

English 2

Writing & Grammar

Teacher's Edition

Third Edition



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Teacher's Toolkit CD

Chapters 1–16

Instructional Aids
Instructional Aids Key
Review Pages
Review Pages Key
Write It Right Pages
Write It Right Pages Key

Rubrics

Writing Paper

Biblical Worldview Features

God created mankind to declare His glory. God has made each of us in His image (Gen. 1:26–27) and has called us to imitate Him by ruling over the world under His rule (Gen. 1:28). Language is one of the means God has given us for ruling over His world. With His Word, the Bible, God communicates His truth and love through written language.

God created people with the ability to communicate through language to glorify Him and to love and serve others. To communicate well, the students must develop their listening, speaking, reading, and writing skills. A Biblical Worldview recognizes these language skills as essential tools for producing God-honoring communication.

Lesson Focus
Indicates the emphasis of the lesson.

Introduction
Presents the main skills of the chapter and tells how God used the grammar or writing concept in His Word.

Chapter Focus
Reinforces the Biblical Worldview emphasis for the chapter.

Lesson 35

Lesson Focus
God uses nouns in the Bible to name people, places, and things.

Objectives

- Define a noun.
- Explain why learning about nouns is important for a Christian.
- Identify nouns in a sentence.
- Compare a noun to a person, place, or thing.

Teacher's Toolkit CD

- Instructional aids: Assessment Chart, Finding Nouns, Nouns: Nouns

Materials

- "Noun Song" (page 35)

Introduction

- Read aloud to the chapter opener on Student page 68. Point out that the title of the chapter is "Nouns."
- Read the question and the Biblical Worldview statement. Learning about nouns is important for Christians because they help us identify people, places, and things that God has made in His Word.
- Teach the "Noun Song."
- Use the Illustration at the top of the page that illustrates the concept of nouns.
- Invite the students to listen for the nouns as they sing the song again.

Teach for Understanding

In this lesson you will learn what a noun is and identify it as a person, place, or thing. You will be able to find nouns in sentences.

- Display the Illustration of a woman on Student page 68 and read it aloud.
- A noun names a person, place, or thing.
- Point students to the pictures and explain on Student page 68 and explain that these words are nouns.
- Display Finding Nouns.
- Each noun can be identified as a person, place, or thing.
- Invite students to write each noun in the correct column. In the next step a person, place, or thing? **Stop!** Always use the complete set of steps: read, think, say, and write. Always get the complete set of steps because this is the way to learn. The word **stop** can also include **write, identify, and name**. There are many words that are nouns.

Chapter 4

Introduction

A word that names a person, place, or thing is classified as a noun. Nouns can be used in the subject part of a sentence to tell who or what the sentence is about. Nouns can also be used to add details to the action part of a sentence.

God uses nouns in sentences in the Bible. Names for God help us understand who God is. God tells us that the name of Jesus is above every other name (John 1:1 and John 1:9). God also uses names to tell about all His creation.

A Christian can identify God by using names to tell about names for God and to name what God created.

In this chapter students will learn to use the singular and plural forms of regular nouns and identify irregular nouns. Students will also learn to distinguish between countable and uncountable nouns. The focus on proper nouns in this chapter includes names for God.

Chapter Focus

A Christian can identify God by using names to tell about names for God and to name what God created. We can show love to the way we use the names of others.

Overview

Lesson	Materials	Content	Focus
35	35-37	Nouns	noun
36	37-39	Comparing Nouns	comparing words
37	39-40	Adding -s and -es to Nouns	singular/plural
38	41-42	Plural Nouns That Change Spelling	plural nouns
39	43-44	Plurals	plural nouns
40	45-46	Common and Proper Nouns	specific information about nouns
41	47-48	Common in a Sentence	nouns in sentences
42	49-50	Plurals	plural nouns
43	51-52	Chapter Activities	
44	53-54	Chapter Review	
45	55-57	Comparative Reader Journal	

Visit www.pearson.com/teachers for links to enhance the lessons.

