

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. Some writing samples and outlines that demonstrate different kinds of writing are provided in this section. Since students are taught to edit their writing, the editing checklist is also provided.

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 2 teaches six of the eight parts of speech: noun, verb, adverb, adjective, preposition, and pronoun.)*

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. The 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	Adv
Practice:	The	two	smart	firemen	moved	quickly	away.
Improved:	<b>The</b>	<b>five</b>	<b>expert</b>	<b>firemen</b>	<b>dashed</b>	<b>rapidly</b>	<b>ahead.</b>
	(same word)	(word change)	(synonym)	(same word)	(synonym)	(synonym)	(word change)

### 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 Paragraph example is provided on page 18. A Time-Order Paragraph example is provided on page 19.*)

### Shurley Method Patterns

The pattern of a sentence is the order of its main parts. The pattern used at this level is listed below. (*The Shurley Method abbreviations are listed on Page 7.*)

The subject-noun and verb are the main parts of a Pattern 1 sentence. (SN V)

### Skills

The Capitalization and Punctuation Rules used in Level 2 are provided on page 20.

## 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, adjective, or another adverb.  
An adverb asks *How? When? Where?*  
To find an adverb: **Go, Ask, Get.**  
Where do I **go**? To a verb, adjective, or another adverb.  
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 or pronoun.  
An adjective asks *What kind? Which one? How many?*  
To find an adjective: **Go, Ask, Get.**  
Where do I **go**? To a noun or pronoun.  
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)

### Jingle 11: Possessive Pronoun

There are seven possessive pronouns  
 That are easy as can be:  
 My and our, (clap twice)  
 His and her, (clap twice)  
 Its and their and your. (clap three)

### Shurley Method Abbreviations

<b>D</b>	Declarative sentence	<b>P</b>	preposition
<b>E</b>	Exclamatory sentence	<b>OP</b>	object of the preposition
<b>SN</b>	Subject noun	<b>SP</b>	subject pronoun
<b>V</b>	Verb	<b>PP</b>	possessive pronoun
<b>Adj</b>	Adjective	<b>PN</b>	possessive noun
<b>Adv</b>	Adverb		
<b>A</b>	Article adjective		

## The Question & Answer Flow Section

**Parent Note:** This is a General Question and Answer Flow Guide for Pattern 1 Sentences 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 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.

***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
16. SN V P1 Check. (The pattern goes in the blank. The check is to identify the other parts of the Q & A Flow.)
17. (At the bus) - Prepositional phrase.
18. Period, statement, declarative sentence. (Write a “D” at the end of the sentence.)
19. Go back to the verb - divide the complete subject from the complete predicate. (Put a slash in front of the verb. See the example below for a classified sentence.)

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

**P1**



## The Question & Answer Flow Section

**Parent's Note:** The teaching examples in the General Question and Answer Flow Guide from the previous page will help you see how the following concepts are introduced.

### Introducing the Subject Noun and Verb

#### Question and Answer Flow for Sentence 1: Dogs barked.

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

**Classified Sentence:**     SN   V  
                                  Dogs barked.

#### Question and Answer Flow for Sentence 2: Boys play.

1. Who play? 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 play - verb (Write V above *play*.)

**Classified Sentence:**     SN   V  
                                  Boys play.

### Introducing the Adverb

#### Question and Answer Flow for Sentence 1: Dogs barked loudly.

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

1. What barked loudly? dogs – SN
2. What is being said about dogs? dogs barked – V
3. Barked how? loudly - Adv (Say "barked how? loudly - adverb". Write Adv above *loudly*.)

**Classified Sentence:**     SN   V   Adv  
                                  Dogs barked loudly.

#### Question and Answer Flow for Sentence 2: Boys play quietly today.

1. Who play quietly today? boys - SN
2. What is being said about boys? boys play - V
3. Play how? quietly - Adv
4. Play when? today - Adv

**Classified Sentence:**     SN   V   Adv   Adv  
                                  Boys play quietly today.

## The Question & Answer Flow Section

### Introducing the Adjective

#### Question and Answer Flow for Sentence 1: Excited dogs barked loudly.

1. What barked loudly? dogs – SN
2. What is being said about dogs? dogs barked – V
3. Barked how? loudly - Adv
4. What kind of dogs? excited - Adj (Say "What kind of dogs? excited - adjective". Write Adj above *excited*.)

