



Teacher Edition

Third Edition

Part 1



Product Objectives

- Apply English conventions in oral and written communication.
- Write opinion pieces, informative texts, narratives, and poetry using the writing process.
- Develop skills in digital and visual literacy.
- Use collaboration and research skills to enhance the writing process.
- Present ideas in spoken, written, and visual forms.
- Apply biblical worldview themes on communication (Personality, Perception, Precision, and Pleasure) to writing, listening, and speaking.

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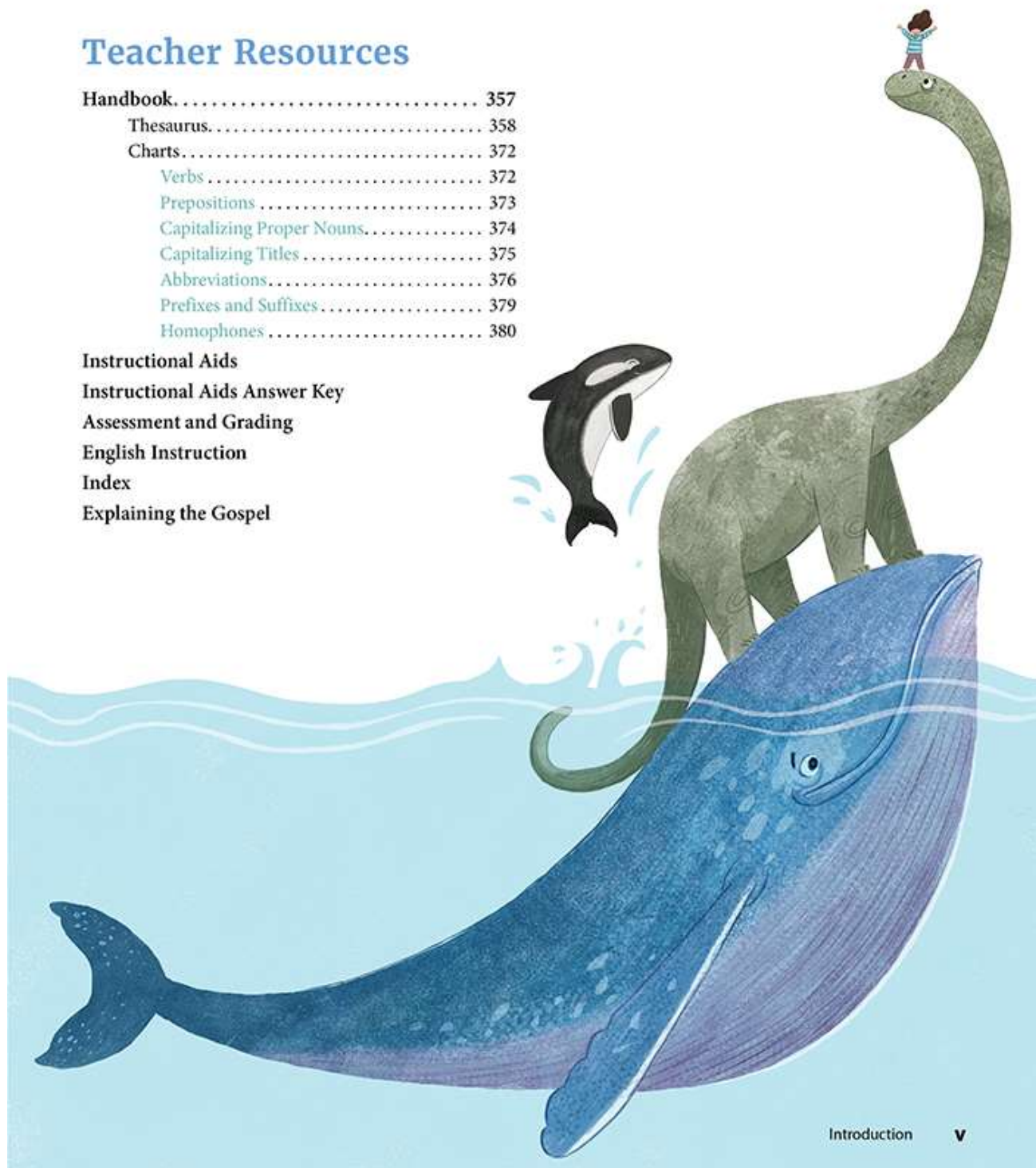
Instructional Aids Answer Key

Assessment and Grading

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Explaining the Gospel



Biblical Worldview Shaping in *ENGLISH 5*

Imagine a world with no words. Even the most basic collaborative tasks would be difficult. Babel is proof of this reality: People with incredible potential quickly abandoned their plans once they could no longer use language to communicate with each other (Gen. 11:6–9).

