

Writing & Grammar 2

TEACHER EDITION

Fourth Edition



Read pages 1–2

Objectives *The student will . . .*

- Describe responsibilities that people have. **BWS**
- Identify the beginning capital letter and end punctuation mark in a sentence.
- Rewrite a sentence using a beginning capital letter, appropriate spacing, and an end punctuation mark.

Biblical Worldview Shaping

- Responsibility: A responsibility is something that someone is given to do.

Resources

Homeschool Hub

- Instructional Aid 1: *Sentence Features* (and Key)
- Videos: “What Is Responsibility?”; “Capitalization and Punctuation”
- Be CyberSmart!: L1 Can I Keep Secrets on the Internet?

Assessments

- Lesson 1 Review

Assignment

Option 1

- Worktext pages 3–4
- Instructional Aid 1

Option 2

- Worktext pages 3–4
- Instructional Aid 1
- Lesson 1 Review

New to the Teacher Edition Companion?

If you haven't used this resource before, you may want to check out the opening pages (iv–vi) for a brief explanation of what's included and why.

Log in to your HomeschoolHub account for resources listed as available on Homeschool Hub.

Courses > Writing & Grammar 2 > Course Resources > Online Resources

Mentor Texts

Mentor texts integrate literary and informational text into the grammar and writing lessons.

Review

Review pages and answer keys appear in the Assessments for additional review of grammar skills. You may read the directions with the student and provide additional instruction or assistance as needed.

Be CyberSmart!

Five mini lessons connect with English lesson content to encourage biblical citizenship in technology and cybersmart behavior that honors God.

Worktext page 2 will be used again in Lessons 3–4. See the teaching note under the Apply section on Teacher Edition page 6 for information about Guided and Independent Practice on the Worktext pages.

Chapter 1 provides a review of concepts presented in *Phonics & English 1*, 5th edition, and serves as a preassessment of student understanding.

Worktext



Instructional Aid



What am I responsible for?

CHAPTER OBJECTIVES

- Identify sentence features.
- Identify nouns and action verbs.
- Identify the subject part and verb part of a sentence.
- Write a complete sentence.
- Write a sentence about a personal responsibility.

CHAPTER NOTES

Chapter 1: This chapter provides a review of concepts presented in *Phonics & English 1*, 5th edition, and serves as a preassessment of student understanding.

BWS CHAPTER OVERVIEW

Chapter 1 introduces the worldview theme of Responsibility. In connection to the mentor text, the opening lesson helps students understand the concept of responsibility. This theme is strategically reinforced as the chapter progresses, preparing the students for the closing lesson. In the final lesson, a journal activity will guide them to draw, write about, and discuss one of their responsibilities. This chapter lays the groundwork for future instruction about using language responsibly.

OBJECTIVES

- 1.1 Describe responsibilities that people have. **BWS**
- 1.2 Identify the beginning capital letter and end punctuation mark in a sentence.
- 1.3 Rewrite a sentence using a beginning capital letter, appropriate spacing, and an end punctuation mark.

BIBLICAL WORLDVIEW SHAPING

- **Responsibility** (explain): A responsibility is something that someone is given to do. (1.1)

PRINTED RESOURCE

- Assessment: Lesson 1 Review

DIGITAL RESOURCES

- Instructional Aid 1: *Sentence Features*
- Video: "What Is Responsibility?"
- Video: "Capitalization and Punctuation"
- Be CyberSmart: L1 Can I Keep Secrets on the Internet?

Words and Sentences

1

What am I responsible for?



Lesson 1

1

ENGAGE

Responsibility

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

What is happening in the picture? The children are doing jobs: caring for a pet, doing homework, and doing yard work. Who usually gives children jobs at home and then makes sure they have done the work? a parent

Lead a discussion of the Essential Question. Explain that when we have a task or job we are supposed to do, we are responsible for that task. The task is called a *responsibility*. Briefly describe one responsibility you have at school (e.g., recess duty, grading papers) and one outside of school (e.g., laundry, paying bills).

What are some other responsibilities people have? Possible answers: going to work, washing the car, mowing the lawn, caring for children, washing dishes, grocery shopping, preaching or teaching God's Word, preparing food

What is something you are responsible for? Possible answers: keeping my school desk neat, doing schoolwork, caring for a pet, cleaning my room, making my bed, taking out the trash, setting or clearing the table, watching over a younger brother or sister

Mentor Text

Read aloud the mentor text "Cleaning Day" on Worktext page 2.

Lead a discussion about the mentor text.