**Classified Sentence:**      Adj   SN   V   Adv  
Excited dogs barked loudly.

#### Question and Answer Flow for Sentence 2: Happy boys play quietly today.

1. Who play quietly today? boys – SN
2. What is being said about boys? boys play – V
3. Play how? quietly - Adv
4. Play when? today - Adv
5. What kind of boys? happy - Adj

**Classified Sentence:**      Adj   SN   V   Adv   Adv  
Happy boys play quietly today.

### Introducing the Article Adjective

#### Question and Answer Flow for Sentence 1: The excited dogs barked loudly.

1. What barked loudly? dogs – SN
2. What is being said about dogs? dogs barked – V
3. Barked how? loudly - Adv
4. What kind of dogs? excited - Adj
5. The - A (Say, "article adjective.")

**Classified Sentence:**      A   Adj   SN   V   Adv  
The excited dogs barked loudly.

#### Question and Answer Flow for Sentence 2: The happy little boys played loudly yesterday.

1. Who played loudly yesterday? boys – SN
2. What is being said about boys? boys played – V
3. Played how? loudly - Adv
4. Played when? yesterday - Adv
5. What kind of boys? little - Adj
6. What kind of boys? happy - Adj
7. The - A

**Classified Sentence:**      A   Adj   Adj   SN   V   Adv   Adv  
The happy little boys played loudly yesterday.

## The Question & Answer Flow Section

### Question and Answer Flow for Sentence 1: Two pretty red candles burned brightly.

- |   |                                       |
|---|---------------------------------------|
| 1. What burned brightly? candles – SN                   | 4. What kind of candles? red - Adj    |
| 2. What is being said about candles? candles burned – V | 5. What kind of candles? pretty - Adj |
| 3. Burned how? brightly - Adv                           | 6. How many candles? two - Adj        |

**Classified Sentence:**           Adj Adj Adj SN    V       Adv  
Two pretty red candles burned brightly.

### Question and Answer Flow for Sentence 2: The green phone rang loudly.

- |   |                                    |
|---|------------------------------------|
| 1. What rang loudly? phone – SN                   | 4. What kind of phone? green - Adj |
| 2. What is being said about phone? phone rang – V | 5. The - A                         |
| 3. Rang how? loudly - Adv                         |                                    |

**Classified Sentence:**           A Adj SN V Adv  
The green phone rang loudly.

### Question and Answer Flow for Sentence 3: A big purple rabbit hopped slowly away.

- |   |                                      |
|---|--------------------------------------|
| 1. What hopped slowly away? rabbit – SN               | 5. What kind of rabbit? purple - Adj |
| 2. What is being said about rabbit? rabbit hopped – V | 6. What kind of rabbit? big - Adj    |
| 3. Hopped how? slowly - Adv                           | 7. A - A                             |
| 4. Hopped where? away - Adv                           |                                      |

**Classified Sentence:**           A Adj Adj SN V Adv Adv  
A big purple rabbit hopped slowly away.

### Question and Answer Flow for Sentence 4: The funny circus clown waved merrily.

- |  |                                     |
|--|-------------------------------------|
| 1. Who waved merrily? clown – SN                   | 4. What kind of clown? circus - Adj |
| 2. What is being said about clown? clown waved – V | 5. What kind of clown? funny - Adj  |
| 3. Waved how? merrily - Adv                        | 6. The - A                          |

**Classified Sentence:**           A Adj Adj SN V Adv  
The funny circus clown waved merrily.

### Question and Answer Flow for Sentence 5: The cold, white snow fell gently.

- |   |                                   |
|---|-----------------------------------|
| 1. What fell gently? snow – SN                  | 4. What kind of snow? white - Adj |
| 2. What is being said about snow? snow fell – V | 5. What kind of snow? cold - Adj  |
| 3. Fell how? gently - Adv                       | 6. The - A                        |

**Classified Sentence:**           A Adj Adj SN V Adv  
The cold, white snow fell gently.

## 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 16 (on page 76 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 16.*)

Reference 16: Knowing the Difference Between Prepositions and Adverbs
Adv
In the example sentence, <i>Dan fell <b>down</b></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>Dan fell <b>down the hill</b></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:
<b>down - P</b> (Say: <i>down- preposition</i> )
<b>down what? hill - OP</b> (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 Question & Answer Flow Section

Unit 2 Group 2 Sentences (Introduction Day)
1. _____ The two tall boys walked down the path. 2. _____ The young children played with the kittens. 3. _____ Joe walked to school yesterday. 4. _____ The happy girls giggled at the puppets. 5. _____ The excited family rushed to the beach.

