

Writing & Grammar 2

TEACHER EDITION

Fourth Edition



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New to This Edition

If you have used previous editions of BJU Press's *Writing & Grammar 2* (formerly published as *English 2*), you may notice some changes made in the fourth edition.

This edition of *Writing & Grammar 2* integrates the biblical worldview themes Order, Creativity, Respect, and Responsibility into instruction, providing the students with opportunities to apply critical thinking skills and make personal applications to their own communication. Many lessons have been reorganized and lessons, concepts, and activities added to assist teachers in providing updated instruction and complying with accepted academic standards.

In the *Writing & Grammar 2 Worktext*, new Essential Questions have been written for each chapter, and mentor texts have been added to the grammar chapters and the research skills chapter. Learning targets have been added for many lessons. Practice lessons and Chapter Reviews have been added to the pronoun and research skills chapters. New Journal activities replace those from the previous edition. Journal pages have been added to the pronoun and research skills chapters, and Reflection activities have been added to the writing chapters—all with the biblical worldview themes in mind. New artwork and photos support lesson content and provide visual interest throughout.

The *Writing & Grammar 2 Teacher Edition* now includes expanded Lesson Plan Overviews at the beginning of each chapter that list the objectives, resources, and assessments for each lesson. The opening lesson of each chapter includes a short overview of the biblical worldview focus for that chapter. A statement is also provided with each biblical worldview shaping (BWS) lesson objective to provide targeted guidance for the teacher. 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. Writing conferences with the teacher and with peers have been included in every writing chapter. Differentiated Instruction boxes give suggestions for adapting instruction to the needs of students.

In the *Writing & Grammar 2 Assessments* packet, tests have been added for the pronoun and research skills chapters. Review pages and Write It Right pages have been moved from the Teachers' Toolkit CD to the Assessments packet.

BJU Press Trove and Homeschool Hub provide expanded digital resources. Instructional Aids, which were formerly included on the Teachers' Toolkit CD, are now accessed through these sites. Videos, links, game questions, and Be CyberSmart! lessons can be accessed there also. Test banks for the chapter tests are available for use with the Trove assessment builder.

Chapter Features

Essential Question

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

Chapter Opener Lesson

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

Biblical Worldview Shaping

Guides the students to understand and apply writing and grammar concepts and skills from the perspective of a biblical worldview.

Objectives

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

8

Worktext
pages 17–20

Where can I see order in God's creation?

CHAPTER OBJECTIVES

- Identify complete subjects and complete predicates.
- Identify the four sentence types.
- Use correct end punctuation.
- Distinguish sentences from fragments.
- Write sentences about God's order in creation.

CHAPTER NOTES

Chapter Activities: In Chapter 2, the instruction scaffolds to a higher understanding of sentence structure, equipping the students to distinguish sentences from fragments. As part of that scaffolding, Chapter 2 includes some activities similar to those in Chapter 1.

Verbs: In Chapter 2, activities in which the student identifies sentence parts include only action verbs. Activities about sentence types may include either action verbs or linking verbs. Linking verbs were introduced in *Phonics & English 1*, 5th ed., and they will be discussed in more detail in Chapter 9 of this book.

BWS CHAPTER OVERVIEW

Chapter 2 lays the foundation for the worldview theme of Order. The opening lesson introduces God as a God of order and His world as an orderly one. These larger ideas support subsequent instruction on order in language. In Lesson 10, students evaluate disorder in language, learning that order is essential for language to function as God intends. In the closing lesson's journal activity, students are guided to write in an orderly way about order in God's world. The foundational ideas of this chapter prepare students for future chapters that will focus on using words correctly to be understood, providing clear instructions, and writing in an organized way.

OBJECTIVES

- **8.1** Identify examples of order in creation.
- **8.2** Identify the complete predicate in a sentence.
- **8.3** Choose the complete predicate that completes a sentence.

BIBLICAL WORLDVIEW SHAPING

- **Order** (explain): Because God is a God of order, He created an orderly world. (8.1)

24 • Chapter 2

Sentences 2

Where can I see order in God's creation?



PRINTED RESOURCE

- Assessment: Lesson 8 Review

DIGITAL RESOURCES

- Instructional Aid 8.1: Matching Sentence Parts
- Instructional Aid 8.2: Predicate and Subject Parts
- Video: "A God of Order"

PREPARATION

- Cut apart the sentence part cards from Instructional Aid 8.1.