Biblical Worldview
Engages students by focusing on the chapter question and Biblical Worldview statement.

Grammar Chapter Features

Teacher-guided activities allow the teacher to formatively assess the students' understanding and prepare them to work independently.

The teaching box may be used for instruction or review.

Teacher's Toolkit CD
Determines the Instructional Aids and Review pages corresponding to the lesson.

Introduction & Review
Generates interest with a discussion or activity to introduce a new skill or review skills from previous lessons.

Teach for Understanding
Evaluates the students' understanding of concepts through questions or discussion.

This introduction provides a statement of purpose for the lesson.

Lesson
71

Worksheet pages 145–46

Lesson Focus
Proper nouns are used to name specific people, places, and things and are always capitalized. Common nouns are used when writing out dates. Periods are used when writing initials.

Objectives

- Write common nouns correctly in dates
- Use capitalization for names including the titles of people, months, days of the week, and holidays
- Use capitalization and punctuation when writing initials

Teacher's Toolkit CD

- Instructional Aids: *Common and Proper Noun Cards, Calendar Pages, Title and Initial*
- Review: *Now Capitalizing*

Materials

- A calendar

Introduction & Review

What is the definition of a noun? A noun names a person, place, or thing.
What are the two kinds of nouns? Common nouns and proper nouns.
What have you learned about proper nouns? They name a specific person, place, or thing; they always begin with a capital letter.
Where do common and proper nouns appear in a sentence? anywhere.

- Give each student a card prepared from *Common and Proper Noun Cards*. Explain that the students will have two minutes to match their cards: a common noun with a proper noun. There should be an equal number of each distributed so that there will be equal pairs. Direct the students to stand beside one another and display the pairs of cards at the end of two minutes. Review the pairs aloud by asking each to read his card.

Teach for Understanding

In this lesson you will use proper nouns for naming people with special titles and for words on a calendar. You will also learn to write initials.

- Invite the students to say the days of the week in order and stand when the name for the current day is said. Encourage correct pronunciation to aid in the spelling of these words.
- Bring together the months of the year in order and encourage the students to stand when their birthday month is said.
- Display sentences 1–5 on *Calendar Pages*. Invite students to use the proofreading mark for capital letters to indicate the letters that should be capitalized.

140 • Lesson 71

English 2

More Capitalizing

Title	Calendar	Initial	Holiday
<small>Write the underlined part correctly.</small>			
1. My friend met by <u>l. brown</u> & <u>C. brown</u> .			
2. The game was played on <u>jan. 6, 2011</u> . <u>Kevin Carter</u> .			
3. Chase was born on <u>october day</u> . <u>William Fox</u> .			
4. <u>grace</u> you write as a doctor. <u>David Lee</u> .			
<small>Use CD to match the capitalization with the underlines.</small>			
5. <u>you</u> <u>just</u> arrived <u>last</u> .			
6. <u>joey</u> <u>like</u> went with Paul on a trip.			
7. I was born on <u>christmas day</u> .			
8. <u>king j</u> Wilson sang about <u>blues</u> on <u>garden</u> .			
<small>Use with a friend and compare the following sentences to the one you circled your friend.</small>			
9. My friend <u>john</u> <u>smith</u> <u>last</u> <u>christmas</u> was born on <u>March</u> <u>Day</u> <u>Two</u> .			

English 2 Chapter 10: Review, Lesson 71 • 140

- Display a calendar page.
When you look at the calendar, you see that every day of the month has a number. When we put the month, the number of the day, and the year together we form the date.
- Choose a student to write today's date.
- Explain that when the date is written out, it is necessary to place a comma after the number of the day and before the year. Model this by displaying today's date. Write out the month without abbreviating.
- Display sentences 4–7, inviting volunteers to mark the capital letters and punctuation that are missing.
Other calendar words that are capitalized are holidays.
- Invite students to identify their favorite holiday. List the holidays, demonstrating the use of capital letters.
- Explain that when a holiday includes the word *day* as part of its name, such as Christmas Day and Thanksgiving Day, both words are capitalized.
- Display sentences 8–10, inviting volunteers to mark the missing capitalization.
Capital letters are also used with special titles that people know. Many of you call your moms and dads by their special titles. A Christian should show respect for a person in the way he says the name and by writing it correctly.

