adv** label for the adverb. Then go to the verb in your sentence and ask an adverb question. What are the adverb questions? (*how, when, where*) Choose one adverb question to ask and write your adverb answer *under* the first **Adv** label.
4. Go to the **P** label for the preposition. Think of a preposition that tells something about your verb. You must be careful to choose a preposition that makes sense with the noun you will choose for the object of the preposition in your next step. If you want to check the preposition box to help you think of a preposition, do it now. Then write the word you have chosen for a preposition *under* the **P** label.
5. Now go to the **OP** label for object of the preposition. If you like the noun you thought of while thinking of a preposition, write it down *under* the **OP** label. You might want to think of another noun by asking *what* or *whom* after your preposition. Check to make sure the preposition and object of the preposition make sense together and also make sense with the rest of the sentence. Write the word you have chosen for the object of the preposition *under* the **OP** label. (*Give help as needed.*)
6. Go to the **A** label for the article adjective that is part of your prepositional phrase. What are the three article adjectives again? (*a, an, and the*). Now you will choose one of these article adjectives that makes the best sense in your sentence. Write the article adjective you have chosen *under* the **A** label.
7. Go to the **Adj** label for the adjective. Then go to the subject noun of your sentence and ask one adjective question. What are the adjective questions? (*what kind, which one, how many*) Choose one adjective question to ask and write your adjective answer *under* the **Adj** label next to the subject noun. Always check to make sure your answers are making sense in the sentence.

The Practice and Improved Sentence Section

8. Go to the **A** label for article adjective. What are the three article adjectives again? (*a, an, and the*) Now you will choose one of these article adjectives that makes the best sense in your sentence. Write the article adjective you have chosen *under* the **A** label.
9. Finally, check your Practice Sentence to make sure it has the necessary parts to be a complete sentence. What are the five parts of a complete sentence? (*subject, verb, complete sense, capital letter, and an end mark*) Does your Practice Sentence have the five parts of a complete sentence? (*Allow time for students to read over their sentences and to make any corrections they need to make.*)
10. Now under your practice sentence, write the title *Improved Sentence* on another line. To improve your practice sentence, you will make one synonym change and one antonym change. Since it is harder to find words that can be changed to an antonym, it is usually wise to go through your sentence to find an antonym change first. Then look through your sentence again to find words that can be improved with synonyms. Finally, make a decision about whether your last change will be a complete word change, a synonym change, or an antonym change.

Now take time to write an improved sentence. If you need help thinking of synonyms, antonyms, or word changes to improve your practice sentence, use Reference 11. (*Always encourage students to use a synonym-antonym book, or a dictionary to help them develop an interesting and improved writing vocabulary.*)

Writing Section

Two-Point Expository Paragraph Example

List of colors: red, blue, green, yellow, white, orange, brown, black, pink, gray, and purple.

Topic: **Favorite colors**

Two main points: 1. **white** 2. **yellow**

Sentence #1 – Topic Sentence (Use words in the topic and tell how many points will be used.)

I have two favorite colors.

Sentence #2 – Two-Point Sentence (List the 2 points in the order you will present them.)

These colors are white and yellow.

Sentence #3 – First Point

My first favorite color is white.

Sentence #4 – Supporting Sentence for the first point.

I like white because it makes things seem fresh and clean.

Sentence #5 – Second Point

My second favorite color is yellow.

Sentence #6 – Supporting Sentence for the second point.

I like yellow because it makes me feel bright and cheerful.

Sentence #7 – Concluding (final) Sentence. (Restate the topic sentence and add an extra thought.)

My two favorite colors make me feel happy.

SAMPLE PARAGRAPH

My Favorite Colors

I have two favorite colors. These colors are white and yellow. My first favorite color is white. I like white because it makes things seem fresh and clean. My second favorite color is yellow. I like yellow because it makes me feel bright and cheerful. My two favorite colors make me feel happy.

Check the Finished Paragraph	The Two-Point Expository Paragraph Outline
(1) Have you followed the pattern for a two-point paragraph? (See the outline on the right.)	Topic Two points about the topic
(2) Do you have complete sentences?	Sentence #1: Topic sentence Sentence #2: A two-point sentence
(3) Have you capitalized the first word and put an end mark at the end of every sentence?	Sentence #3: A first point sentence Sentence #4: A supporting sentence for the first point
(4) Have you checked your sentences for capitalization and punctuation mistakes?	Sentence #5: A second point sentence Sentence #6: A supporting sentence for the second point Sentence #7: A concluding sentence

Writing Section
Student Word List for Level 1

Unit 1 Group 1	Unit 1 Group 2	Unit 1 Group 3	Unit 1 Group 4	Unit 1 Group 5	Unit 1 Group 6	Unit 1 Group 7	Unit 1 Group 8
cats sat boys dogs bears ran	quietly fast slowly	tan little black brown	two four three kittens	the a big pretty girl	thin yellow away monkeys played happily walked	pink pigs ants crawl funny climbed swims	eight loudly laughed happy softly fish mother
Unit 1 Group 9	Unit 1 Group 10	Unit 1 Group 11	Unit 1 Group 12	Unit 1 Group 13	Unit 2 Group 1	Unit 2 Group 2	Unit 2 Group 3
talked kind father brothers washed quickly	tired sister frog hopped unhappy baby cried	sad fat five ships sailed seven	busy beaver worked hard bee lazy down	silly ate Billy carefully red car stopped here	in to sun shade tree house woods	window growled men drove game	at strangers James squirrel party cute looked
Unit 2 Group 4	Unit 2 Group 5	Unit 2 Group 6	Unit 2 Group 7	Unit 2 Group 8	Unit 2 Group 9	Unit 2 Group 10	Unit 2 Group 11
on mouse eagerly rode train waved puppies floor	landed barked bananas children school ball water	Bobby stared excited worked store young horse galloped	across by field David flowers poor fell mud raced street	roses grow road frightened log deer jumped pool	small Billy library rabbit birds chirped wild tiger	yard old man hungry robin angrily huge gray grasshopper	barn nest recess puppets
Unit 2 Group 12	Unit 3 Group 1	Unit 3 Group 2	Unit 3 Group 3	Unit 3 Group 4	Unit 3 Group 5	Unit 3 Group 7	Unit 3 Group 9
kites shy boat floats water music swam lake	isn't is not aren't are not Tony late home pen books new	coat closet mean color sharp drinks cold	wasn't was not weren't were not water shoes right size glove table	food good clothes dry bus time upset notebooks desks my	ugly Group 6 teacher smiled blew writes Mary neatly paper	campers camped mountains waited Group 8 none	farmer wheat while jelly jar dime door box heavy

Unit 3 Group 10: friends, movies, sleepy, bed, clowns, rolled