God's first commandment to humanity was for them to have dominion over the earth (Gen. 1:28). Language is a useful tool that God has graciously supplied to help people in this task. But language is just as dangerous as it is useful (James 3:5–9). This potential is what makes worldview instruction so important to English language arts. Students must learn to honor God and benefit others through their words. Throughout this course, students will recall, explain, evaluate, formulate, and apply the following four themes to that end:

Personality

Each person uniquely reflects the image of God to others in his or her use of language, but sinful expressions of personality bear false witness about God.

- *How can I express myself in a godly way?*
- *How can writing in my own style help me show love for others?*

Chapter 4	Chapter 11	Chapter 12
E (3)	E, EV (2), F, A	E, EV, A



- R:** Recall biblical teaching
- E:** Explain biblical teaching
- EV:** Evaluate controversial concepts
- F:** Formulate a biblical understanding of a controversial concept
- A:** Apply a biblical understanding to life

Numbers in parentheses indicate how many times a level appears in a chapter (if more than once).

Perception

God provided people with the knowledge and wisdom needed to properly understand creation, but sin and its effects deformed man's view of reality. This is especially evident in writing and speech.

- *Does my understanding of this subject agree with biblical teaching?*
- *How can I help other people to better perceive truth through my use of language?*

Chapter 1	Chapter 5	Chapter 8	Chapter 10	Chapter 14
R, E (5), EV	E, EV (2)	E, EV (2)	E (2), EV	E (2), EV, A

Precision

Precision is exemplified by God, who always uses the words that best communicate His intended meaning. Though people were created to do the same, sin has hindered them in their ability and desire to be precise.

- *What is the best way to say what I mean?*
- *Why is it more important to be accurate than to win an argument or to impress others?*

Chapter 3	Chapter 6	Chapter 13
R, E (6), EV	E, EV (2), A (2)	E (3), EV, F

Pleasure

Creation was declared very good by its Creator, who found pleasure in His work. People were created to enjoy their work as well, including writing and speaking. Sin, however, adds difficulty and frustration to work. It also leads people to take pleasure in the wrong things or to enjoy good things in wrong ways.

- *How can I learn to enjoy writing?*
- *Can I find pleasure in work even when I'm frustrated?*

Chapter 2	Chapter 7	Chapter 9
E (3), EV	EV (2), F	E, EV (2), A (2)



Scan this code for further discussion of these themes.

Early in the course, students will primarily explain these themes. As the themes are repeated, students will evaluate ideas within them, formulate a biblical understanding of them, and apply what they have learned about these themes to real-life situations. High levels of internalization are expected whenever the students are required to apply their learning.

New to This Edition

If you have used previous editions of BJU Press *ENGLISH 5*, you may notice some changes made in the third edition.

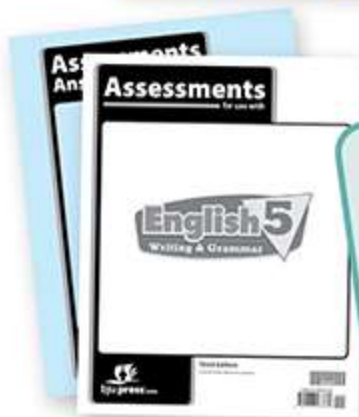


ENGLISH 5 includes many new and reorganized lessons in its fourteen chapters. This edition integrates Biblical Worldview Shaping into instruction, providing opportunities to apply critical thinking skills and make personal applications. Internet research activities, instruction on internet safety and reliability of sources, and other concepts and activities have been added to assist teachers in providing updated instruction and complying with accepted academic standards. For additional review, practice lessons have been added to the seven grammar chapters and the research skills chapter, and more time has been allotted for some of the projects in the six writing chapters.



In the *ENGLISH 5 Worktext*, opener pages appear at the beginning of each chapter with full-page art pieces for visual analysis, essential questions, and mentor texts. QR codes on Worktext pages link to AfterSchoolHelp.com for concept review and practice. Additional writing activities in the grammar chapters help students apply grammar concepts to their writing. Drafting guides, editing checklists, and proofreading checklists are now included in every writing chapter. Journal and Reflection pages have been added, and the Handbook has been updated with new and helpful charts.

The **Teacher Edition** now includes expanded Lesson Plan Overviews at the beginning of each chapter that list the objectives, resources, and assessments for each lesson. Teacher notes for each lesson are organized to follow the Teaching Cycle (Engage, Instruct, Apply, and Assess) and provide a variety of instructional strategies appropriate to the lesson flow. Peer conferences and teacher conferences have been included in every writing chapter. Instructional Aids referenced in the lessons appear at the back of the book and include updated writing rubrics to assist the teacher with grading; and Differentiated Instruction boxes (English Language Learners, Struggling Students, Advanced Students, and Enrichment) give suggestions for adapting instruction to the needs of students.



The *ENGLISH 5 Assessments* packet now includes both quizzes and chapter tests for the grammar and research skills chapters. Reviews and Write It Rights provide opportunities for review and formative assessment, replacing the Extra Practice and Keeping Up pages.