ENGAGE

Order

Conduct a visual analysis of the illustration on Worktext page 17.

What do you see in the picture? *day and night; busy animals and sleeping animals*
Why do we have day and night? *God created day and night.*

Lead a discussion of the Essential Question on Worktext page 17. Explain that when we say that something has order, we mean that it is arranged or put together in a certain way on purpose. God is a God of order, so the world He created is a world of order. It was made according to His design (Ps. 104). Do two days come before each night? *no*

Instructional Aids

Enhance the lessons in a variety of ways, including interactive activities, visuals, and opportunities for the teacher to explain and model skills.

mentor text



18

Lesson 8

Writing & Grammar 2

How do day and night show order? Day always comes after night. Day and night keep coming one after the other without ever stopping.

What else do you see in the picture that shows God's order? The sun, which we see during the day; the moon and stars, which we see at night; animals that sleep during the day; animals that sleep at night.

Read aloud Genesis 8:22.

What else has God arranged or put together in a certain way in His orderly world? planting time and harvest time; cold and heat; summer and winter.

Invite the students to describe seasonal patterns in your area of the world. Possible answers: fruits, flowers, and vegetables being planted, grown, and harvested; leaves

falling and growing back; rainy and dry seasons; snowy winters; windy springs; stormy summers.

Point out that we see patterns in the seasons because they were designed by God. Encourage the students to name other examples of order in creation. Possible answers: insects such as ants and bees and their homes and habits; bird and butterfly migrations; life cycles; phases of the moon; the way our bodies are made and how they work.

Mentor Text

Read aloud the mentor text "What Is It?" by Tracy Von Der Brink on Worktext page 18. Lead a discussion about the mentor text. Point out that people design cars and put

them together in a certain way for a certain purpose.

What parts does this car have? a gas engine, three wheels, a seat, a tall stick in front.

Why do you think the person made those parts? The gas engine powers the wheels, the wheels help the car move smoothly and quickly; the seat is for the driver to sit on, and the stick is for steering the car.

Why must the parts of a car be put together in a certain way? The car won't run properly if the parts aren't in the right places.

Explain that because God created an orderly world, the things people make will not work if they are not put together in an orderly way. God is a God of order. Point out that language also shows order. God has given people language, and He has built order into it. Explain that the students will be learning ways that language is orderly. Show the video "A God of Order" to reinforce the concept.

Mentor Text: Keep the students' copies of "What Is It?" on Worktext page 18 for use again in Lessons 11–12.

Learning Target

Read aloud the learning target to introduce the instruction.

INSTRUCT**Sentence Features**

Direct a matching activity to review sentence features.

1. Display the prepared sentence parts from Instructional Aid 8.1 in two columns.

The bee crawls up the wall.
A spider look for food.
The ladybug buzzes loudly.
Ants spins a web.

2. Direct attention to the words "The bee in the first column.

Is this group of words a complete thought? no.

Which group of words in the second column could we add to make a complete thought? buzzes loudly.

What do we call a group of words that makes a complete thought, begins with a capital letter, and ends with a punctuation mark? a sentence.

Sentences • 25

Mentor Texts

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

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.

Differentiated Instruction**Order in Creation**

Use a hymn for enrichment to reinforce the concept of order in creation. Play a recording of "I Sing the Mighty Power of God" by Isaac Watts. Call attention to the aspects of God's orderly world mentioned in the hymn. You may also wish to lead the students in singing the hymn together.

Sentences • 27

Grammar Chapter Features

Teaching Boxes

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

Guided Practice Activities

Bridge the gap between teacher modeling and independent practice.

Writing Activities

Give targeted opportunities to apply grammar skills to writing.

Independent Practice Activities

Provide practice and the opportunity to assess student understanding.

69

Worktext
pages 149–50

OBJECTIVES

- 69.1 Identify nouns that show ownership.
- 69.2 Use an apostrophe and an *s* to make nouns possessive.
- 69.3 Use possessive nouns correctly in sentences.

PRINTED RESOURCE

- Assessment: Lesson 69 Review

DIGITAL RESOURCES

- Instructional Aid 69: Possessive Nouns
- Video: "Abbreviations"
- Video: "Possessives"
- Video: "Apostrophe: Possession"

MATERIALS

- An envelope with a return address and mailing address

ENGAGE

Abbreviations

Show the video "Abbreviations" to review the concept. Use realia to review addresses on envelopes. Display the envelope and review the parts of each address. Call attention to the use of abbreviations.

