

Chapter 1

How do we know what we know?

Lesson 1 Objectives

- 1.1 Define the term *perception*. **BWS**
- 1.2 Define *noun*.
- 1.3 Define *verb*.
- 1.4 Identify nouns.
- 1.5 Identify verbs.

Biblical Worldview Shaping

- **Perception** (explain): Perception is what a person thinks he knows based on his limited understanding. (1.1)

Printed Resources

- Assessment: Lesson 1 Review
- Handbook: Verbs

Digital Resources

- Video: Noun Song
- Video: Verb Song

Overview

Nouns and verbs are the most important building blocks of a sentence.

Engage

Perception

Conduct a **visual analysis** of the illustration on Worktext page 1.

- **Do you enjoy mazes?**
- **Have you ever been to a corn maze?**
- **What makes mazes tricky?** All the different pathways and barriers make it hard to see which way is the right way to go.

Explain that in this chapter, the students will be learning about how we know what we know. Point out that not everything we think is true is actually true.

Guide a **discussion** of the essential question on Worktext page 1.

- **How do we know what we know?**
Possible answers: observation through the five senses; from what the Bible says; from what an authority figure (pastor, parent, teacher, expert) tells us

Essential Questions: The essential question in the grammar chapters of the textbook will appear on each chapter test as an essay question.

Explain that *perception* is a word to describe how we know what we know.

Use a **dictionary drill** to introduce the definition of the term *perception*. Instruct the students to race to find the definition of *perception* in a child-friendly print or digital dictionary.

Pair students for a **Turn and Talk** to reinforce the definition of *perception*. Direct the students to use their own words to explain the definition of *perception* to their partners.

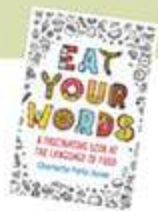
Perception: Instruction on the Perception theme in Chapter 1 is intended to lay a strong foundation for understanding what this term means and how Christians should think about this topic. Later chapters will explore connections between perception and language in more depth.

Mentor Text

Read aloud the mentor text excerpt from *Eat Your Words: A Fascinating Look at the Language of Food* by Charlotte Foltz Jones on Worktext page 2. Explain that the phrase “bread and butter” can refer to a person’s way of earning money for basic needs. It can also refer to things or events that are everyday and ordinary. Guide the students to notice that not everything about the name “bread and butter pickles” is what it seems, because bread and butter pickles are not bread-flavored. Remind the class of the earlier discussion about perception and that not all our first impressions are correct.

Mentor Text

Excerpt from *Eat Your Words: A Fascinating Look at the Language of Food* by Charlotte Foltz Jones



Bread and Butter Pickles

Dill pickles are flavored with dill. Sweet pickles are sweetened with sugar. Watermelon pickles are made from watermelon rind. So, are bread and butter pickles made from bread and butter?

Actually, no.

Sometime around 1900, a homemaker (some say her name was Mrs. Fanning) made jars and jars of sweet pickles using her own special recipe. She had more than her family could eat, so she opened a roadside stand and sold her pickles to passersby. She called them bread and butter pickles, since the money she earned provided the family with bread and butter, as well as other necessities.

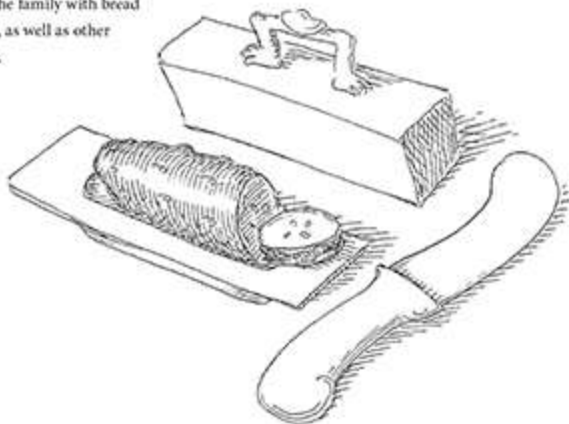


Illustration: © iStockphoto.com/17592103

Nouns and Verbs

A **noun** names a person, place, thing, or idea.