What is John responsible for in the

mentor text

Cleaning Day



Mom says today is cleaning day. John looks around his room. Toys clutter the floor. Papers spill out of the trashcan. Dirty clothes fill a basket.

John thinks about what to do. He places the toys in his toy box. He empties the trashcan into the bin outside. He carries his dirty clothes to the laundry room. He vacuums the floor and dusts the desk.

Dad looks in John's room. He says the room sparkles. Mom looks in John's room. She says boys with sparkly clean rooms should eat ice cream. John grins. He agrees!



2

Lesson 1

Writing & Grammar 2

story? **cleaning his room**

How does John take care of his responsibility? He listens to his mother, thinks about what to do, puts the toys away, empties the trashcan, carries his clothes to the laundry room, vacuums the floor, and dusts the desk.

Who checks John's work? his parents
What would have happened if John had not cleaned his room? He would have had to explain to his parents why he had not done the work.

Read Ephesians 6:1–4. Emphasize that God Himself tells children to honor and obey their parents. Parents are responsible to God also. God tells parents to teach and guide their children to know, love, and obey Him. Parents and children will answer to God for their own actions. He has made

people responsible for what they do and say (Deut. 6:4–9; Rom. 14:12; Eph. 6:1–9; 2 Cor. 5:10).

Show the video "What Is Responsibility?" to review the concept.

Mentor Text: Keep the students' copies of "Cleaning Day" on Worktext page 2 for use with Lessons 3 and 4.

Learning Target

Read aloud the learning target to introduce the instruction.

INSTRUCT

End Punctuation: Chapter 1 focuses on end punctuation as a sentence feature. Chapter 2 covers sentence types in detail.

Sentence Features

Show the video "Capitalization and Punctuation" to introduce the concepts. Provide **guided instruction** to review beginning capital letter, appropriate spacing, and end punctuation.

1. Display the teaching box from Instructional Aid 1.
2. Read the statement and examples. Call attention to each sentence feature. Point out that a capital letter is the same as an uppercase letter.

How do spaces between the words of a sentence help the reader? Spaces between the words make the sentence easier to read.

What punctuation marks end the example sentences? period, question mark, exclamation point

3. Display number 1. Read the sentence aloud. Think aloud as you model circling the beginning capital letter and end punctuation mark.
4. Complete numbers 2–4 with the class. Call attention to the end punctuation mark used for each sentence.
5. Display number 5. Invite a student to read the sentence aloud.
Is this sentence written correctly? no
What changes should I make to correct the sentence? Capitalize the first letter and add a punctuation mark at the end.
6. Follow the same procedure to complete number 6.

APPLY

Worktext

Practice Activities: The Worktext pages provide both guided and independent practice.

Guided Practice: Begin by reading the directions. Then guide completion of the first activity in each section, modeling the thinking process the students should use to complete the activity. Complete the succeeding activities together or direct the students to complete them independently while you observe, giving immediate feedback. Invite the students to read their answers to the class.

Independent Practice: Read the directions for each section and encourage the students to complete the activities independently.

Provide **guided practice** using Worktext page 3, numbers 1–8.

Assign as **independent practice** Worktext page 4, numbers 9–16.

Be CyberSmart! To access our Be CyberSmart! digital citizenship lesson that extends this lesson's content, navigate to *Writing & Grammar 2 Lesson 1* in BJU Press Trove. Click on the files titled Be CyberSmart!: L1 Can I Keep Secrets on the Internet?

ASSESS

Learning Target

Review the learning target to encourage self-assessment.

Sentence Features

Assess **Worktext pages 3–4**. Ensure that the students can identify the beginning capital letter and the end punctuation mark of a sentence.

For additional reinforcement of concepts, assign **Lesson 1 Review**.

Sentence Features

I will find the beginning capital letter and the end punctuation mark in a sentence.

A **sentence** has a beginning capital letter, a space between words, and an end punctuation mark.

beginning capital letter: John cleaned his room.

spaces between words: John cleaned his room.

end punctuation mark: John cleaned his room.

Circle the beginning capital letter and the end punctuation mark in each sentence.

1. Grandma baked a cake!
2. Do you like to eat cake?
3. I love chocolate cake!
4. Grandma and I frosted the cake!
5. We had fun!



Write the sentence correctly.

mom swept the porch

6. Mom swept the porch.

the family cleaned the church

7. The family cleaned the church.

kate fed her puppy

8. Kate fed her puppy.

Circle the beginning capital letter and the end punctuation mark in each sentence.

9. Grandpa's fence was broken.
10. I helped him fix it.
11. Grandpa smiled.
12. He was happy to have help.
13. Do you help your grandparents?