TeacherToolsOnline.com provides expanded digital resources, including new video content created by Press Digital and access to ExamView testing software with an editable test database.

Chapter Features

1 Chapter Opener Lesson

Engages the students by introducing the language or writing skill focus and biblical worldview theme for the chapter. Encourages critical thinking through the use of visual analysis.

2 Essential Question

Engages and focuses student interest on a big idea for the chapter.

3 Objectives

List the educational outcomes for each lesson and often include a Biblical Worldview Shaping (BWS) objective.

4 Biblical Worldview Shaping

Provides the opportunity to focus on a Bible passage or to apply biblical truth.

Chapter 12

How will you use your personality to make up writing meaningful?

Lesson 142 Objectives

- 142.1 Analyze a model of a personal narrative.
- 142.2 Identify textual elements that show writer personality (CC.2.2)
- 142.3 Define personal narrative.
- 142.4 Use all the definitions of first person point of view.
- 142.5 List possible topics for a personal narrative.

Biblical Worldview Shaping

Personality explained: God makes writers unique, which should be evident in their work (142.2)

Printed Resource

Assessment Lesson 142 Write a Night

Materials

- One index card for each student

Overview

A personal narrative relates an experience of the author.

Engage

Personality

Guide a visual analysis of the illustration on *Worship* page 291.

- What is happening in this picture?
- A boy with a telescope is looking through a telescope at the moon. Both can demand for being and can have a ongoing trip.
- How would you describe the location? Is it a mountain or a hill?
- Do you think they are enjoying themselves? Why? Or, because the picture is so interesting, and the boy looks very interested in what he sees.
- Do you think other people might find it interesting to hear about the boy's experience?

From one that the experience shows in the picture is something that he might write about later. Explain that a writer's personality can be seen in what he writes, what he writes about, and what he writes about. Can he be affected in the picture writing and make it interesting.

142-112 307

5 Mentor Texts

Integrate literary and informational text into the grammar and writing lessons.

142

Worksheet pages 291-94

Call attention to the essential question for the students and the main text and the student model, encourage them to think about different ways a writer might use first person point of view to make a piece of writing interesting.

Instruct

Mentor Text

Discuss the excerpt from Francis Bailey's *Worship: A Year for the King by Simon Berry* on Worksheet page 292.

- What do you find interesting about this excerpt?
- What can you learn from the excerpt about Francis Bailey's personality? He is a personable writer, who enjoys his spiritual, finds joy in the beauty of the outdoors and the hills, and lived in the Aden Heights as a 19th-century man. He lives in the garden at Haverock, where he has a garden path, and his garden is planted with plants, and he likes to sit and read up some.
- What can you learn about Francis Bailey's personality from the excerpt? Possible answer: actions of the characters, dialogue, vivid descriptions, sensory details, interesting words, details about Francis Bailey and what gives his personality.

Explain that God shaped Francis Bailey's personality in the way the content he read pointed the circumstances of his life, and he wrote more like this work. Call attention to the content at the end of the excerpt and explain that Francis Bailey writing in a first person point of view as he writing more than. Explain that in his own life of 42 years, he used his writing gifts to write about his own life and the Lord. Some of his favorite words are "Take My Life and Give It to Thee," "Like a Roman Soldier," "I Give Myself to Thee," and "What is on the Earth's Side?" You have the Lord and devotion to Him was evident in his writing. Writers can express their own personalities in ways that reflect God's truth, goodness, and beauty in their own words.

Mentor Text

Worship: A Year for the King by Simon Berry

What do you find interesting about this excerpt?

The author begins with a question: "What do you find interesting about this excerpt?" The author then asks, "What do you find interesting about this excerpt?" The author then asks, "What do you find interesting about this excerpt?"

Background Note

Genre

This is a personal narrative. Francis Bailey's *Worship: A Year for the King* is a collection of his writings and is a collection of his writings about his own life and the Lord. Francis Bailey's writing is a personal narrative. Francis Bailey's writing is a personal narrative. Francis Bailey's writing is a personal narrative.

Personal Narrative

Discuss the statements and student model on the following from on Worksheet page 293.

- Why do you think Francis Bailey chose to write in a first person point of view?
- What do you think is most interesting about this excerpt? Possible answer: It is a historical situation, has a happy ending, and includes descriptive and dialogue that makes the story come to life.

Discuss the paragraph in the Worksheet on Worksheet page 294 that describes first-person point of view.

- From whose point of view is the writing on page 291 written? Francis

Grammar Chapter Features

1 Teaching Boxes

Provide terms, definitions, rules for instruction, and example sentences for student reference.

2 QR Codes

Link students to AfterSchoolHelp.com for additional review and practice.