Independent activities provide practice and the opportunity to assess the students' understanding of the lesson concepts. Orange bullets identify activities corresponding to the current lesson. Green bullets identify review activities.

"Look for . . ." boxes promote recall or self-assessment of concepts.

Write the underlined part correctly.

10. Grandpa Wilb got on a puppy on May 1, 2007.
Big C City

11. The puppy bark at grandpa Wilb.
Excitable

12. I, a puppy show out of the puppy.
I C am

Use all lowercase capital letters to write the underlined words.

13. Iyla started just gay to the city.
the name is Amy J. get

14. Amy moved to the city after graduating grad.

Write the proper form of the underlined nouns.

16. Samy planted the flowers for Aunt Ken.
friend

17. Mena buys the cake pieces.
mother

18. Joseph helped for father and brothers.

Lesson 71


Worktext

- Read the directions and guide the completion of numbers 1-8.

Writing, Listening, and Speaking

- Guide completion of number 9. Allow students to read their sentence to introduce each other.
- Explain that proper nouns are found in Scriptures. Review selected passages of Scriptures that deal with the people mentioned in numbers 5-8: 2 Samuel 5:3-4, Acts 27:2-4, Luke 3:7, Timothy 3:9.
- Read the directions and direct the students to complete numbers 10-18 independently. Remind them to use the "Look for . . ." box to guide them. Provide assistance as needed.

Review



Differentiated Learning

To review nouns, say a common noun and invite a volunteer to show a proper noun it represents. An alternative activity is to say a proper noun and invite a volunteer to identify whether it is a person, place, or thing.

In learning about proper nouns, some students may need extra help understanding how their language and culture differs from English and American culture. In some languages, days of the week are not capitalized. Some students have more than one middle name, and their mother's maiden name is often considered part of their legal name. American holidays may be unfamiliar to some students. Display pictures as you discuss each holiday to bring understanding of the day's purpose.

To build on the holiday theme, provide each student with a copy of the names of the months. As a pair-share activity, invite the groups to write a recognized holiday next to each month. Encourage students to capitalize the proper nouns correctly. When the activity is finished, allow the groups to share the holidays that they identified. Groups may each be given a calendar for reference that will assist them in identifying and spelling a holiday for each month.

Chapter 7: More Nouns Lesson 71 • 141

Encourages students to apply what they learn about grammar in teacher-guided writing, listening, and speaking activities.

Review
This page from the Teacher's Toolkit CD is for student practice, review, or assessment.

Promotes higher-level thinking skills. Questions marked with a gear icon require students to synthesize, analyze, or evaluate in order to provide an answer.

Differentiated Learning
Ideas from Differentiated Learning can be used to adapt lessons with alternative activities that may reinforce concepts, help the struggling student, or challenge the advanced student.

Writing Chapter Features

Materials and Preparation

Identifies materials to collect or prepare for the lesson.

The teaching box guides students through terms and writing models as they follow the Writing Process.

Writing Process Chart

Promotes success in writing development as students follow each step.

Lesson 109 Chapter 10 Assessment
Worktext pages 221, 223

Lesson Focus
A writer uses the Publish step to write a final copy of his letter before mailing it.

Objectives

- Explain the purpose of publishing
- Write a neat copy of the thank-you letter
- Use a checklist to guide self-assessment

Teacher's Toolkit CD

- Instructional Aid: Friendly Letter Rules
- Write It Right: *Personae*

Materials

- Prepared thank-you letters for each student
- A hat and bag to role-play a mail carrier

This lesson uses each student's proofread letter from Lessons 106–7 and published envelope from Lesson 108.

