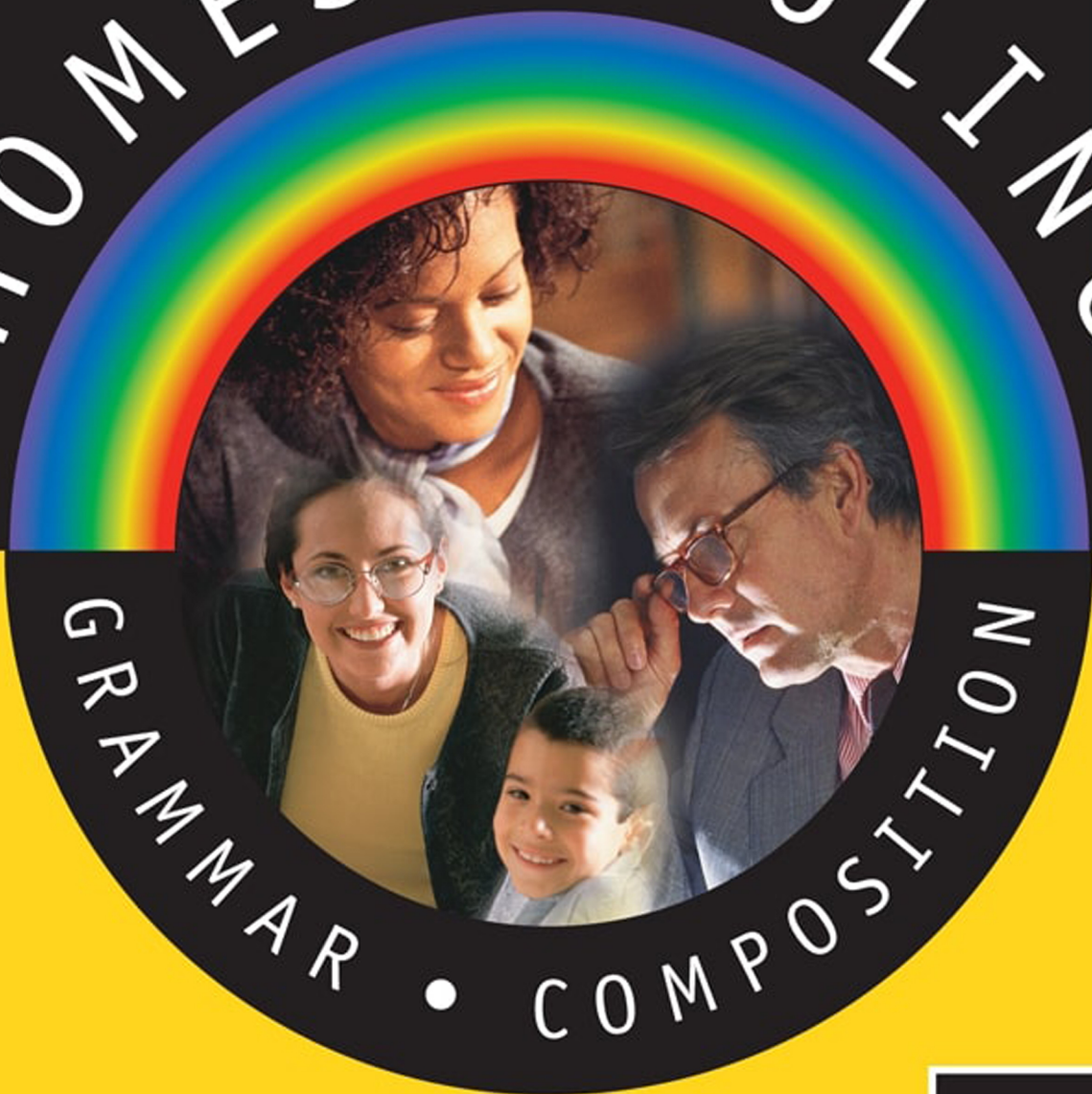


SHURLEY ENGLISH

HOMESCHOOLING



GRAMMAR • COMPOSITION

Level **1**

TEACHER'S
MANUAL

By Brenda Shurley

SHURLEY ENGLISH

HOMESCHOOL MADE EASY

LEVEL 1

Teacher's Edition

**By
Brenda Shurley**

Shurley Instructional Materials, Inc., Cabot, Arkansas

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SHURLEY ENGLISH ABBREVIATIONS FOR LEVEL 1

Abbreviation	Description
N	Noun
SN	Subject Noun
V	Verb
Adv	Adverb
Adj	Adjective
A	Article Adjective
P	Preposition
OP	Object of the Preposition

CHAPTER 1 LESSON 1

Objectives: How to Get Started and Readiness Time (Grouping Skills).