Learning Target

Read aloud the learning target to introduce the instruction.

INSTRUCT

Possessive Nouns

Lead an I Spy activity to introduce possessive nouns. Model how to do the activity by pointing to a student's desk and saying, "I spy [student name]'s desk." Write [student name]'s desk for display. Invite the students to take turns pointing to objects and saying, "I spy _____'s [object]." Write each response for display. Underline the possessive nouns. What do these words tell us? They tell us who owns each item.

Show the video "Possessives" to introduce apostrophes in possessive nouns. Provide guided instruction to reinforce the concept of possessive nouns.

1. Explain that when someone possesses something, that means the person owns it; it belongs to him. Common and proper nouns can be changed to show ownership or possession. A special punctuation mark, called an apostrophe, and an *s* are used to make nouns possessive.

Possessive Nouns

Write possessive nouns.

A possessive noun shows who or what owns something. The possessive noun has an apostrophe and an *s*.
The dog that belongs to Matt is brown.
Matt's dog is brown.



Underline the possessive nouns.

1. The girl girl's hat fell on the floor.
2. Liam's Liam car has a blue roof.
3. Karla Karla's balloon floated in the air.
4. A butterfly landed on Renee's Renee head.

Write the underlined nouns with an *s* to show ownership.

5. the house of God _____ house
6. the shoes that the baby wears _____ shoes
7. the dog that belongs to Ms. Carter _____ dog
8. the shirt the boy owns _____ shirt

Write a sentence about a pet that belongs to someone you know. Use a possessive noun in your sentence.

9. _____

Chapter 7: More Nouns

Lesson 69 149

2. Display Instructional Aid 69. Read aloud the information about possessive nouns in the teaching box. Guide the students to understand that Matt's is a possessive noun. Point out that an apostrophe and *s* were added to the name.
3. Display numbers 1–3. Guide the students to understand that each group of words was rewritten with a possessive noun. What was added to each underlined noun to make it show ownership? an apostrophe and *s*.
4. Display numbers 4–5. Invite volunteers to underline the correctly written possessive noun in each sentence. Emphasize that Karla's is showing possession

- of the cat and Renee's is showing possession of the baseball.
5. Display numbers 6–7. Invite volunteers to write each underlined noun with an apostrophe and an *s*.
6. Explain that possessive nouns can make sentences easier to read. Display number 8. Read aloud the sentence. Who owns the pen in this sentence? Derek. How could we change the noun Derek to show ownership? add an apostrophe and *s*.
7. Rewrite the sentence using the possessive noun. Repeat this procedure for number 9. Show the video "Apostrophe: Possession" to review the concept.

OBJECTIVES

- 17.1 Write two different types of sentences about God's order in creation. **W.1**
 17.2 Evaluate sentences for order in language. **L.1**
 17.3 Apply skills presented in Chapter 1.

BIBLICAL WORLDVIEW SHAPING

- Order (apply):** Because we are created in the image of an orderly Creator, we should use words in an orderly way. (17.3)
- Order (evaluate):** We should make sure our words are ordered well so that what we say about God and His world makes sense. (17.2)

DIGITAL RESOURCE

- Video: "A God of Order"

ENGAGE

Learning Target

Read aloud the learning target to introduce the lesson.

Journal

Show the video "A God of Order" to review the concept.

Conduct a visual analysis of the illustration on Worktext page 35. Read the statements aloud.

What do you see in the picture? *animals, plants, and people at different times of the year*

How does this picture show order in how the world works? *The picture shows two seasons. As the seasons repeat each year, we see patterns in the weather and in how plants and animals look or act.*

What is another example of order in how the world works? *day and night*

APPLY

Order and Language

Guide a journal activity. Read and talk about the writing prompt on the Worktext page. Instruct the students to complete the activity independently. Invite volunteers to read their sentences to the class.

Generate a discussion using the students' responses to the journal activity.

Why do we see order in the world? *God created everything, and He is a God of order.*

Where does language come from? *Language is a gift from God.*

Journal

1 write about order in God's creation.

God created the world with order.

- We see order in the things He has made.
- We see order in the way the world works.