*Mr. Jones rode his motorcycle across America.
His new book describes his adventures.*

A **verb** tells what something does or is.

*Mr. Jones wrote the book last year.
A picture of his motorcycle is on the cover.*



Underline the nouns in the sentence.

1. Mom bakes bread every Saturday.
2. The whole family helps in the kitchen.
3. First, Grayson measures the ingredients.
4. Then Mom mixes the dough in a large bowl.
5. The dough must rise for several hours.
6. Later, Ava shapes the dough into round loaves.
7. Dad will wash the dishes while the bread is in the oven.

Underline the verb twice.

8. Thomas picked strawberries from the berry patch.
9. The berries were perfectly ripe.
10. Thomas's mother made strawberry jam that afternoon.
11. Homemade strawberry jam is Thomas's favorite biscuit topping.
12. Sometimes his mother also makes strawberry pie.
13. Thomas and his mother enjoy strawberry pie with whipped cream.

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Instruct

Nouns and Verbs

Show the video "Noun Song" to introduce this part of speech.

- **What is a noun?** A noun is a word that names a person, place, thing, or idea.

Show the video "Verb Song" to introduce this part of speech.

- **What is a verb?** A verb is a word that tells what something does or is.

Use **direct instruction** to review nouns and verbs.

Direct attention to Handbook page 372 to activate prior knowledge about verbs. Remind the students of the different types of verbs. Emphasize the lists of *be* verbs and sensory verbs that can act as linking verbs.

You may wish to encourage the students to memorize the lists of helping verbs, forms of *be*, and sensory verbs.

Read aloud the information about nouns and verbs from the teaching box on Worktext page 3. Point out the nouns and verbs from the example sentences.

Invite the students to **brainstorm** common examples of nouns and verbs.

Apply

Worktext

Provide **guided practice** using Worktext page 3, numbers 1–13.

Assign as **independent practice** Worktext page 4, numbers 14–27.

Assess

Nouns and Verbs

Assess **Worktext pages 3–4**. Ensure that each student can identify nouns and verbs.

For additional review, assign **Lesson 1 Review**.

Underline the nouns in the sentence.

14. Jayden and Camilla live on a farm.
15. Camilla feeds the chickens and collects eggs in the morning.
16. Jayden weeds and waters the garden.
17. Mr. Walker raises wheat in the fields.
18. The children enjoy riding the tractor with their father.
19. On the weekends, Mrs. Walker sells homemade bread at the market.
20. Many people want to buy fresh, healthy food from local farmers.

Underline the verb twice.

21. Chickens sit on their eggs for three weeks.
22. The mother hen turns the eggs regularly.
23. The hen's body keeps the eggs warm.
24. Each egg is full of food for the baby chick.
25. Adult chickens eat grains, insects, and seeds.
26. Chicken eggs are usually white or brown.
27. One type of chicken from South America lays blue eggs.



Illustration: iStockphoto.com/Stephanie Young/istock

Prepositions

A **prepositional phrase** begins with a preposition and ends with the object of the preposition.

A **preposition** shows the relationship between a noun or pronoun and other words in the sentence.

The noun or pronoun that comes after the preposition is called the **object of the preposition**.

The farmer planted barley in long rows across his field.

AfterSchoolHelp



Prepositions

Common Prepositions

about	at	by	inside	on	to
above	before	down	into	out	under
across	behind	for	near	outside	until
after	below	from	of	over	up
around	beside	in	off	through	with

Underline each preposition in the sentence.

1. Boaz, a landowner, gazed across his barley field.
2. At harvest time, reapers were hired.
3. Their job included putting the cut grain into bundles.
4. Reapers did not harvest the corners of the field.
5. The barley in the corners was left for the poor.

Circle each object of the preposition.

6. Ruth and her mother-in-law were widows with nothing.
7. Naomi sent Ruth to Boaz's field for grain.
8. Ruth gathered barley in the field and met Boaz.

Put parentheses around each prepositional phrase.

