SHURLEY ENGLISH

HOMESCHOOLING

GRAMMAR • COMPOSITION

Level 6

TEACHER'S MANUAL

By Brenda Shurley

SHURLEY ENGLISH

HOMESCHOOL MADE EASY

LEVEL 6

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By
Brenda Shurley

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Level 6 Abbreviations

Abbreviation	Description
N	Noun
SN	Subject Noun
CSN	Compound Subject Noun
Pro	Pronoun
SP	Subject Pronoun
CSP	Compound Subject Pronoun
V	Verb
HV	Helping Verb
CV	Compound Verb
V-t	Verb-transitive
CV-t	Compound Verb-transitive
LV	Linking Verb
CLV	Compound Linking Verb
A	Article Adjective
Adj	Adjective
CAdj	Compound Adjective
Adv	Adverb
CAdv	Compound Adverb

Abbreviation	Description
P	Preposition
OP	Object of the Preposition
COP	Compound Object of the Preposition
PPA	Possessive Pronoun Adjective
PNA	Possessive Noun Adjective
C	Conjunction
I	Interjection
DO	Direct Object
CDO	Compound Direct Object
IO	Indirect Object
CIO	Compound Indirect Object
PrN	Predicate Noun
CPrN	Compound Predicate Noun
PrP	Predicate Pronoun
CPrP	Compound Predicate Pronoun
PA	Predicate Adjective
CPA	Compound Predicate Adjective
Sentences	
D	Declarative Sentence
E	Exclamatory Sentence
Int	Interrogative Sentence
Imp	Imperative Sentence

Level 6 Patterns	
SN V P1	Subject Noun Verb Pattern 1
SN V-t DO P2	Subject Noun Verb-transitive Direct Object Pattern 2
SN V-t IO DO P3	Subject Noun Verb-transitive Indirect Object Direct Object Pattern 3
SN LV PrN P4	Subject Noun Linking Verb Predicate Noun Pattern 4
SN LV PA P5	Subject Noun Linking Verb Predicate Adjective Pattern 5

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CHAPTER 1 LESSON 1
Objectives: Long-term goals and short-term goals.

STUDY SKILLS TIME

TEACHING SCRIPT FOR SETTING GOALS

Good management skills come from good organizational skills, and organizational skills are the foundation for good study skills. You must learn to manage your time, your materials, and your work environment. Good study skills do not just happen. It takes time, determination, and the practice of certain guidelines to get organized. The study skills chapter will concentrate on the guidelines you need for success in developing good study habits. Follow them carefully until they become habits that will help you for a lifetime.

Everyone has the same 24 hours, but everyone does not use his/her 24 hours in the same way. In order to get the most for your time, it is important to set goals. Goals will keep you pointed in the direction you want to go, will focus your time, and will keep you on track. With a list of goals, you can check your progress. Long-term goals are what you want to accomplish in life, usually concentrating on your education and your career. Short-term goals will help you plan things to do this school year, and guidelines will give you specific things to do each day to help you achieve your goals. Listen to examples of long-term and short-term goals as I read them. (*Read the examples below or write them on the board.*)

Examples of goals for a person interested in music:

Long-term Goals	Short-term Goals
1. Get a music scholarship for college.	1. Make a daily schedule to plan my time.
2. Earn a degree in music.	2. Make good grades in 6th grade.
3. Teach music in school.	3. Set aside at least 1 hour per night for study time.
	4. Earn money for piano lessons by baby-sitting.
	5. Spend 30 minutes per day practicing piano.

Examples of goals for a person interested in sports:

Long-term Goals	Short-term Goals
1. Get a football scholarship for college.	1. Make a daily schedule to plan my time.
2. Earn a degree in physical education.	2. Make good grades in 6th grade.
3. Be a football coach in a school.	3. Set aside at least 1 hour per night for study time.
	4. Earn spending money by mowing yards and having a yard clean-up service.
	5. Spend 30 minutes per day at home practicing football skills.

Notice that getting organized and setting aside study time are always important short-term goals because they help you achieve your other goals. You will now write down your own long-term and short-term goals. Write two or three long-term goals and four or five short-term goals. You can add more as you think of them. (*Give students time to write down their long-term and short-term goals. You may want to discuss what kind of goals were written. Have students make English folders and put their goals in the folders.*)

(End of lesson.)