3 Instructional Aids

Enhance the lessons and provide opportunities to use technology to incorporate digital learning experiences. Allow the teacher to display definitions, sample sentences, and visuals. Provide opportunities for the teacher to explain and model skills.

Special Plurals

Review the rules for forming plural nouns.

1. **Most nouns ending in a vowel + s add s.**
 table tables
 apple apples

2. **Most nouns ending in a consonant + s add s or es.**
 job jobs
 dress dresses
 city cities
 grass grasses
 box boxes

3. **The nouns mouse and fish do not change spelling.**
 mouse mice
 fish fish

4. **Some nouns ending in a vowel + y add s and drop the y.**
 boy boys
 day days
 city cities
 family families

5. **Some nouns ending in a consonant + y add s and drop the y.**
 city cities
 family families
 baby babies
 lady ladies

6. **Some nouns ending in a vowel + y add s.**
 key keys
 eye eyes
 day days
 family families

7. **Some nouns ending in a consonant + y add s and drop the y.**
 city cities
 family families
 baby babies
 lady ladies

8. **Some nouns ending in a vowel + y add s.**
 key keys
 eye eyes
 day days
 family families

9. **Some nouns ending in a consonant + y add s and drop the y.**
 city cities
 family families
 baby babies
 lady ladies

10. **Some nouns ending in a vowel + y add s.**
 key keys
 eye eyes
 day days
 family families

11. **Some nouns ending in a consonant + y add s and drop the y.**
 city cities
 family families
 baby babies
 lady ladies

12. **Some nouns ending in a vowel + y add s.**
 key keys
 eye eyes
 day days
 family families

13. **Some nouns ending in a consonant + y add s and drop the y.**
 city cities
 family families
 baby babies
 lady ladies

14. **Some nouns ending in a vowel + y add s.**
 key keys
 eye eyes
 day days
 family families

15. **Some nouns ending in a consonant + y add s and drop the y.**
 city cities
 family families
 baby babies
 lady ladies

16. **Some nouns ending in a vowel + y add s.**
 key keys
 eye eyes
 day days
 family families

17. **Some nouns ending in a consonant + y add s and drop the y.**
 city cities
 family families
 baby babies
 lady ladies

18. **Some nouns ending in a vowel + y add s.**
 key keys
 eye eyes
 day days
 family families

19. **Some nouns ending in a consonant + y add s and drop the y.**
 city cities
 family families
 baby babies
 lady ladies

20. **Some nouns ending in a vowel + y add s.**
 key keys
 eye eyes
 day days
 family families

21. **Some nouns ending in a consonant + y add s and drop the y.**
 city cities
 family families
 baby babies
 lady ladies

22. **Some nouns ending in a vowel + y add s.**
 key keys
 eye eyes
 day days
 family families

23. **Some nouns ending in a consonant + y add s and drop the y.**
 city cities
 family families
 baby babies
 lady ladies

24. **Some nouns ending in a vowel + y add s.**
 key keys
 eye eyes
 day days
 family families

25. **Some nouns ending in a consonant + y add s and drop the y.**
 city cities
 family families
 baby babies
 lady ladies

26. **Some nouns ending in a vowel + y add s.**
 key keys
 eye eyes
 day days
 family families

27. **Some nouns ending in a consonant + y add s and drop the y.**
 city cities
 family families
 baby babies
 lady ladies

28. **Some nouns ending in a vowel + y add s.**
 key keys
 eye eyes
 day days
 family families

29. **Some nouns ending in a consonant + y add s and drop the y.**
 city cities
 family families
 baby babies
 lady ladies

30. **Some nouns ending in a vowel + y add s.**
 key keys
 eye eyes
 day days
 family families

31. **Some nouns ending in a consonant + y add s and drop the y.**
 city cities
 family families
 baby babies
 lady ladies

32. **Some nouns ending in a vowel + y add s.**
 key keys
 eye eyes
 day days
 family families

33. **Some nouns ending in a consonant + y add s and drop the y.**
 city cities
 family families
 baby babies
 lady ladies

34. **Some nouns ending in a vowel + y add s.**
 key keys
 eye eyes
 day days
 family families

35. **Some nouns ending in a consonant + y add s and drop the y.**
 city cities
 family families
 baby babies
 lady ladies

36. **Some nouns ending in a vowel + y add s.**
 key keys
 eye eyes
 day days
 family families

37. **Some nouns ending in a consonant + y add s and drop the y.**
 city cities
 family families
 baby babies
 lady ladies

38. **Some nouns ending in a vowel + y add s.**
 key keys
 eye eyes
 day days
 family families

39. **Some nouns ending in a consonant + y add s and drop the y.**
 city cities
 family families
 baby babies
 lady ladies

40. **Some nouns ending in a vowel + y add s.**
 key keys
 eye eyes
 day days
 family families

41. **Some nouns ending in a consonant + y add s and drop the y.**
 city cities
 family families
 baby babies
 lady ladies