HOW TO GET STARTED

1. The word *students* will be used throughout the text in reference to the child/children you are teaching. The adult teaching this program will be referred to as *teacher*.
2. Stay one lesson ahead of your students. Study the entire lesson thoroughly before you present it. Then, read each lesson like you read a storybook: word-for-word. Your teacher’s manual will give you teaching scripts to read out loud to your students. It will also give you teacher’s notes, and it will tell you when your students are to participate with you. Do not skip anything, and do not jump ahead. In just a few days, you will be in a comfortable routine that will help your students develop a love of learning.
3. The order of the student book is listed below. (*Note: The sample exercises in the Reference Section of the student’s book are keyed to serve as a study guide for the student.*)

Order of Student Book			
1. Jingle Section	pages 1-4	5. Practice Section	pages 27-58
2. Vocabulary Section	pages 5-8	6. Test Section	pages 59-80
3. Synonym & Antonym Section	pages 9-12	7. Activity Section	pages 81-90
4. Reference Section	pages 13-26		

4. The lessons in this book are divided into chapters. Each lesson takes approximately twenty to forty minutes to complete. For best results, you should do one lesson every day. There are no tests for Chapters 1-6. Chapter 7 begins the testing for Level 1.
5. Your *Shurley* kit contains a teacher’s manual, a student workbook, and an audio CD which demonstrates the Jingles and the Question and Answer Flows for the Introductory Sentences.



INTRODUCTION TO READINESS TIME

The first four chapters are devoted to readiness skills. The readiness chapters develop classifying skills and are very important in helping students become better learners. In order for students to comprehend and apply new information quickly and easily, it is important that they develop the higher-level thinking skill of classifying. Learning to classify, or group things, makes it easier to compare, analyze, and evaluate new information.

This classifying foundation makes it possible for younger students to look at objects and determine how they are alike and how they are different. It teaches them the relationships of the things they are learning. Facts and new information are easier to remember if they are sequenced and grouped.

Learning to organize information into groups teaches one how things relate to one other. Students learn to analyze when they classify new information into different categories. Then, as learning becomes more abstract, students are better equipped to handle this higher level of learning because they have had plenty of practice in comparing, analyzing, and grouping information. After the grouping technique is learned, it should be applied whenever possible in other learning situations.

CHAPTER 1 LESSON 1 CONTINUED



READINESS TIME

TEACHER INSTRUCTIONS

Materials needed: A combination of pictures and/or real objects that can be placed in the categories **food, clothing, transportation, and furniture / appliance**. Materials for category signs may include cardboard, construction paper, or notebook paper.

For the grouping activities in this chapter, collect pictures from newspapers, brochures, magazines, catalogs, old books, items from around the house, etc.

Teacher’s Notes: The groups that will be used in this first lesson will be broken down into subgroups in later lessons. To save time, the items that you choose for today’s lesson should correspond with the subcategories that will be used in lessons 2-5. (See the chart below for a list of these subgroups and suggested items for each group.)

Also, make signs for the four categories and have them ready before you begin this lesson. To make the signs, cut out four strips of cardboard, construction paper, or notebook paper. Write titles on the signs for the **food, clothing, transportation, and furniture / appliance** categories. Use a large black magic marker so the signs can be read easily.

Chapter 1, Groups #1-4		
Group Names	Subgroup	Suggested Items
1. FOOD	meat & nuts	slice of deli meat, package of sausage, peanuts, pecans, walnuts
	milk & cheese	glass of milk, empty milk carton, slice of cheese
	bread & cereal	loaf of bread, rolls, empty cereal box, oatmeal
	fruits & vegetables	apples, oranges, bananas, potatoes, celery, lettuce, carrots, can of green beans, can of peas
2. CLOTHING	warm-weather	shorts, T-shirt, sandals
	cold-weather	sweater, coat, sweat pants, mittens/gloves, scarf
	costumes	Halloween costumes, dress-up clothes, dance recital outfits, uniforms
3. TRANSPORTATION	ground	pictures/models of cars, trucks, vans, bicycles, motorcycles
	air	pictures/models of airplanes, hot air balloons, blimps, helicopters
	water	pictures/models of boats, barges, submarines
4. FURNITURE / APPLIANCE	kitchen	pictures of refrigerators, microwaves, stoves/ovens, kitchen sinks, bar stools, tables, hutch, chairs
	bedroom	pictures of beds, dressers, chests, doll-house furniture
	bathroom	pictures of bathroom sinks, toilets, showers/baths, shelf
	living room	pictures of sofas, recliners, televisions, fireplaces, ottoman