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CHAPTER 1 LESSON 2

Objectives: Beginning setup plan for homeschool.

STUDY SKILLS TIME

TEACHING SCRIPT FOR STUDY PLANS

We have learned that goals are important because they are a constant reminder of what you want in your future. If you make a commitment now to work toward your goals, you will be prepared in the future to take advantage of situations that will help you meet those goals. To make the most of your goals, you should take time to evaluate your goals at the end of every month to see if there are any adjustments you wish to make. Goals change as your needs change and as your abilities increase.

Remember, goals are your destination. A schedule is your road map. You may take a few detours, but you still know the direction you are headed in and how to get there. (*Have discussion time with your students at the beginning of each month to evaluate goals and schedules. Help students make any necessary adjustments. This is a worthwhile learning activity that is done nine times for the whole school year. It should be a meaningful experience for your students*.)

I will introduce the first step in good organization: learning how to make and follow a daily schedule, or routine. Turn to page 9 and look at Reference 1. Follow along as I read the guidelines that will help you establish a daily schedule to follow during study time and school time. (These guidelines will help you get organized with the least amount of wasted effort.) (*Read and discuss the plan reproduced below with your students*.)

Reference 1: Beginning Setup Plan for Homeschool

You should use this plan to keep things in order!

1. Have separate color-coded pocket folders for each subject.
2. Put unfinished work in the right-hand side and finished work in the left-hand side of each subject folder.
3. Put notes to study, graded tests, and study guides in the brads so you will have them to study for scheduled tests.
4. Have a paper folder to store extra clean sheets of paper. Keep it full at all times.
5. Have an assignment folder to be reviewed every day.

Things to keep in your assignment folder:

A. Keep a monthly calendar of assignments, test dates, report-due dates, project-due dates, extra activities, dates and times, review dates, etc.

B. Keep a grade sheet to record the grades received in each subject. (*You might also consider keeping your grades on the inside cover of each subject folder. However you keep your grades, just remember to keep up with them accurately. Your grades are your business, so keep up with them! Grades help you know which areas need attention*.)

C. Make a list every day of the things you want to do so you can keep track of what you finish and what you do not finish. Move the unfinished items to your new list the next day. (*Yes, making this list takes time, but it's your road map to success. You will always know at a glance what you set out to accomplish and what still needs to be done*.)

6. Keep all necessary school supplies in a handy, heavy-duty plastic bag or a pencil bag.

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CHAPTER 1 LESSON 3
Objectives: Skills (synonyms, antonyms), Six-Step Vocabulary Plan, and Vocabulary #1.

VOCABULARY TIME

TEACHING SCRIPT FOR SYNONYMS AND ANTONYMS

Words are your tools for the future. Having a strong command of different vocabulary words can help you express exactly what is on your mind, and it will also help others to fully understand your thoughts and ideas. The ability to communicate is more effective when you do not use the same words over and over again. That is why it is necessary to learn a wide variety of vocabulary words. Think of it as having a large bank account from which you can draw just the right words to best express your thoughts. A large vocabulary will also help you as you do your work in school.

Today, we will learn about synonyms and antonyms and how to mark them. Turn to page 9 in the Reference Section of your book and look at Reference 2. (*The first part of Reference 2 is reproduced below*.) This format will be used for identifying vocabulary words as synonyms or antonyms.

Reference 2: Synonyms, Antonyms, and Six-Step Vocabulary Plan

Part 1: Synonyms and Antonyms

Definitions: Synonyms are words that have similar or almost the same meanings. Antonyms are words that have opposite meanings.

Directions: Identify each pair of words as synonyms or antonyms by putting parentheses **( )** around ***syn*** or ***ant***.

1. hasty, rapid	**(syn)** ant	2. night, evening	**(syn)** ant	3. kind, harsh	syn **(ant)**

Listen carefully as I read the definitions for synonyms and antonyms. **Synonyms** are words that have similar or almost the same meanings. **Antonyms** are words that have opposite meanings.