42. **Some nouns ending in a vowel + y add s.**
 key keys
 eye eyes
 day days
 family families

43. **Some nouns ending in a consonant + y add s and drop the y.**
 city cities
 family families
 baby babies
 lady ladies

44. **Some nouns ending in a vowel + y add s.**
 key keys
 eye eyes
 day days
 family families

45. **Some nouns ending in a consonant + y add s and drop the y.**
 city cities
 family families
 baby babies
 lady ladies

46. **Some nouns ending in a vowel + y add s.**
 key keys
 eye eyes
 day days
 family families

47. **Some nouns ending in a consonant + y add s and drop the y.**
 city cities
 family families
 baby babies
 lady ladies

48. **Some nouns ending in a vowel + y add s.**
 key keys
 eye eyes
 day days
 family families

49. **Some nouns ending in a consonant + y add s and drop the y.**
 city cities
 family families
 baby babies
 lady ladies

50. **Some nouns ending in a vowel + y add s.**
 key keys
 eye eyes
 day days
 family families

51. **Some nouns ending in a consonant + y add s and drop the y.**
 city cities
 family families
 baby babies
 lady ladies

52. **Some nouns ending in a vowel + y add s.**
 key keys
 eye eyes
 day days
 family families

53. **Some nouns ending in a consonant + y add s and drop the y.**
 city cities
 family families
 baby babies
 lady ladies

54. **Some nouns ending in a vowel + y add s.**
 key keys
 eye eyes
 day days
 family families

55. **Some nouns ending in a consonant + y add s and drop the y.**
 city cities
 family families
 baby babies
 lady ladies

56. **Some nouns ending in a vowel + y add s.**
 key keys
 eye eyes
 day days
 family families

57. **Some nouns ending in a consonant + y add s and drop the y.**
 city cities
 family families
 baby babies
 lady ladies

58. **Some nouns ending in a vowel + y add s.**
 key keys
 eye eyes
 day days
 family families

59. **Some nouns ending in a consonant + y add s and drop the y.**
 city cities
 family families
 baby babies
 lady ladies

60. **Some nouns ending in a vowel + y add s.**
 key keys
 eye eyes
 day days
 family families

61. **Some nouns ending in a consonant + y add s and drop the y.**
 city cities
 family families
 baby babies
 lady ladies

62. **Some nouns ending in a vowel + y add s.**
 key keys
 eye eyes
 day days
 family families

63. **Some nouns ending in a consonant + y add s and drop the y.**
 city cities
 family families
 baby babies
 lady ladies

64. **Some nouns ending in a vowel + y add s.**
 key keys
 eye eyes
 day days
 family families

65. **Some nouns ending in a consonant + y add s and drop the y.**
 city cities
 family families
 baby babies
 lady ladies

66. **Some nouns ending in a vowel + y add s.**
 key keys
 eye eyes
 day days
 family families

67. **Some nouns ending in a consonant + y add s and drop the y.**
 city cities
 family families
 baby babies
 lady ladies

68. **Some nouns ending in a vowel + y add s.**
 key keys
 eye eyes
 day days
 family families

69. **Some nouns ending in a consonant + y add s and drop the y.**
 city cities
 family families
 baby babies
 lady ladies

70. **Some nouns ending in a vowel + y add s.**
 key keys
 eye eyes
 day days
 family families

71. **Some nouns ending in a consonant + y add s and drop the y.**
 city cities
 family families
 baby babies
 lady ladies

72. **Some nouns ending in a vowel + y add s.**
 key keys
 eye eyes
 day days
 family families

73. **Some nouns ending in a consonant + y add s and drop the y.**
 city cities
 family families
 baby babies
 lady ladies

74. **Some nouns ending in a vowel + y add s.**
 key keys
 eye eyes
 day days
 family families

75. **Some nouns ending in a consonant + y add s and drop the y.**
 city cities
 family families
 baby babies
 lady ladies

76. **Some nouns ending in a vowel + y add s.**
 key keys
 eye eyes
 day days
 family families

77. **Some nouns ending in a consonant + y add s and drop the y.**
 city cities
 family families
 baby babies
 lady ladies

78. **Some nouns ending in a vowel + y add s.**
 key keys
 eye eyes
 day days
 family families

79. **Some nouns ending in a consonant + y add s and drop the y.**
 city cities
 family families
 baby babies
 lady ladies

80. **Some nouns ending in a vowel + y add s.**
 key keys
 eye eyes
 day days
 family families

81. **Some nouns ending in a consonant + y add s and drop the y.**
 city cities
 family families
 baby babies
 lady ladies

82. **Some nouns ending in a vowel + y add s.**
 key keys
 eye eyes
 day days
 family families

83. **Some nouns ending in a consonant + y add s and drop the y.**
 city cities
 family families
 baby babies
 lady ladies