9. Ruth gathered barley (in Boaz's field.)
10. (At mealtime) Ruth sat (beside the reapers.)
11. Ruth worked (until dusk.)
12. Joyfully she walked (through the city.)
13. Naomi saw Ruth walking (with the full basket.)
14. She called Ruth (into the house.)

Chapter 1: Sentences

Lesson 2 5



Barley

Worktext
pages 5–6

2

Lesson 2 Objectives

- 2.1 Recall the definition of the term *perception*. **BWS**
- 2.2 Define *preposition*.
- 2.3 Identify prepositions.
- 2.4 Identify the object of a preposition.
- 2.5 Identify prepositional phrases.

Biblical Worldview Shaping

- **Perception** (recall): Remember that perception is what a person thinks he knows based on his limited understanding. (2.1)

Printed Resources

- Handbook: Prepositions
- Assessment: Lesson 2 Review

Digital Resources

- Video: Preposition Song
- AfterSchoolHelp.com: Prepositions

Materials

- Pennies

Preparation

- Hide the pennies around the classroom for the penny hunt game.

Overview

A preposition shows the relationship between its object and another word in the sentence.

Engage

Perception

Pair students for a **Turn and Teach** to review *perception*. Instruct the students to take turns defining the term in their own words.

As time allows, you may wish to choose one of the following **perception activities** to enrich and reinforce student understanding of the concept:

- Show an optical illusion.
- Hold a blindfolded food-tasting experiment.
- Conduct word studies of interesting vocabulary similar to the bread-and-butter pickles example.
- Guide an internet search about the moon illusion.

Instruct

Prepositions

Show the video "Preposition Song" to introduce this part of speech.

- **What is a preposition?** a word that shows the relationship between a noun or pronoun and other words in the sentence

Use **direct instruction** to explain prepositions. Read aloud the statements and examples from the teaching box on Handbook page 373 to explain prepositions. Go over the list of common prepositions from the Common Prepositions chart. Explain that there are many prepositions in the English language and that these are some of the prepositions that are most frequently used.

Play a **penny hunt game** for practice with prepositions.

1. Direct the students to hunt for pennies around the room. Each student should pick up one penny and remember where he or she found it.
2. While the students are hunting for pennies, write this sentence frame for display:
I found a penny _____.
3. After a few minutes, direct the students to return to their seats. Choose volunteers to complete the sentence by telling where they found pennies. Write the locations under the blank of the displayed sentence (*on the shelf, under the book, etc.*).
4. After the phrases are listed, point out the prepositions and objects of prepositions in each prepositional phrase on display.

Ephesians 4:32 tells us to be kind to others. Describe an act of kindness you have seen displayed at home or at school. Circle any prepositions that you use.

Ephesians 4:32

And be ye kind one to another, tenderhearted, forgiving one another, even as God for Christ's sake hath forgiven you.

15. _____

Underline each preposition in the sentence.

16. Boaz was a kinsman or relative of Ruth.
17. Boaz was kind to Ruth.
18. She could gather barley in his fields.
19. She worked with the women until evening.
20. They sifted the grain through a sieve.

Circle each object of the preposition.

21. Faithfully, Ruth returned home with the grain.
22. Ruth cared for Naomi because she loved her.
23. Boaz paid for the land.
24. After the land purchase Boaz married Ruth.

Put parentheses around each prepositional phrase.

25. Boaz also cared (for Naomi).
26. God blessed Boaz and Ruth (with a son) named Obed.
27. (Over the years) Obed brought great joy (to his family).
28. Obed became the grandfather (of David).
29. Boaz and Ruth were (in the family) of Christ.



Apply

Worktext

Provide **guided practice** using Worktext page 5, numbers 1–14.

Assign as **independent practice** Worktext page 6, numbers 15–29.

Illustration Style: Some students might be curious about the style of art in the family tree on Worktext page 6. Explain that the artist chose to use a minimalist style without defined facial features since people today do not know exactly how Jesus and His family looked.