Look at the words ***hasty*** and ***rapid*** beside number 1. What are the meanings of the words **hasty** and **rapid**? (*Discuss the meanings of the words* ***hasty*** *and* ***rapid***.) Do the words ***hasty*** and ***rapid*** have almost the same meanings, or do they have opposite meanings? (*almost the same meanings*) Since they have almost the same meanings, are they synonyms or antonyms? (*synonyms*) How do we indicate that they are synonyms? (*By putting parentheses around the* ***syn****.)* (*For number 1, have students trace over the parentheses around the* ***syn*** *in their practice box*.)

Look at number 2. Let's discuss the meanings of the words **night** and **evening**. (*Discuss the meanings of the words* ***night*** *and* ***evening***.) Do these words have almost the same meanings, or do they have opposite meanings? (*almost the same meanings*) Since they have almost the same meanings, are they synonyms or antonyms? (*synonyms*) How do we indicate that they are synonyms? (*By putting parentheses around the* ***syn.****)* (*For number 2, have students trace over the parentheses around the* ***syn*** *in their practice box*.) Remember, synonyms may not have exact meanings, but their meanings will be similar. That is why they are called synonyms.

Look at number 3. Let's discuss the meanings of the words **kind** and **harsh**. (*Discuss the meanings of the words* ***kind*** *and* ***harsh***.) Do these words have almost the same meanings, or do they have opposite meanings? (*opposite meanings*) Since they have opposite meanings, are they synonyms or antonyms? (*antonyms*) How do we indicate that they are antonyms? (*By putting parentheses around the* ***ant****.)* (*For number 3, have students trace over the parentheses around the* ***ant*** *in their practice box*.) Remember, antonyms have different meanings because they are opposite words. They do not mean the same. That is why they are called antonyms.

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CHAPTER 1 LESSON 3 CONTINUED

If the thought of learning new words is overwhelming, think about what you have available. You have two valuable tools to help you in this task: the dictionary and thesaurus. The nice thing about these tools is that you alone, at any time, can use the dictionary or thesaurus (*for free*) to learn more words with which to express yourself.

Today, you will begin building your "bank account" of words. You will advance your vocabulary by learning synonyms and antonyms. Remember that synonyms are words that have almost the same meanings, and antonyms are words that have opposite meanings. Now that we have discussed several synonym and antonym words, I want you to name two pairs of words and identify one pair as synonyms and one pair as antonyms. (*Allow students to use a dictionary or a thesaurus to look up each pair of words if they need it. Check students' identification of the words for accuracy*.)

Since we will be learning or reviewing synonyms and antonyms in almost every chapter, we will call this time **Vocabulary Time**. The purpose of Vocabulary Time is to learn new words; so, you will keep a Vocabulary notebook. During Vocabulary Time, you will always follow the Six-Step Vocabulary Plan. You will find this plan in the second part of Reference 2 on page 9 in your book. You will use this plan every time you enter vocabulary words in your notebook. (*Have students follow along as you read and discuss the vocabulary plan with them*.)

Reference 2: Synonyms, Antonyms, and Six-Step Vocabulary Plan, Continued
Part 2: Six-Step Vocabulary Plan
(1) Write a title for the vocabulary words in each chapter. Example: **Chapter 1, Vocabulary Words #1**
(2) Write each vocabulary word in your vocabulary notebook.
(3) Look up each vocabulary word in a dictionary or thesaurus.
(4) Write the meaning beside each vocabulary word.
(5) Write a sentence that helps you remember how each vocabulary word is used.
(6) Write and identify a pair of synonym words and a pair of antonym words.

You will have a list of synonyms and antonyms to define in each chapter. These words are listed on pages 7-8 in the Reference Section of your workbook. (*Have students turn to page 7 and look at the eight words listed for Chapter 1*.)

In each new chapter, I will tell you the words you will define during Vocabulary Time. Today, you will define and write sentences for four words. Any of the words you learn during Vocabulary Time could be in the Vocabulary section of your test. You may also use your vocabulary notebook to record any vocabulary word you wish to define for future reference.

VOCABULARY TIME

Assign Chapter 1, Vocabulary Words **#1** on page 7 in the Reference Section for students to define in their Vocabulary notebooks. Tell students they are to use a dictionary or thesaurus to look up the meanings of the vocabulary words. After they write each word and its meaning, students are to write a sentence using the vocabulary word.