84. **Some nouns ending in a vowel + y add s.**
 key keys
 eye eyes
 day days
 family families

85. **Some nouns ending in a consonant + y add s and drop the y.**
 city cities
 family families
 baby babies
 lady ladies

86. **Some nouns ending in a vowel + y add s.**
 key keys
 eye eyes
 day days
 family families

87. **Some nouns ending in a consonant + y add s and drop the y.**
 city cities
 family families
 baby babies
 lady ladies

88. **Some nouns ending in a vowel + y add s.**
 key keys
 eye eyes
 day days
 family families

89. **Some nouns ending in a consonant + y add s and drop the y.**
 city cities
 family families
 baby babies
 lady ladies

90. **Some nouns ending in a vowel + y add s.**
 key keys
 eye eyes
 day days
 family families

91. **Some nouns ending in a consonant + y add s and drop the y.**
 city cities
 family families
 baby babies
 lady ladies

92. **Some nouns ending in a vowel + y add s.**
 key keys
 eye eyes
 day days
 family families

93. **Some nouns ending in a consonant + y add s and drop the y.**
 city cities
 family families
 baby babies
 lady ladies

94. **Some nouns ending in a vowel + y add s.**
 key keys
 eye eyes
 day days
 family families

95. **Some nouns ending in a consonant + y add s and drop the y.**
 city cities
 family families
 baby babies
 lady ladies

96. **Some nouns ending in a vowel + y add s.**
 key keys
 eye eyes
 day days
 family families

97. **Some nouns ending in a consonant + y add s and drop the y.**
 city cities
 family families
 baby babies
 lady ladies

98. **Some nouns ending in a vowel + y add s.**
 key keys
 eye eyes
 day days
 family families

99. **Some nouns ending in a consonant + y add s and drop the y.**
 city cities
 family families
 baby babies
 lady ladies

100. **Some nouns ending in a vowel + y add s.**
 key keys
 eye eyes
 day days
 family families

Worksheet
pages 57–58

28

Lesson 28 Objectives

- 28.1 Write the plural form of a noun ending in an s.
- 28.2 Write the plural form of a noun ending in a consonant.
- 28.3 Write the plural form of a noun that changes spelling.
- 28.4 Use the plural form of nouns that do not change spelling.
- 28.5 Use singular and plural nouns in sentences.

Printed Resources

- Instructional Aid 18: Special Plurals
- Assessment: Lesson 28 Practice

Digital Resources

- AfterSchoolHelp.com: Common Nouns: Special Plurals

Materials

- Wax sticks/crayons

Overview

Review that nouns ending in s, x, or z follow special spelling patterns in the plural form. Some nouns change spelling in the plural form. Other nouns do not change spelling in the plural form.

Engage

Singular and Plural Nouns

Put a game to review changing singular nouns to plural nouns. Think of nouns that have two forms: one singular and one plural. Write the singular form on a card and the plural form on a separate card. Lay the cards out on a table. Have students draw the cards and write the plural form of the word on a separate card. The first student to write the plural form correctly wins a point for his or her team. The team with the most points wins.

table	tables
apple	apples
book	books
mouse	mice
church	churches
party	parties
country	countries
hour	hours
family	families

Special Plurals

Use about 10 minutes to teach spelling patterns for the plural form of nouns that end in s, x, and z, along with words that change spelling in the plural form. Display Instructional Aid 18, Special Plurals. Read and talk about the statements and examples. Explain the following helpful information:

- Most words that end in s add s to form their plurals, but some just add -es.
- Minimal nouns that end in s, such as piano, usually require an s that is not on in the plural form.
- Examples that do not change spelling in the plural form are: city, family, baby, lady.
- Examples that do change spelling in the plural form are: mouse, fish, day, family.

Review the students to read about how the words are used as a key to check for accuracy when they write the plural form. Encourage them to check a dictionary if they are not sure of the correct plural form of a particular word.

Model writing the plural form of nouns that end in s, x, and z, along with words that change spelling in the plural form. Display Instructional Aid 18, Special Plurals. Read about the words and write the plural form of each word.

Differentiated Instruction

English Language Learners

For extra practice with special plurals, make a set of picture flash cards with the words from this lesson. Allow the students to practice their spelling when individually or with a partner.

28

Instruct

Special Plurals

Use about 10 minutes to teach spelling patterns for the plural form of nouns that end in s, x, and z, along with words that change spelling in the plural form. Display Instructional Aid 18, Special Plurals. Read and talk about the statements and examples. Explain the following helpful information:

- Most words that end in s add s to form their plurals, but some just add -es.
- Minimal nouns that end in s, such as piano, usually require an s that is not on in the plural form.
- Examples that do not change spelling in the plural form are: city, family, baby, lady.
- Examples that do change spelling in the plural form are: mouse, fish, day, family.