Assess

Prepositions and Prepositional Phrases

Assess **Worktext** pages 5–6. Check for understanding of prepositions and prepositional phrases.

For additional review, assign **Lesson 2 Review**.

Practice

Match the sentence with the sentence type. Write the correct end punctuation mark.

- B 1. Have you been to Famous Apples in the fall? ?
D 2. The leaves are absolutely gorgeous this time of the year! !
A 3. Sometimes the weather can be chilly. .
C 4. Plan to take a sweater or a jacket. ,

- A declarative
B interrogative
C imperative
D exclamatory

Make a compound subject or predicate by combining the sentences. Use the conjunction *and* or *or*.

5. Apple butter can be purchased at the orchard. Apple pies can be purchased at the orchard.
Apple butter or apple pies can be purchased at the orchard.
6. Our family devours the hot apple cider donuts. Our family sips on the hot cider.
Our family devours the hot apple cider donuts and sips on the hot cider.

Write *S* if the sentence is a simple sentence. Write *C* if the sentence is a compound sentence.

- S 7. The orchard offers other activities for a family to do.
C 8. Sometimes they offer hayrides, and sometimes they offer cooking lessons.
C 9. Ducks can be seen swimming in the orchard pond, or peacocks can be seen spreading their feathers.
S 10. You can venture through the pumpkin patches and even buy a carved pumpkin.

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Worktext
pages 25–26

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Lesson 12 Objectives

- 12.1 List antonyms for the term *perception*. **BWS**
- 12.2 Review and apply understanding of types of sentences, compound subjects and predicates, simple and compound sentences, and comma rules.

Biblical Worldview Shaping

- Perception** (explain): Perception is subjective, and therefore it is different from truth, fact, or reality. Perception is informed, and it is different from ignorance. (12.1)

Printed Resources

- Instructional Aid 5: Word Web
- Assessment: Quiz 2

Materials

- Short stories and chapter books familiar to the students

Overview

Review concepts from Lessons 7–11.

Engage

Punctuation

Administer **Quiz 2** to assess student knowledge of end punctuation and comma rules. After collecting the quizzes, provide immediate feedback by displaying the answer key and talking about the correct answers.

Apply

Perception

Pair students for a **brainstorming activity**. Instruct each pair to think of at least one antonym for the term *perception*. You may wish to allow the students to use a dictionary or thesaurus for this activity.

Guide the class in completing a **word web** of antonyms for the term *perception*. Display a copy of Instructional Aid 5, Word Web. Write the word *perception* in the center of the web. Call on pairs to share their antonyms. Fill in the word web with the words that the students provide. *Possible answers: ignorance, blindness, confusion, misunderstanding, fact, reality*

Compound Subjects, Predicates, and Sentences

Pair students for a **sentence hunt activity**. Direct each pair to choose a short story or a chapter book that is already familiar to them.

Sentence Hunt Activity: Having students use a short story or book they are familiar with for the sentence hunt activity will help them focus on finding examples instead of becoming distracted by reading through the information for the first time.

Instruct each pair to find examples of the following types of compounds and to write them on paper:

- Sentence with a compound subject
- Sentence with a compound predicate
- Compound sentence

At the end of the activity, assess student answers and select several student responses to read to the class.

Worktext

Assign as **independent practice** Worktext pages 25–26, numbers 1–16.

Assess

General Review

Assess **Worktext** pages 25–26. Check for understanding of types of sentences, compound subjects and predicates, simple and compound sentences, and comma rules.

Write a compound sentence using a comma and a conjunction. *Answers will vary.*

11. Dad and I helped Mom peel the apples. We also cut them all up.

Dad and I helped Mom peel the apples, and we also cut them all up.

12. I learned how to make applesauce. I like making the apple turnovers the best.

I learned how to make applesauce, but I like making the apple turnovers the best.

13. For dessert, we could choose to share a piece of warm apple pie. We could choose to eat a whole candied apple.

For dessert, we could choose to share a piece of warm apple pie, or we could choose to eat a whole candied apple.

Mark the sentence that uses commas correctly.