CHAPTER 1 LESSON 1 CONTINUED

TEACHING SCRIPT FOR SORTING AND GROUPING ITEMS

Today, we will begin learning how to sort and group items together. These activities will help us understand how things relate to one another. We will study four different groups today. *(Show the four group signs to students and have them repeat the titles with you several times.)* We will start by identifying items that belong in one of these groups. *(Scatter collected items on the table, floor, or other chosen area in front of the students. Try to include a combination of pictures and real objects for this activity.)*

*(Select two different items that belong to the **food group** from the pile.)* Can you tell me the name of the group that we would use to identify these two items? *(the **food group**)* Yes, these items belong to the **food group** because they are both things that we could eat. I will place these items behind the **Food Group** sign. Now, I want you to pick out all the items that you think would belong in the **food group**, and we will place them together in the **Food Group** pile. *(Allow students to pick out all of the **food group** items and place them in the **food group** pile. Once students have finished, direct their attention to the **food group** pile.)* What is the name of this group? *(the **food group**)* Let's repeat the name of this group together three times. *(food group, food group, food group)* Why do all these items belong in the food group? *(They are things that we could eat.)* Very good!

Now, let's go back to our mixed pile because I would like to show you another group. *(Select two different items from the **clothing group**.)* Can you tell me the name of the group that we would use to identify these two items? *(the **clothing group**)* Yes, these items belong to the **clothing group** because they are both things that we could wear. Now, I want you to search through our mixed pile and pick out all the items that you think would belong to the **clothing group** and place them behind the **Clothing Group** sign. *(Allow students to gather all of the **clothing group** items and put them in a **clothing group** pile. Once students have finished, direct their attention to the **clothing group** pile.)* What is the name of this group? *(the **clothing group**)* Let's repeat the name of this group together three times. *(clothing group, clothing group, clothing group)* Why do all these items belong in the clothing group? *(They are all things that we could wear.)*

We must now go back to the mixed pile because there are two more groups that I would like to show you. *(Select four new items from the pile. Two items should be from the **transportation group**, and the other two should be from the **furniture / appliance group**. Hold up the two items from the **transportation group**.)* What is the name of the group to which these items belong? *(the **transportation group**)* Right! Both of these items belong in the **transportation group** because we can use them to get from one place to another.

Before I have you find all the **transportation group** items in our mixed pile, I would like to show you one last group. *(Show students the two items you selected from the **furniture / appliance group**.)* Can you tell me the name of the group that we would use to identify these two items? *(the **furniture / appliance group**)* Yes, these two items belong to the **furniture / appliance group** because they can be used to furnish rooms in houses.

Now that we have discussed the two new groups, can you name both of them again? *(the **transportation group** and the **furniture / appliance group**)* Items from both of these groups are still mixed together in one pile. I want you to separate them and place them behind either the **Transportation Group** sign or the **Furniture / Appliance Group** sign.

(Have students sort through the pile of items and place them into two new piles. When they have finished, students should have a total of four piles. Point to each pile and make sure that students are able to properly identify what the items in each pile have in common.)

(End of lesson.)

CHAPTER 1 LESSON 2

Objectives: Readiness Time (Subgrouping Skills), and Activity.



READINESS TIME

TEACHER INSTRUCTIONS

Materials needed: A combination of pictures and/or real objects that can be placed in the subgroup categories listed in the box below. Materials for subgroup signs may include cardboard, construction paper, or notebook paper.

Chapter 1, Lesson 2, Group #1: Food Group

Subgroups: ① meat & nuts, ② milk & cheese, ③ bread & cereal, ④ fruits & vegetables

Students will learn how larger groups can be broken down into smaller groups, which we call subgroups. They will begin by breaking down the **food group** into smaller subcategories. Again, you will need examples of **food** to illustrate this concept. You will also need to make signs to identify the contents of each subgroup pile. The subgroups that they will learn today are listed above.

Be sure to include several examples of each of the above subgroups in your **food group**. *(You can use pictures or actual objects as your examples. If you cannot find pictures or objects of some of the subgroups listed, you may substitute another appropriate subgroup. Also, make signs to identify the contents of each subgroup pile.) (See page 2 in the teacher’s manual for a list of suggested items.)*

TEACHING SCRIPT FOR INTRODUCING SUBGROUPS

*(Scatter only **food group** items in front of the students.)* We learned to identify this group in the last lesson. Can you tell me the name of the group that we would use to identify these items? *(the **food group**)* Yes, all of these items are examples of things that we could eat. That is why we call this group the **food group**.