Question and Answer Flow for Sentence 1: The two tall boys walked down the path.															
1. Who walked down the path? boys – SN 2. What is being said about boys? boys walked – V 3. Down – P 4. Down what? path – OP 5. The – A 6. What kind of boys? tall – Adj 7. How many boys? two – Adj 8. The – A	9. SN V P1 Check (Write <i>SN V P1</i> in the blank beside the sentence.) 10. (Down the path) – Prepositional phrase <b>Note:</b> Say “Down the path – Prepositional phrase” as you put parentheses around the words. This also teaches your students how to read in complete phrases, so keep it smooth. 11. Period, statement, D (Write <i>D</i> at the end of the sentence.)														
<b>Classified Sentence:</b>															
<table style="margin-left: 100px; border-collapse: collapse;"> <tr> <td style="text-align: center; padding-right: 20px;"> <table style="border-collapse: collapse;"> <tr> <td style="text-align: center; padding: 0 5px;">SN</td> <td style="text-align: center; padding: 0 5px;">V</td> </tr> <tr> <td style="text-align: center; padding: 0 5px;">P1</td> <td></td> </tr> </table> </td> <td style="padding: 0 20px;">A</td> <td style="padding: 0 5px;">Adj</td> <td style="padding: 0 5px;">Adj</td> <td style="padding: 0 5px;">SN</td> <td style="padding: 0 5px;">V</td> <td style="padding: 0 5px;">P</td> <td style="padding: 0 5px;">A</td> <td style="padding: 0 5px;">OP</td> <td style="padding: 0 20px;">The two tall boys / walked (down the path). D</td> </tr> </table>	<table style="border-collapse: collapse;"> <tr> <td style="text-align: center; padding: 0 5px;">SN</td> <td style="text-align: center; padding: 0 5px;">V</td> </tr> <tr> <td style="text-align: center; padding: 0 5px;">P1</td> <td></td> </tr> </table>	SN	V	P1		A	Adj	Adj	SN	V	P	A	OP	The two tall boys / walked (down the path). D	
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SN	V														
P1															

There are three additional parts to be added to the Question and Answer Flow. These parts are explained below.

1. **Subject Noun Verb Pattern 1 Check** (Write *SN V P1* in the blank beside the sentence. Be sure to say **check**. You will use the check to check for any new parts that are added to the question and answer flow.)
2. (Down the path) - Prepositional phrase
3. Period, statement, declarative sentence (Write a *D* at the end of the sentence.)

Now I will explain each of these parts, one at a time. **For the first new part**, we added the words Subject Noun Verb Pattern 1 Check. Listen to the definition for a Pattern 1 sentence. The pattern of a sentence is the order of the main parts of the sentence. **Pattern 1** has only two main parts: the subject and the verb. Adjectives and adverbs add information to sentences, but they are not part of a sentence pattern. A Pattern 1 sentence is labeled *SN V P1* (*Subject Noun, Verb, Pattern 1*). (Put the *SN V P1* on the board for your students to see.) In second grade, you will study only the Pattern 1 sentences, so it should be very easy for you.

**For the second new part**, we added a prepositional phrase. You have already studied the preposition and the object of the preposition. A **prepositional phrase** includes all the words from the preposition through the object of the preposition. When you find the prepositional phrase, you will read the entire prepositional phrase without a pause and put parenthesis around it.

**For the third new part**, we added something you already knew: the kind of sentence. We just added the kind of sentence to the question and answer flow. **When you say period, statement, declarative sentence**, you are classifying a declarative sentence, so you write a *D* after the period.



## The Practice and Improved Sentence Section

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 Adj OP**. Make sure you leave plenty of room for the words that you will write under the labels. Now I will lead you through the process of using the labels to write a practice sentence.