14. On our kitchen pantry shelves, Mom has stocked many jars of applesauce and canned apples for future apple pies.
 On our kitchen pantry shelves Mom has stocked many jars of applesauce and canned apples for future apple pies.
15. Eating the hot apple cider donuts, sipping the cider, and feasting on the hot apple pie were my favorite memories.
 Eating the hot apple cider donuts sipping the cider and feasting on the hot apple pie were my favorite memories.
16. Famous Apples the apple orchard will definitely be a place we will visit again.
 Famous Apples, the apple orchard, will definitely be a place we will visit again.



Chapter 1 Review

Match the underlined word or words with the correct term.

- F 1. Austin has a new pair of roller skates.
- A 2. He skates every day after school.
- D 3. His mom reminds him about his helmet.
- G 4. Oh, he went down the hill faster than all the other boys!
- E 5. Austin's friend James is saving his money for a new bicycle.
- B 6. James, Cameron, and Austin meet at the track every Saturday.
- C 7. The boys race around the track until lunchtime.

Add a prepositional phrase to expand the sentence.

8. The family ate lunch.

Write *S* if the group of words is a sentence. Write *F* if the group of words is a fragment.

- S 9. We planted an herb garden.
- F 10. Used glass jars for the plants.
- F 11. Gets plenty of sunlight on the windowsill.
- S 12. Amanda watered the plants this morning.
- F 13. Until the seeds sprout.

Rewrite the fragment as a complete sentence.

14. Amanda and her sister.

15. Carefully fills the watering can.

- A** preposition
B prepositional phrase
C simple subject
D simple predicate
E complete subject
F complete predicate
G interjection

Lesson 13 Objectives

- **13.1** Create an illustration to represent the term *perception*. **BWS**
- **13.2** Write a caption to explain the illustration. **BWS**
- **13.3** Review and apply understanding of nouns, verbs, prepositions, subjects, predicates, sentences, fragments, types of sentences, compound subjects and predicates, simple and compound sentences, and comma rules.

Biblical Worldview Shaping

- **Perception** (explain): Visualizing the concept of perception can increase understanding. (13.1)
- **Perception** (explain): Describing perception in one's own words demonstrates comprehension. (13.2)

Printed Resource

- Assessment: Lesson 13 Review

Materials

- Short stories and chapter books familiar to the students

Overview

Review concepts from Lessons 1–12.

Engage

Perception

Invite the students to create a **vocabulary illustration** of the term *perception*. Instruct them to draw a picture that shows what the term means. When the students are finished drawing, instruct them to add a caption to explain the picture. Display student work around the classroom.

13, 14

Apply

Sentences

Pair students for a **sentence hunt activity**. Direct each pair to choose a short story or a chapter book that is already familiar to them. Direct each pair to find examples of the following types of sentences and to write them on paper:

- Interrogative
- Imperative
- Declarative
- Exclamatory

At the end of the activity, assess student answers and select several student responses to read to the class.

Sentences and Fragments

Use **hand signals** to review sentences and fragments. Read aloud the sentences and fragments below. Direct the students to give a thumbs-up if the group of words is a sentence or a thumbs-down if the group of words is a fragment.

1. *The Venus fly trap is an unusual plant.* **sentence**
2. *Learned about it in science class.* **fragment**
3. *Flies and other small insects.* **fragment**
4. *Lillian has never seen one.* **sentence**
5. *Although it grows on the coast.* **fragment**

Comma Rules

Display the **anchor chart** from Lesson 11 and review the comma rules with the class.

Worktext

Assign as **independent practice** Worktext pages 27–28, numbers 1–29.

Assess

General Review

Assess **Worktext pages 27–28**. Check for understanding of nouns, verbs, prepositions, subjects, predicates, sentences, fragments, types of sentences, compound subjects and predicates, simple and compound sentences, and comma rules.

For additional review, assign **Lesson 13 Review**.

Match the sentence with the sentence type.

D 16. Popcorn balls are a delicious treat in the winter!

B 17. Did you wash your hands?