Write the sentence correctly.

our teacher read a book to us

14. Our teacher read a book to us.

we drew a picture of the story

15. We drew a picture of the story.

it was time to eat a snack

16. It was time to eat a snack.



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OBJECTIVES

- 2.1 Distinguish action verbs from other words.
- 2.2 Identify action verbs in a sentence.
- 2.3 Use an action verb in a sentence.

PRINTED RESOURCE

- Assessment: Lesson 2 Review

DIGITAL RESOURCES

- Instructional Aid 2.1: *Action Verb Cards*
- Instructional Aid 2.2: *Action Verbs*
- Video: "Capitalization and Punctuation"

PREPARATION

- Cut apart the word cards from Instructional Aid 2.1.

ENGAGE

Sentence Features

Show the video "Capitalization and Punctuation" to review the concepts.

Direct a **turn and talk** to review beginning capital letter, appropriate spacing, and end punctuation.

1. Display the following sentence:
theduckswalk
2. Direct the students to tell a partner what needs to be corrected in the sentence.
3. Invite a student to write the corrected sentence for the class. *The ducks walk.*
What changes were made to correct this sentence? *The first letter was capitalized, spaces were added between the words, and a punctuation mark was added at the end.*
Which word in the sentence tells us what the ducks do? *walk*
4. Point out that the word *walk* tells the ducks' action. *Walk* is an *action verb*. Explain that in this lesson the students will be learning about action verbs.

Learning Target

Read aloud the learning target to introduce the instruction.

INSTRUCT

Verb Charades: In this activity, students pantomime specific action verbs that are given to them. One variation of this activity is to have other students identify both the past and future tense of the verb. This variation is suitable after past tense (Lesson 42) and future tense (Lesson 44) have been introduced.

Action Verbs

I will use an action verb in a sentence.

An **action verb** tells what someone or something does.

Zach swims in the pool. *The family plays games.*

Circle the action verb in each row of words.

1. Speak tree fast
2. clock jumped five
3. quick shirt hide

Circle the action verb.

4. My dad smiled.
5. The lion hunts.
6. Our dog barks.



Write an action verb to complete each sentence.

7. The horse _____
8. The boy _____
9. The children _____



Chapter 1: Words and Sentences

Lesson 2

5

Action Verbs

Direct **verb charades** to introduce action verbs.

1. Hold up the stack of prepared cards from Instructional Aid 2.1. Explain that each card has an action verb written on it. A few students will act out the action verbs, and the rest of the class will try to guess them.
2. Distribute the cards to six students. Direct each student to act out the word on his card.
3. Display the action verbs that are acted out and guessed correctly.
4. Explain to the students that an action verb in a sentence tells what someone or something does.

Provide **guided instruction** to identify action verbs.

1. Display numbers 1–3 from Instructional Aid 2.2. Ask a student to read the words in number 1.
What does an action verb tell? An action verb tells what someone or something does.
Which of these words is an action verb? *throw*
2. Choose a student to circle the word *throw*.
3. Follow the same procedure for numbers 2–3.
4. Display the teaching box. Read the definition of an action verb. Invite a volunteer to read the example sentence.

Write a sentence about cleaning your room. Remember to begin with a capital letter and end with a period.

10.

Circle the action verb in each row of words.

11. cookie apple **write**12. **speak** book dog13. lake **hits** kite14. moon **pray** desk

Circle the action verb.

15. Maya **runs**16. Pablo **eats**17. The baby **crawls**18. The birds **fly**

Write an action verb to complete each sentence.

19. Emma _____

20. The cat _____



ASSESS

Learning Target

Review the learning target to encourage self-assessment.

Action Verbs

Assess Worktext pages 5–6. Ensure that the students can identify an action verb in a sentence.

For additional reinforcement of concepts, assign Lesson 2 Review.

What does someone or something do in this sentence? *swims*

What is the action verb in this sentence? *swims*

Who or what swims? *Zach*

5. Display numbers 4–6. Ask a student to read number 4. Invite another student to circle the action verb in the sentence.

What does someone or something do in this sentence? *kicks*

What is the action verb? *kicks*

Who or what kicks? *Tyler*

6. Follow the same procedure for numbers 5–6. Encourage the students to ask themselves the following question as they complete the Worktext pages:
What does someone or something do?

APPLY

Worktext

Provide guided practice using Worktext page 5, numbers 1–9. For numbers 7–9, invite the students to suggest possible answers. Display the suggestions as a word bank for the students to choose from. Brainstorm for display a list of possible action verbs for the students to use as they complete number 10.

Assign as independent practice Worktext page 6, numbers 10–20.