1. Go to the **SN** label for the subject noun. Think of a noun 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. Immediately 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 **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. 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. If you prefer, 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. Remember, the object of the preposition will always answer the question **what** or **whom** after the preposition. Write the word you have chosen for the object of the preposition under the **OP** label.
6. Go to the **Adj** label in front of the object of the preposition noun for an adjective. Then go to the object of the preposition in the sentence and ask an adjective question. What are the three adjective questions? (*what kind, which one, how many*) Think of one adjective that answers the adjective questions you asked and which makes sense in the sentence. Raise your hand to tell me your adjectives. (*Allow time for a few students' responses.*) Now I will choose one adjective. Let's write this adjective under the **Adj** label. (*Write the adjective choice on the board and have students write it on their papers.*)
7. Go to the **Adj** label in front of the subject noun for an adjective. Then go to the subject noun in the sentence and ask an adjective question. What are the three adjective questions? (*what kind, which one, how many*) Think of one adjective that answers the adjective questions you asked and which makes sense in the sentence. Raise your hand to tell me your adjectives. (*Allow time for a few students' responses.*) Now I will choose one adjective. Let's write this adjective under the **Adj** label. (*Write the adjective choice on the board and have students write it on their papers.*)



## The Practice and Improved Sentence Section

8. Go to the **A** label for the article adjective in the subject area. 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.*)

Now under your practice sentence, write the title *Improved Sentence* on another line. To improve your practice sentence, you will make one synonym change, one antonym change, and your choice of a complete word change or another synonym or 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, another synonym change, or another antonym change.

Now take time to write an improved sentence. If you need help writing the improved sentence, let me know. (*Always encourage students to use a thesaurus, synonym-antonym book, or a dictionary to help them develop an interesting and improved writing vocabulary.*)

## Writing Section

Two-Point Expository Paragraph Example
<p>Topic: <b>Favorite colors</b>            Two main points: 1. <b>blue</b> 2. <b>Green</b></p> <p>Sentence #1 – <u>Topic Sentence</u> (<i>Use words in the topic and tell how many points will be used.</i>)  <b>I have two favorite colors.</b></p> <p>Sentence #2 – <u>Two-Point Sentence</u> (<i>List the 2 points in the order you will present them.</i>)  <b>These colors are blue and green.</b></p> <p>Sentence #3 – <u>First Point</u>  <b>My first favorite color is blue.</b></p> <p>Sentence #4 – <u>Supporting Sentence</u> for the first point.  <b>I like blue because it reminds me of a beautiful summer sky.</b></p> <p>Sentence #5 – <u>Second Point</u>  <b>My second favorite color is green.</b></p> <p>Sentence #6 – <u>Supporting Sentence</u> for the second point.  <b>I like green shirts because I look good in green.</b></p> <p>Sentence #7 – <u>Concluding (final) Sentence</u>. (<i>Restate the topic sentence and add an extra thought.</i>)  <b>My two favorite colors make me feel warm and happy inside.</b></p>

### SAMPLE PARAGRAPH

#### My Favorite Colors

I have two favorite colors. These colors are blue and green. My first favorite color is blue. I like blue because it reminds me of a beautiful summer sky. My second favorite color is green. I like green shirts because I look good in green. My two favorite colors make me feel warm and happy inside.

General Checklist: Check the Finished Paragraph	The Two-Point Expository Paragraph Outline
<ul style="list-style-type: none"> <li>(1) Have you followed the pattern for a Two-point paragraph? (<i>See the outline on the right.</i>)</li> <li>(2) Do you have complete sentences?</li> <li>(3) Have you capitalized the first word and put an end mark at the end of every sentence?</li> <li>(4) Have you checked your sentences for capitalization and punctuation mistakes?</li> </ul>	<p>Topic            Two points about the topic</p> <p>Sentence #1: <b>Topic</b> sentence            Sentence #2: A <b>two-point</b> sentence            Sentence #3: A <b>first-point sentence</b>            Sentence #4: A <b>supporting</b> sentence for the first point            Sentence #5: A <b>second-point sentence</b>            Sentence #6: A <b>supporting</b> sentence for the second point            Sentence #7: A <b>concluding</b> sentence</p>

## Writing Section

### Time-Order Paragraph Example

A time-order paragraph means that the sentences are in an order that makes sense. You should also use words that suggest a definite number order, such as *first, second, third, etc.* or *first, next, last* or *finally*.

**Example :**

#### A Pig Party

**Topic:** My pig party   **3-points:** 1. Costume contest   2. pig lunch   3. pin the tail on the pig

Saturday, I had a pig party at my house. First, we had a contest to see who could dress up in the best pig costume. Katie won because she dressed like Miss Piggy. Next, we ate a lunch of pigs-in-the-blanket. The table was decorated like a pig trough. Last, we had fun playing pin the curly tail on the pig. The prize was a jar of candy pigs! Everyone had a great time at my pig party!