A 18. The butter, sugar, and syrup need to simmer together on the stove.

C 19. Add the popcorn to your mixture and shape a popcorn ball.

Make a compound subject or predicate by combining the sentences. Use the conjunction *and* or *or*.

20. Avery is taking a pottery class. Michael is taking a pottery class.

Avery and Michael are taking a pottery class.

21. The students shape the clay. The students wait for it to dry.

The students shape the clay and wait for it to dry.

Write **S** if the sentence is a simple sentence. Write **C** if the sentence is a compound sentence.

C 22. Bitter almonds are poisonous, but sweet almonds are a healthy food.

S 23. Almond milk and almond butter are made from almonds.

C 24. Some people are allergic to cow's milk, but they can drink almond milk.

S 25. People with wheat allergies can use almond flour.

Write a compound sentence using a comma and a conjunction. *Answers will vary.*

26. My church is having a special meal. Everyone will bring food.

My church is having a special meal, and everyone will bring food.

27. Mom will make a cake. She will make oatmeal cookies.

Mom will make a cake, or she will make oatmeal cookies.

Mark the sentence that uses commas correctly.

28. The school library is open on Mondays Tuesdays, and Thursdays.

The school library is open on Mondays, Tuesdays, and Thursdays.

29. The librarian, Mrs. Lee, is very helpful.

The librarian Mrs. Lee is very helpful.

- A declarative
- B interrogative
- C imperative
- D exclamatory

Lesson 14 Objective

- 14.1 Apply skills presented in Chapter 1 by taking the test.

Printed Resource

- Assessment: Chapter 1 Test

Digital Resource

- ExamView: Chapter 1 test bank

Assess

Summative Assessment

Administer **Chapter 1 Test**.

Journal



Write about a time when your perception turned out to be wrong. Use complete sentences.

Worktext page 29

15

and it is difficult to see which pathway is the right one

- **How is a maze a good example of perception?** A maze reminds us that sometimes our perceptions are not right. We may think we know the right way to go, but sometimes we guess wrong.

Remind the students that our perceptions (what we see, hear, smell, taste, and feel and the things we think we know) can trick us. Wrong perceptions can cause big or small problems because they conflict with what is objectively true and real. Explain that God has given us our perceptions as tools to help us in life, but that Christians should remember not to place too much trust in them. God has given us many wonderful ways to learn about and understand the world, but because of the Fall we cannot perceive it all perfectly. Only God and the Bible are totally trustworthy.

Guide a **journal activity**. Read and talk about the writing prompt on Worktext page 29.

Provide the following additional prompts and ideas to scaffold students in the activity:

- Wrong first impression of someone the first time you met
- Forgetting about Daylight Saving Time and coming to church early or late
- Not resetting your watch when traveling and changing time zones
- Mistaking a mannequin, statue, or life-size poster for a real person

Remind the students to use complete sentences as they write the journal entry. When the students are finished writing, call on volunteers to read their journal entries to the class. Invite the students to point out the incorrect perceptions and any negative consequences that they wrote about in their journal entries.

Assess

Journal

Assess **Worktext page 29**. Check for understanding of the concept that perceptions can be incorrect.

Lesson 15 Objective

- **15.1** Describe a personal experience that involved an incorrect perception. **BWS**

Biblical Worldview Shaping

- **Perception** (evaluate): Limited knowledge will sometimes lead to false conclusions. These perceptions can lead to negative consequences because they conflict with objective truth. (15.1)

Digital Resource

- Video: Perception

Overview

Incorrect perceptions are part of life. A Christian should not place too much trust in perceptions.

Engage

Journal

Explain that every chapter will end with a journal or reflection activity. These activities are an opportunity for the students to practice their skills and think about what they have learned in the chapter.

Show the **video** "Perception" to introduce the lesson.

Conduct a **visual analysis** of the illustration at the top of Worktext page 29 using the following discussion questions:

- **What is happening in this picture?**
The children are trying to find their way through the corn maze.
- **Why is it easy to get lost in a maze?**
because mazes are supposed to be tricky