OBJECTIVES

- 3.1 Classify a noun as a person, place, or thing.
3.2 Distinguish a noun from other words.
3.3 Identify nouns in a sentence.

PRINTED RESOURCES

- “Nouns Name” (song)
- Assessment: Lesson 3 Review

DIGITAL RESOURCES

- Instructional Aid 3: *Nouns*
- Video: “Nouns Name”

MATERIALS

- Each student’s copy of Worktext page 2

ENGAGE

Action Verbs

Guide a **word hunt** to identify action verbs.

- Distribute the students’ copies of Worktext page 2.
What does an action verb tell? An action verb tells what someone or something does.
- Read “Cleaning Day” aloud. Remind the students that the story tells about John taking care of his responsibilities. Guide the students to circle the action verbs. *says, looks, clutter, spill, fill, thinks, places, empties, carries, vacuums, dusts, eat, grins, agrees*
Which action verbs describe John taking care of his responsibilities? *thinks, places, empties, carries, vacuums, dusts*
What are some other action verbs you can think of that describe a person taking care of a responsibility? *cook, mow, rake, wash, bake, clean, teach*

Mentor Text: Keep the students’ copies of “Cleaning Day” on Worktext page 2 for use with Lesson 4.

Learning Target

Read aloud the learning target to introduce the instruction.

INSTRUCT

Songs: Videos are provided for songs referenced in the lessons. Printed music for songs featuring parts of speech is located in the back of the Teacher Edition.

Nouns

I will Identify nouns.

A **noun** is a word that names a person, place, or thing.



person: Sarah, dad, friend



place: church, school, park



thing: book, table, car

Underline the noun in each row of words.

- blow girl draw
- go make egg
- lake hear clean
- feel tent carry

Underline the noun.

- Mike talked.
- The students sing.
- The fireworks boom.
- The pastor prays.

Write three nouns that you see in your classroom.

- _____
- _____
- _____
- _____
- _____



Nouns

Show the **video** “Nouns Name” to introduce the concept. Lead the students in singing the song together. Provide **direct instruction** to introduce nouns. Display the teaching box from Instructional Aid 3. Read and explain the definition and examples. Remind the students that animals are things.

Popcorn Activity: A popcorn activity involves the students’ responding to a question or prompt by standing, or “popping” up, from their seats.

Game Variation: To provide adequate processing time during competitive games and engage struggling students, you may wish to read the question, allow

time for the students to think of their answers, and then give a signal for standing.

Lead a **popcorn activity** to classify nouns as a person, place, or thing.

- Remind the students that a noun names a person, place, or thing.
- Instruct the students to listen to the noun you read.
chair **thing**
turtle **thing**
Grandpa **person**
school **place**
playground **place**
Hannah **person**
brother **person**
- Ask the student who stands first to identify the noun as a person, place, or thing.



Write a sentence about an animal you would like to have as a pet.
Underline a noun in the sentence.

12.

Underline the noun in each row of words.

13. John runs grows14. pretty skip horse15. birds walking flapping16. sleeping bread happy

Underline the noun.

17. Mom smiled.18. The pigs squeal.19. My sister rakes.

Write a noun that is in your house. Remember that a noun can be a person, place, or thing.

20.



ASSESS

Learning Target

Review the learning target to encourage self-assessment.

Nouns

Assess Worktext pages 7–8. Ensure that the students can identify a noun in a sentence. For additional reinforcement of concepts, assign Lesson 3 Review.

Provide guided instruction to practice identifying nouns.

- Display numbers 1–3 from Instructional Aid 3. Choose a student to read the words in number 1.
Which of these words is a noun? *grape*
Does *grape* name a person, place, or thing? *a thing*
- Invite a volunteer to underline *grape*.
- Follow the same procedure for numbers 2–3.
- Display numbers 4–6.
What is the noun in the sentence? *Jane*
Is *Jane* a person, place, or thing? *a person*
- Follow the same procedure for numbers 5–6.

APPLY

Write-Pair-Share: Students complete a writing task independently, check their work with a partner, and share answers with the class.

Worktext

Provide guided practice using Worktext page 7, numbers 1–11. Direct a Write-Pair-Share to complete Worktext page 8, number 12. Assign as independent practice Worktext page 8, numbers 13–20.

Differentiated Instruction

Classifying Nouns

Use a graphic organizer to provide additional practice classifying types of nouns. Display a three-column table with *Person* as the heading for the first column, *Place* for the second column, and *Thing* for the third column. Instruct the students to provide examples of nouns that name a person, place, or thing. Write each student's suggested noun in the appropriate column.