Introduction & Review

- Discuss the joy of receiving a letter. Role-play a mail carrier as you distribute the thank-you letters you have written to each student.
- Guide a discussion about publishing.
 - What do writers do for the Publish step? Write a final copy, show what they have written with others.
 - How should you publish a thank-you letter? Write a final copy with good handwriting and mail the letter to the person to whom you wrote.

Teach for Understanding

In this lesson you will write the final copy of your thank-you letter.

- Instruct the students to check off Publish on the Writing Process chart on Worktext page 221.
- Read aloud the information about the Publish step in the teaching box. Explain that the final copy is written only after the Revise and Proofread steps have been done.
- Direct attention to the sentence about Joel and the final copy of Joel's letter. Select a student to read each part of the letter.
- Point out that when a final copy is written, all the corrections from the Proofread step are written correctly.
- Encourage the students to finish the job well as they complete the final copy of their letter.

As you copy your letter, think about your handwriting, where to put each part of the letter, and how to write each of the corrections you made.

Letter: Publish

Publish Write a final copy to share with others.

Last step published to letter by mailing it to its recipients.

Writing Process

- Plan
- Draft
- Revise
- Edit
- Publish

February 1, 2017

Dear Grandma and Grandpa,

Thank you for the money and help. It is just the right amount for me. I ride it fast on the Wheeland Trail. Can you watch me ride if when you come for a visit?

Love,
Joel

English 2

Introduction & Review

Begins the lesson with guided questions, an activity that introduces the writing, or a review of the Writing Process.

Evaluates student understanding of different types of writing and writing stages by asking questions and discussing examples.

Teach for Understanding

Integrates the Worktext pages into the writing instruction.

Paper is provided for different steps of each writing project.

Write It Right

This page from the Teacher's Toolkit CD reinforces writing skills with grammar.

Lesson 109

Write It Right

Differentiated Learning

Copy the published letters and place them in the students' writing portfolios. These folders will be added to throughout the year as writing projects are published. The folders can be presented to the students at the end of the year so that they can enjoy the progression of their writing.

- Encourage the students to stop after they have copied each part of the letter in each sentence to check that they have copied correctly to that point.
- Explain marking conventions made on the final copy if they have made a mistake. Assess the students as needed.
- Guide the students in checking the final copy with questions such as the following:
Did you write each letter part in the right place?
Do you have capital letters for sentences and for proper nouns?
Do you have periods for abbreviations and end punctuation marks?
Do you have the three commas used in a letter?
- Distribute each student's envelope along with a stamp.
- Demonstrate folding and inserting the letter properly.

Assessment

- Assess the letter with the Friendly Letter Rubric. (Note: The envelope will not be assessed.) It is not expected that each student's published letter will be free of errors.
- After assessing, return the letters for the students to mail.

Chapter 10: Writing a Friendly Letter

Lesson 109 • 213

Assessment

The rubric is used as the chapter assessment.

Lesson 1

Worktext pages 1-2

Words and Sentences

Chapter 1

Lesson Focus

God has given people the ability to use words in four ways: listening, speaking, reading, and writing.

Objectives

- Locate the Worktext title, Contents page, and Handbook.
- Understand that God created language and gave people the ability to use language.
- Identify and give examples of the four language skills.

Teacher's Toolkit CD

- Instructional Aids: *Assessment Chart*; *Language Skills Cards*

Preparation of Instructional Aids may vary according to the method of presentation and interaction.