### The Time-Order Paragraph Pattern

**Topic:** My Pig Party   **Points:** 1. Costume contest   2. pig lunch   3. pin the tail on the pig

#### Topic Sentence

**1st point**       (The first thing that happens. Use this time word: **First**.)

#### Supporting sentence

**2nd point**       (The second thing that happens. Use these time words: **Second or Next**.)

#### Supporting sentence

**3rd point**       (The third thing that happens. Use these time words: **Third, Last, or Finally**.)

#### Supporting sentence

#### Conclusion

### General Checklist: Check the Finished Paragraph

- (1) Have you followed the pattern for a time-order paragraph?  
(*Indent, topic sentence, 3 main points, 3 supporting sentences, and a concluding sentence.*)
- (2) Do you have complete sentences?
- (3) Have you capitalized the first word and put an end mark at the end of every sentence?
- (4) Have you checked your sentences for capitalization and punctuation mistakes?

## Writing Section

Capitalization Rules																
<ol style="list-style-type: none"> <li>1. Capitalize the first word of a sentence.</li> <li>2. Capitalize the pronoun I.</li> <li>3. Capitalize the names of people and the names of pets. (<i>Joe, Buffy</i>)</li> <li>4. Capitalize titles used with people's names and people's initials. (<i>Mr., Aunt, Dr. J. C.</i>)</li> <li>5. Capitalize names of streets, cities, states, and countries. (<i>Oak Street, Dallas, Texas, France</i>)</li> <li>6. Capitalize the days of the week and the months of the year. (<i>Monday, May</i>)</li> </ol>																
<p><b>Example:</b></p> <p><b>(Editing Guide: 5 capitalization mistakes)</b></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; width: 15%;">1 (or 4) 3</td> <td style="text-align: center; width: 15%;"></td> <td style="text-align: center; width: 15%;">2</td> <td style="text-align: center; width: 15%;"></td> <td style="text-align: center; width: 15%;">6</td> <td style="text-align: center; width: 15%;"></td> <td style="text-align: center; width: 15%;">5</td> <td style="text-align: right; width: 15%;">(Rule numbers)</td> </tr> <tr> <td style="text-align: center;">M</td> <td style="text-align: center;">T</td> <td style="text-align: center;">I</td> <td style="text-align: center;">F</td> <td style="text-align: center;">J</td> <td colspan="3"></td> </tr> </table> <p>1. mr. tom and i left on friday for japan.</p>	1 (or 4) 3		2		6		5	(Rule numbers)	M	T	I	F	J			
1 (or 4) 3		2		6		5	(Rule numbers)									
M	T	I	F	J												

Punctuation Rules																					
<ol style="list-style-type: none"> <li>1. Use a period after initials. (<i>L. C. Jones</i>).</li> <li>2. Use a period after an abbreviation. (<i>Dr., Feb., Mr.</i>)</li> <li>3. Use a comma to separate the city from the state. (<i>Dallas, Texas</i>)</li> <li>4. Use a comma between the day and the year. (<i>July 4, 1998</i>)</li> <li>5. Put a period or question mark at the end of a sentence.</li> </ol>																					
<p><b>Example:</b></p> <p><b>(Editing Guide: 6 capitals &amp; 5 punctuation)</b></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; width: 15%;">1 (or 4) 4</td> <td style="text-align: center; width: 15%;">4</td> <td style="text-align: center; width: 15%;">3</td> <td style="text-align: center; width: 15%;"></td> <td style="text-align: center; width: 15%;">5</td> <td style="text-align: center; width: 15%;">5</td> <td style="text-align: right; width: 15%;">(Rule numbers)</td> </tr> <tr> <td style="text-align: center;">M</td> <td style="text-align: center;">J</td> <td style="text-align: center;">C</td> <td style="text-align: center;">S</td> <td style="text-align: center;">D</td> <td style="text-align: center;">C</td> <td></td> </tr> </table> <p>1. mr. j. c. smith drove to denver, colorado.</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; width: 15%;">2</td> <td style="text-align: center; width: 15%;">1</td> <td style="text-align: center; width: 15%;">1</td> <td style="text-align: center; width: 15%;"></td> <td style="text-align: center; width: 15%;">3</td> <td style="text-align: center; width: 15%;">5</td> <td style="text-align: right; width: 15%;">(Rule numbers)</td> </tr> </table>	1 (or 4) 4	4	3		5	5	(Rule numbers)	M	J	C	S	D	C		2	1	1		3	5	(Rule numbers)
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