Chapter 1, Vocabulary Words #1
(defer, postpone, astute, obtuse)

(End of lesson.)

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CHAPTER 1 LESSON 4
Objectives: Writing (journal), and Vocabulary #2.

WRITING TIME

TEACHER INSTRUCTIONS

Have your students turn to Reference 3 on page 10 in the Reference Section of their books and follow along as you read the information on journal writing to them. (*The journal-writing information that you read to your class is reproduced below.*)

Reference 3: What is Journal Writing?

Journal Writing is a written record of your personal thoughts and feelings about things or people that are important to you. Recording your thoughts in a journal is a good way to remember how you felt about what was happening in your life at a particular time. You can record your dreams, memories, feelings, and experiences. You can ask questions and answer some of them. It is fun to go back later and read what you have written because it shows how you have changed in different areas of your life. A journal can also be an excellent place to look for future writing topics, creative stories, poems, etc. Writing in a journal is an easy and enjoyable way to practice your writing skills without worrying about a writing grade.

What do I write about?

Journals are personal, but sometimes it helps to have ideas to get you started. Remember, in a journal, you do not have to stick to one topic. Write about someone or something you like. Write about what you did last weekend or on vacation. Write about what you hope to do this week or on your next vacation. Write about home, school, friends, hobbies, special talents (yours or someone else's), present and future hopes and fears. Write about what is wrong in your world and what you would do to "fix" it. Write about the good things and the bad things in your world. If you think about a past event and want to write an opinion about it now, put it in your journal. If you want to give your opinion about a present or future event that could have an impact on your life or the way you see things, put it in your journal. If something bothers you, record it in your journal. If something interests you, record it. If you just want to record something that doesn't seem important at all, write it in your journal. After all, it is your journal!

How do I get started writing in my personal journal?

You need to put the day's date on the title line of your paper: **Month, Day, Year.** Skip the next line and begin your entry. You might write one or two sentences, a paragraph, a whole page, or several pages. Except for the journal date, no particular organizational style is required for journal writing. You decide how best to organize and express your thoughts. Feel free to include sketches, diagrams, lists, etc., if they will help you remember your thoughts about a topic or an event. You will also need a spiral notebook, a pen, a quiet place, and at least 5-10 minutes of uninterrupted writing time.

Note: Use a pen if possible. Pencils have lead points that break and erasers, both of which slow down your thoughts. Any drawings you might include do not have to be masterpieces—stick figures will do nicely.

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CHAPTER 1 LESSON 4 CONTINUED

Use the review points below to review what your students should know about journal writing.

Review Points:

1. You may write personal thoughts, personal feelings, poems, stories, events, topics you might develop later, or keep a record of your activities at school, at home, and in your community in your journal.
2. Each journal entry needs the day's date on the title line of your paper.
3. You should write in your journals for at least 5 to 10 minutes. You may finish your entries during your free time if necessary.
4. Recording personal thoughts in a journal is a habit that becomes more important to you as you grow older. Develop a system to label and organize your personal journals by the year. All notebooks used for journal writing should have the appropriate year written on the cover for easy reference. Journals can also be typed on a personal computer.

TEACHER INSTRUCTIONS

Have students write the title *My Personal Journal for the Year* ____, indicating the current year on the front covers of their journal notebooks or folders. Students should use their journal notebooks for their journal writing assignments.

Writing Assignment: Have students make the first entry in their journals at this time.

Teacher's Notes about Journal Writing: Journal writing helps students express themselves in written form, helps students feel comfortable with writing, and gives students an opportunity to practice what they are learning. Check to make sure students are making their entries. Make it a writing routine to have a 5-to-10 minute journal-writing time whenever it is assigned. If students finish early, have them go back and read earlier entries. Keeping a journal should develop into a life-long habit.

VOCABULARY TIME

Assign Chapter 1, Vocabulary Words **#2** on page 7 in the Reference Section for students to define in their Vocabulary notebooks. Tell students they are to use a dictionary or thesaurus to look up the meanings of the vocabulary words. After they write each word and its meaning, students are to write a sentence using the vocabulary word.

Chapter 1, Vocabulary Words #2
(commodities, goods, disprove, attest)

(End of lesson.)

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