Introduction

- Direct attention to the cover of the Worktext. Read the title.
There are three words in this title that help you know what you will learn when you use this Worktext. The first word is *English*. *English is a language.*
- Invite students to tell what they think a language is. Conclude that language is the way we say and write words.
Next is the word *Writing*. What do you think you will learn about writing?
- Encourage the students to discuss what they know about writing.
The last word is *Grammar*. When you learn grammar, you learn the patterns and rules for grouping words to make good sentences and paragraphs. Every language has its own grammar. You will learn the grammar for the English language.
- Direct attention to the Contents page. Build excitement for the chapter titles.
What do the chapter titles tell you? *what each chapter is about*
What does the number tell you? *the page number where the chapter starts*
What do you think you will do in Chapter 10? *write a letter*
Which chapter begins on page 69? *"Nouns"*
- Point out the second heading on the Contents page. Explain that there are sections at the back of the Worktext that the students will reference throughout the year.
What page does the Handbook begin on? *356*

• Why are words important?

God uses words to tell us His truth and His love. God has given people the ability to use words to tell their thoughts and feelings. You speak or write words to tell someone something. You can tell someone they did a good job.

This shows love. You can read or listen to what someone wants to tell you. You can listen to the Word of God which tells you how to please Him. This is listening to the truth. You use words in sentences.



What section begins on page 356? *the Dictionary*

- Explain that the Dictionary tells the meaning of words. It also helps you know the correct spelling of words.
- Take time to describe several of the Handbook entries.

Teach for Understanding

In this lesson you will learn about four ways in which God has given us the ability to use words.

- Ask a volunteer to read the title of the first chapter on Worktext page 1.
- Read the question and paragraph aloud.
God created language. Each language uses words to tell information such as thoughts or feelings.
How are the children in the picture using language?
- Direct attention to page 2.
God has given people the ability to use words in four ways.

Lesson 1



What two actions might you do when someone else is telling something to you? **listen or read**

We receive or get information when we listen or read.

- Group together the words *listen* and *read*.
- Encourage students to give examples of the kinds of information they like to listen to, speak, read, or write about.

The *Assessment Chart* is provided with this chapter for teacher use. The assessment will aid in identifying students who need additional practice in a specific skill.

- Display the four *Language Skills Cards* in random order. As you complete the following activity, arrange the cards in order: listen, speak, read, write.
- Invite a student to read the first sentence on page 2.
What is one way we use words? **We listen to what others say.**
- Instruct the students to identify the children who are listening to someone speak. Direct them to circle the word *listen* in the sentence.
- Follow the same procedure as you complete the activity.
These four words tell us the actions we do when we use words in our language.
Which of these does a baby do first? **listen**
What does a child learn to do next? **speak**
- Continue with *read* and *write*.
- What two actions might you do when you are telling something to someone else? **speak or write**
We use words to send a message when we speak or write.
- Group together the words *speak* and *write*.

The gear icon indicates a higher-order question. These questions are based on information gathered from the lesson content but require some analysis, synthesis, or evaluation of the lesson content. Provide any prompts, scaffolding, or background as needed to guide the students to the answer.

Lesson 2

Worktext pages 3–4

Lesson Focus

The Bible is God's Word. God uses words and sentences to tell us His truth and His love. A sentence is a group of words that is a complete thought.

Objectives

- Affirm that God uses words to give us the message of His truth and His love
- Distinguish between complete and incomplete sentences
- Complete a sentence by using words in the right order
- Recognize that a sentence begins with a capital letter and ends with a punctuation mark (a period)

Teacher's Toolkit CD

- Instructional Aids: *Language Skills Cards*; *Word Order Cards*; *Words and Sentences*
- Review: *Words & Sentences*



Introduction & Review

- Ask questions such as the following to review the previous lesson.
Who gave you the ability to use words? **God**
What are the four ways you can use words? **listen, speak, read, write**
- Write the word *message* for display.
A message is something one person wants to tell another.
- Display the *Language Skills Cards* used in Lesson 1 in random order.
Which of these do you do in order to tell or send a message to someone? **speak, write**
Which do you do in order to get or receive a message from someone? **listen, read**
What has God given us that tells His message of truth and love? **the Bible**
God's words are always true.
- Read Psalm 119:89.
God tells us that His Word is eternal. It will last forever. We know we can trust that the words God tells us will always be true.