Today, I want to show you how we can break a large group, like the **food group**, into smaller groups called **subgroups**. A subgroup is a smaller group within a larger group. The smaller **food groups**, or subgroups, have something in common. Each subgroup can be a group by itself, or it can still be part of the larger group, the **food group**, where it was placed originally. Let’s repeat the name of the new word *subgroup* together three times. *(subgroup, subgroup, subgroup)*

We have already said that all the items in our pile belong to the **food group**. I want to give you an example of a smaller **food group** or subgroup located within our larger **food group**. *(Choose an item from the first subgroup, **meat & nuts**, and show it to the students. Identify the object / picture.)*

CHAPTER 1 LESSON 2 CONTINUED

This is an example of a subgroup because we can place this **food group** item in a smaller group called the **meat & nut group**. This new subgroup can be a group by itself or it can still be part of the larger **food group**. There are more examples in our **food group** pile that we could sort into this new pile. Can you help me find them? Remember, we are only looking for foods that will fit into the new subgroup called the **meat & nut group**. (*Help students find the other examples of **meats & nuts** and place them into the meat & nut pile.*) We can also make a sign that has the words “**Meat & Nut Group**” on it. (*Make a sign with the title **Meat & Nut Group**.*) We will put all the items that belong in this subgroup behind the **Meat & Nut Group** sign.

What is the name of this new group that we have identified? (*the **meat & nut group***) What two things do all of the items in our new pile have in common? (*All the items are either **meats** or **nuts**, and they are also found in the **food group**.*)

TEACHER INSTRUCTIONS

Introduce each new subgroup, one at a time. (**Additional subgroup examples include *milk & cheese, bread & cereal, fruits & vegetables.***) Use the method above to identify each group as it is introduced. Then, help students properly sort each subgroup into a new pile until all of the items have been identified and grouped. Once the students have sorted the items into separate piles, have them identify and repeat the name of each subgroup pile.

Then, ask students to make a **food group** pile. To do this, they should combine all the items from the subgroups into a single pile. If you think students need the extra practice, have them sort each item into the proper subgroup pile again.

**ACTIVITY / ASSIGNMENT TIME**

Have students color, paint, or cut and paste pictures of the different food subgroups on paper plates. Each plate that they create should have one example of each food group. Allow students to design several plates.

Example: hot dog (meat & nut), hot dog bun (bread & cereal), French fries (fruit & vegetables), slice of cheese (milk & cheese)

(End of lesson.)

CHAPTER 1 LESSON 3

Objectives: Readiness Time (Subgrouping Skills), and Activity.
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**READINESS TIME**TEACHER INSTRUCTIONS

Materials needed: A combination of pictures and/or real objects that can be placed in the subgroup categories listed in the box below. Materials for subgroup signs may include cardboard, construction paper, or notebook paper.

Chapter 1, Lesson 3, Group #2: Clothing Group
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Subgroups: ① warm-weather clothes, ② cold-weather clothes, ③ costumes
--

Students will continue to learn how larger groups can be broken down into smaller subgroups. Today, they will divide the **clothing group** into smaller subcategories. Again, you will need examples of **clothing** to illustrate this concept. The subgroups that they will learn today are listed above.

Make sure to include several examples of each of the subgroups in your **clothing group** items. *(You can use pictures or actual objects as your examples. If you cannot find pictures or objects of some of the subgroups listed, you may substitute another appropriate subgroup. Also, make signs to identify the contents of each subgroup pile.) (See page 2 in the teacher's manual for a list of suggested items.)*

TEACHING SCRIPT FOR PRACTICING SUBGROUPING SKILLS

*(Scatter only **clothing group** examples in front of the students.)* We have already learned to identify this group in a previous lesson. What is the name of the group that we would use to identify these items? *(the **clothing group**)* Yes, all of these items are things that we could wear. That is why we call this group the **clothing group**.

Again, I want to show you how we can divide a larger group, like the **clothing group**, into smaller groups called **subgroups**. Remember, a subgroup is a smaller group within a larger group. Now, what is a subgroup? *(a smaller group within a larger group)* These smaller groups, or subgroups, have something in common. Each subgroup can be a group by itself or it can still be part of the larger group, the **clothing group**, where it was placed originally.