2 Make sure the order of your words makes sense.

Write a statement or exclamation about order in God's creation.

Write a question that you might ask about order in God's creation.

Check your sentences for order.

Does the order of the words make sense?

____ Yes

____ No

Chapter 2: Sentences

Lesson 17 35

Can words be put together in just any way and still make sense? *No, words have to be put together in a certain way to make sense.*

Emphasize that everything about God is orderly. His creation shows order, and His gift of language has order built into it as well. Point out that because we are created in the image of an orderly Creator, we should use words in an orderly way.

Cumulative Review

Review the following concepts from Chapter 1:

- Sentence features
- Action verbs
- Nouns
- Predicate part
- Subject part

Assign as independent practice Worktext pages 37–38.

ASSESS

Learning Target

Review the learning target to encourage self-assessment.

Check for Understanding

Assess Worktext page 35. Check for understanding of the concepts of order in creation and order in language.

Cumulative Review

Assess Worktext pages 37–38. Check for accuracy with the cumulative review concepts.

Journals

Journals (grammar chapters) and Reflections (writing chapters) combine the chapter's biblical worldview theme focus and chapter skills in a writing activity.

OBJECTIVES

- 59.1 Evaluate a story for order and creativity.
59.2 Participate in a peer conference.
59.3 Evaluate the personal story to improve the paragraph.
59.4 Use proofreading marks to indicate revisions.

BIBLICAL WORLDVIEW SHAPING

- Creativity** (evaluate): A story that lacks creativity isn't very interesting and a story that lacks order isn't very understandable. (59.1)

PRINTED RESOURCE

- Assessment: Lesson 59 Write It Right

DIGITAL RESOURCES

- Instructional Aid 59.1: Personal Story Rubric
- Instructional Aid 59.2: Two Paragraphs
- Instructional Aid 59.3: Personal Story: Revise
- Instructional Aid 59.3: Paragraph: Revise and Proofread

MATERIALS

- Each student's draft from Lesson 58

ENGAGE

Creativity and Order

Lead a discussion to evaluate creativity and order in a model paragraph.

- Display the first paragraph on Instructional Aid 59.1. Explain that a girl wrote this paragraph as a personal story. Read the paragraph aloud.
How did this writer use creativity in this paragraph? She used words to tell a story; she used descriptive words to make word pictures.
- Draw attention to the first sentence of the paragraph.
Is this a helpful topic sentence? Explain your answer. No, because it does not tell the main idea of the paragraph.
- Read aloud the remainder of the sentences once again.
Are the detail sentences all about one main idea? No, the sentence about the kitten does not make sense in this paragraph.
Is this an orderly paragraph? Explain your answer. No, the sentences are not in order and are confusing.
- Display the second paragraph and read it aloud.

Personal Story: Revise

Goal Revise my personal story.

Revise

Improve your personal story.

- Check for order. Make sure your personal story has all three paragraph parts.
- Use your creativity to add interesting words.

Dad brought home a puppy. My sister and I named him Jack. We played fetch with him all day. Then he ~~was~~ ^{rolled} on our rug for a long time. It was a fun day with my puppy.



Use the checklist on the Writing Process chart as you revise your personal story on page 126. Use proofreading marks to show the changes you want to make.

Copy your revised draft onto page 128.

Which of these is the better paragraph? Explain your answer. The second one, because it uses the parts of a paragraph correctly.

Why is it important for our writing to have both order and creativity? To make our writing more interesting and understandable.

Why are we able to be creative and orderly? Because we are made in God's image.

5. Emphasize that both versions of the paragraph are creative. The writer used words in an interesting way to tell a story. However, the order of the sentences in the first paragraph makes it hard to understand. Our writing should be both interesting and understandable.

Learning Target

Read aloud the learning target to introduce the instruction.

INSTRUCT

Revised Student Model

Provide guided instruction of the student model revisions.

- Display Instructional Aid 59.2.
Why should we take the time to revise our writing? To make it better for our readers.
- Read aloud the revised personal story model. As you discuss each revision, emphasize each proofreading mark used to show the change.

Writing Conference

Conferences with the teacher provide formative assessment and guidance during the steps of the Writing Process. Peer conferences give students opportunities to collaborate and benefit from the input of others.

Student Writing Models

Scaffold instruction with grade-level examples.