Teach for Understanding

In this lesson you will learn how to know whether a group of words is a sentence.

- Display the *Word Order Cards* in a row in random order. Read the words together.
- **Is this a sentence? no** How do you know? **It does not make sense. The words are out of order.**

Words & Sentences

A **sentence** is a group of words that is a complete thought.

This is a sentence.
Frogs swim in the pond.

This is not a sentence.
Lives in the pond.

- Write the word that best completes each sentence about how people use words.

listens reads speaks writes

1. Luke reads a book.
2. Ava speaks to Mom.
3. Ella writes a letter.
4. Ryan listens to a story.



- Mark the group of words if it is a sentence.

- 5. Ducks eat fish.
- 6. Bees buzz in the hive.
- 7. Made a nest.

- Write the words to complete each sentence.

8. The frogs croak loudly. **frogs | croak**
9. The ducks sleep. **sleep | ducks**

English 2

Chapter 1: Words and Sentences, Lesson 2 • 3

- Guide the students in rearranging the word cards so that they tell a complete thought. Emphasize that the group of words is now a sentence because the word order makes sense and there is a complete thought.
- Display 1–4 on *Words and Sentences*.
- Ask a student to read number 1 aloud.
Does this group of words make sense? **yes**
What do the frogs do? **jump in the pond**
What is this sentence about? **frogs**
We can group words together to tell someone a thought or an idea. A group of words that is a complete thought is called a sentence.
- Invite a volunteer to mark the circle next to number 1 because it is a sentence.
- Ask a student to read number 2 aloud.
Is this group of words a complete thought? **no** Why? **We do not know who or what swims fast.**
- Follow the same procedure for numbers 3–4.
- Read aloud the explanation and the samples in the teaching box.
- **How will we know whether a group of words is a sentence? It will be a complete thought.**
- Ask a student to read aloud the first sample.

- Write words to complete each sentence. Read your sentences to someone.

10. _____ grows in a garden.

11. The farmer _____.

- Mark the group of words if it is a sentence.

- 12. Dad plants seeds.
- 13. Pulling weeds.
- 14. Large gardens.
- 15. The corn grows tall.



- Write the words to complete each sentence.

16. God _____ made _____ plants. made God

17. People _____ eat _____ fruit. People eat

18. Dan _____ picks _____ red apples. picks Dan

19. Ann _____ washes _____ the fruit. washes Ann



Worktext

- Read the directions and guide completion of numbers 1–9. Model the thinking process the students need to use to complete the activities. (Note: Both sides of the Worktext pages should be teacher guided throughout Chapter 1 as the students transition to independent work.)

Writing and Speaking

- Discuss the directions for numbers 10–11. Create a word bank as students dictate words that could complete the sentences. Allow time for the students to write. Invite students to read aloud their sentences.
- Read the directions and guide completion of numbers 12–19.

Review

Listening, speaking, and writing skills activities are highlighted throughout.



Review pages on the Teacher's Toolkit CD are provided for additional practice.

This group of words is a sentence. How do you know? It is a complete thought.

- Direct attention to the second sample. Encourage each student to pair-share with the student sitting next to him. Instruct them to ask and answer the following question.

This group of words is not a sentence. How do you know? It doesn't make sense; it doesn't tell enough; it doesn't tell what lives in the pond.

- Invite each pair to share their answer.
- Point out that each of the sentences at the bottom of the page has two missing words.

The two missing words are beside each sentence. You will need to put the words in the right place so that the sentence will make a complete thought.

- Instruct the students to read number 5 silently and decide where the two words should go.

What do you do to the first word in a sentence? *capitalize the first letter*
Which word should go in the first blank? *fish*
Which should go in the second blank? *swim*

- Choose a volunteer to read the sentence aloud.
- Guide students to recognize the period at the end of the sentence.
- Follow the same procedure for numbers 6–7.