We have already said that all the items in our pile belong to the **clothing group**. But, now I want you to notice that there are also smaller groups located within our larger **clothing group**. *(Choose one example of your first subgroup, **warm-weather clothes**, from the main pile and show it to the students. Identify the object/picture.)*

CHAPTER 1 LESSON 3 CONTINUED

This is an example of a subgroup because we can place this **clothing group** item in a smaller group called the **warm-weather group**. This new subgroup can be a group by itself, or it can still be part of the larger **clothing group**. There are more examples in our **clothing group** pile that we could sort into this new pile. Can you help me find them? Remember, we are only looking for clothing that will fit into the new subgroup pile called **warm-weather group**. (*Help students find the other examples of **warm-weather clothes** and place them into the warm-weather pile.*) We can also make a sign that has the words “Warm-Weather Clothes Group” on it. (*Make a sign with the title Warm-Weather Clothes Group.*) We will put all the items that belong in this subgroup behind the **Warm-Weather Clothes Group** sign.

What is the name of this new group that we have identified? (*the **warm-weather group***) What two things do all of the items in our new pile have in common? (*All of the items are **warm-weather clothes**, and they are also found in the **clothing group**.*)

TEACHER INSTRUCTIONS

Introduce each new subgroup, one at a time. (**Additional subgroup examples include *cold-weather clothes and costumes*.**) Use the method above to identify each group as it is introduced. Then, help students properly sort each subgroup into a new pile until all of the items have been identified and grouped. Once the students have sorted the items into separate piles, have them identify and repeat the name of each subgroup pile.

Then, ask students to make a **clothing group** pile. To do this, they should combine all of the items from each subgroups into a single pile. If you think the students need the extra practice, have them sort each item into the proper subgroup pile again.

**ACTIVITY / ASSIGNMENT TIME**

If you used actual objects as your examples, let students play dress-up with clothing from each subgroup after they have properly identified and sorted them into separate piles. Then, combine all three piles into a **clothing group** pile and let students try on silly combinations of warm-weather clothes, cold-weather clothes, and costumes.

(End of lesson.)

CHAPTER 1 LESSON 4

Objectives: Readiness Time (Subgrouping Skills), and Activity.



READINESS TIME

TEACHER INSTRUCTIONS

Materials needed: A combination of pictures and/or real objects that can be placed in the subgroup categories listed in the boxes below. Materials for subgroup signs may include cardboard, construction paper, or notebook paper.

Chapter 1, Lesson 4, Group #3: Transportation Group

Subgroups: ① ground, ② air, ③ water

Chapter 1, Lesson 4, Group #4: Furniture / Appliance Group

Subgroups: ① kitchen, ② bedroom, ③ bathroom, ④ living room

Students will group the items above into two main groups. *(They studied both groups in an earlier lesson.)* Then, they will properly identify the subgroups that belong in these two groups. The two groups that are used in this lesson are listed above, along with the subgroups for each group. Be sure to include several examples of the subgroups in each main group. *(For this lesson, combine items for the **transportation** and **furniture / appliance** groups into one big pile. Make sure you also have made all the signs for each subgroup and have them ready to use. Then, follow the teaching script below.)*

TEACHING SCRIPT FOR PRACTICING SUBGROUPING SKILLS

*(Mix together and scatter the items from the **transportation group** and the **furniture / appliance group** in front of the students.)* Today, I have mixed together two different groups that we identified in an earlier lesson. I want you to take a moment to look through the items in this pile and see if you can tell me the names of these two groups. *(Let students look through the combined items in the pile.)*

Can you tell me the names of the two groups that we would use to identify the items in our pile? *(the **transportation group** and the **furniture / appliance group**)* Now, I want you to place each item behind the appropriate sign. This sign says **Transportation Group**, and the next sign says **Furniture / Appliance Group**. *(After students have finished placing each item into one of the two piles, have them explain why every item belongs where they placed it.)*

We will now take our two groups, the **transportation group** and the **furniture / appliance group**, and classify them into smaller subgroups. These smaller groups, or subgroups, will all have something in common: all items in our subgroups can either be identified as **transportation** or **furniture / appliance**.

We have already said that all the items in our two piles belong either to the **transportation group** or to the **furniture / appliance group**. But, now, I want you to notice that there are also smaller groups located within our two larger groups. First, let's look at the **transportation group** pile. *(Choose one example of your first subgroup, **ground**, from the **transportation group** pile and show it to the students. Identify the object / picture.)*

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ISBN-10: 1-58561-048-8
ISBN-13: 978-1-58561-048-8



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