Review the students to read about how the words are used as a key to check for accuracy when they write the plural form. Encourage them to check a dictionary if they are not sure of the correct plural form of a particular word.

Model writing the plural form of nouns that end in s, x, and z, along with words that change spelling in the plural form. Display Instructional Aid 18, Special Plurals. Read about the words and write the plural form of each word.

Differentiated Instruction

English Language Learners

For extra practice with special plurals, make a set of picture flash cards with the words from this lesson. Allow the students to practice their spelling when individually or with a partner.

4 Writing Activities

Give opportunities to apply grammar skills to writing.

5 Guided Practice Activities

Bridge the gap between teacher modeling and independent practice.

6 Independent Practice Activities

Provide practice and the opportunity to assess student understanding.

7 Differentiated Instruction

Accommodates the needs of various learners through active learning strategies that involve multiple modalities. Reinforces concepts, helps struggling students, gives support for English language learners, or challenges advanced students with alternative activities.

Journal



Worktext
pages 237-40 **117**

Lesson 117 Objectives

- 117.A Describe a favorite geographic place in a way that will bring pleasure to others.
- 117.B Revise and apply skills presented in Chapters 1-6.

Biblical Worldview Shaping

- **Phonics** Apply the Writing Process that work to share their enjoyment with readers.

Digital Resource

- **Video** Describing Places

Overview

We praise God when we find and express pleasure in His creation.

Engage

Journal

Have the video "Describing Places" to begin the lesson.

Complete a read aloud of the illustration on Worktext page 237.

- **What is happening in the picture?** The family is on an airplane returning home from their trip.
- **What do you think they are talking about?** They might be talking about their favorite memories from the trip and the interesting places that they saw.

Revised the class that writes can use their work to share their enjoyment with readers. We can better find the right car words when we celebrate the beautiful places that He has made for us to enjoy.

Circle a personal activity to describe a place in a way that will bring pleasure to others. Read out loud about the writing prompt on Worktext page 237. Remind the students to use complete sentences. When the students are finished writing, call on individuals to read their journal entries to the class.

Lesson 117 **237**

112

Apply

Worktext

Provide guided practice using Worktext page 234, sections 6-7.

Check a Writer-Pair-Make to complete Worktext page 234, sections 6-7. Allow the students to write their sentences independently and then to check their work with a partner. Partners should check for correct use of homophones. Call on individuals to share their work with the class.

Assign an independent practice Worktext page 234, sections 6-7.

Assess

Homophones

Assign Worktext pages 234-36. Ensure that each student can use homophones correctly. For additional practice, assign Exercise 103 below.

6



7

Differentiated Instruction

Enrichment

Invite the students to create vocabulary illustrations for practice with homophones. Direct attention to the Homophones Chart on Worktext pages 234-36. Invite each student to choose a set of homophones, create illustrations that show the different meanings of the words, and include captions. At the end of the activity, display student work around the classroom.

244 Chapter 6 Phonics

8 Journal

Combines the chapter's biblical worldview theme focus and chapter skills in a writing activity.

Writing Chapter Features

1 Student Writing Models

Scaffold instruction with grade-level examples.

2 Guides and Checklists

Serve as tools for self-monitoring for the drafting, revising, and proofreading steps. May be used in conjunction with teacher or peer conferences for further assessment.

Diamonds: Revise and Proofread

Engage

Diamond Capitalization and Punctuation

Engage

1

2

Lesson 19 Objectives

19.1 Participate in a peer conference.

19.2 Evaluate the diamonds to improve the text.

19.3 Evaluate the diamonds for errors in punctuation, capitalization, and spelling.

Printed Resources

Instructional Aid 13, Diamond Punctuation and Capitalization

Instructional Aid 14, Proofreading Marks

Assessment: Lesson 19 Write 8 Right

Materials

Worksheet page 19

Each student's diamonds from Lesson 18

Overview

A writer may request peer editors to make improvements to the diamonds and then proofread the gems to correct mistakes.

Student Model Revisions

Discuss the revisions to the student model on Worksheet page 19.

• Why did the writer change the word used to craft his text? How was his word choice?

• Why did the writer add to change the word choice? How is an addition like a diamond that makes the text shine?

Preparing for Peer Conferences

Use these questions to explain the student text in the writing box on Worksheet page 19.

Put the students in a rotating schedule to practice with making peer model comments.

Compare-Contrast Essay: Revise

Engage

3

Lesson 19 Objectives

19.1 Participate in a peer conference.

19.2 Evaluate the essays to improve the text.

19.3 Evaluate the essays for errors in punctuation, capitalization, and spelling.

Printed Resources

Instructional Aid 11, The Writing Process

Assessment: Lesson 19 Write 8 Right

Materials

Worksheet page 19

Each student's first draft from Lesson 18

Overview

A writer may request a compare-contrast essay for considering suggestions from a peer.

Engage

Making Revisions

Discuss the writing step of the writing process. (Target Benchmark: A.1.1, The Writing Process)

• Which two steps of the writing process have you completed? (planning and drafting)

• Which step follows the drafting and proofreading?

Engage

Each student will be conferencing with another student during the writing step. Their role is to evaluate that writing and provide feedback about their writing. Use the following questions to help them respond.

Instruct

Student Model Revisions

Discuss the student model and revisions on Worksheet page 201-2.

• How was the writer able to explain your answer? (Provide support: It is more about writing and gets attention.)

• Why did the writer add the sentence at the end of the first paragraph? (to make the introduction lead into the main part of the essay more clearly)

4 Graphic Organizers

Provide structure and an organized plan for writing projects.

Compare-Contrast Essay: Plan

Begin planning your essay by filling in the details about each subject. Use a Venn diagram to compare and contrast those subjects.



Now prepare the introduction and conclusion in a Venn diagram.



Worksheet
pages 197-98

94

Lesson 94 Objectives

- 94.1 Choose a topic for a compare-contrast essay.
- 94.2 List details for the essay in a Venn diagram.
- 94.3 Organize details in a Venn diagram.

Printed Resources

- Instructional Aid SA, Venn Diagram
- Assessment Lesson 94 Writing Page

Preparation

- Make a copy of Instructional Aid SA, Venn Diagram, for each student.

Overview

A writer plans a compare-contrast essay by listing and organizing details about two subjects.

Engage

Review of Essay Planning

Review planning a compare-contrast essay. Explain that it is important for writers to plan and organize their ideas before they begin to write.

- Why is it important for writers to plan their writing? How do you know that it is important for writers to plan and organize their ideas before they begin to write?

- What are some important things to do during the planning stage of a compare-contrast essay? Choose the two subjects, organize and list details about each one, and organize the details in a Venn diagram.

Instruct

Student Model Planning Charts

Discuss the activities in the two-page lesson on Worksheet page 197. Explain that each student will be writing an essay comparing and contrasting two people, places, or things. Point out that the planning charts in the workbook that are for the essay "South Carolina vs. Tennessee" which the students read in Lesson 92.

- Why did the writer choose to write about the South Carolina and Tennessee?

25

Worksheet
pages 47-50

Lesson 25 Objectives

- 25.1 Self-evaluate personal pleasure in writing a poem.
- 25.2 Review and apply skills presented in Chapters 1-4.

Biblical Worldview Shaping

- Pleasure (Leviticus): Though work is not without challenges, students should find pleasure in a job well done because work is a good gift given by God (25:1).

Digital Resource

- Video: Writing for Others

Overview

A writer can take satisfaction in crafting a poem and sharing it with others.

Engage

Reflection

Have the video "Writing for Others" to review the concept of pleasure in writing.

Consider a third method of the illustration on Worksheet page 47.

- What is happening in this picture?
- Do you think the boy is enjoying his work? Explain your answer.
- Do you think the boy is experiencing his brain cells with all the work? Explain your answer.
- If the boy were to write a poem about his experience, what are some words he might use to describe his pleasure in the work?

Discussion Context: Some students might be curious about the boy's pleasure in the boy in the illustration on Worksheet page 47. Explain that they are called teamwork buddies and they spend much time working on tasks in providing support when studying, but they are more comfortable for someone with an injury or disability to use long-term.

Make a reflection activity. Read about the illustration and the illustration on the Worksheet page. Encourage the students to use complete sentences or their own words to describe the boy's experience, and instruct them to complete the reflection independently. Invite students to read their answers to the class.

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Chapter 4 Writing a Poem and a Series Poem

Reflection



Read about writing a poem and share the activity.

1. What did you feel responsible about writing your poem?

Answer: _____

2. What did you feel responsible about writing your poem?

Answer: _____

Generate a five-minute using the student response to the reflection.

- What are some things your classroom/subject team is working on?

- In the video the boy and girl were who were experiencing pleasure in his or her poem? Explain your answer. Possible answer: No, the student can enjoy a task in writing the poem through their own descriptions in the poem that applied to the five minutes.

- How can you compare your experience in writing a poem to God's pleasure in creating? God took pleasure in the creation, and we enjoy what He made. As a writer I can take pleasure in writing a poem, and those who read it can enjoy all work.

Encourage the students that work is a good gift for us. He has made us to His image, and He created us to find satisfaction in a job well done. Explain that as the student's skills improve their ability to communicate their own statement with others will improve as well. Even though it may seem that writing is difficult and sometimes in their work of writing because of the job, they can focus on the goals of doing their best for God's glory and bringing pleasure to others.

Cumulative Review

Review the following concepts from Chapter 1.

- Figurative language
- Subjects and predicates
- Sentences and fragments
- Types of sentences
- Sentence combining
- Context clues

5 Reflection

Combines the chapter's biblical worldview theme focus and chapter skills in a writing activity.