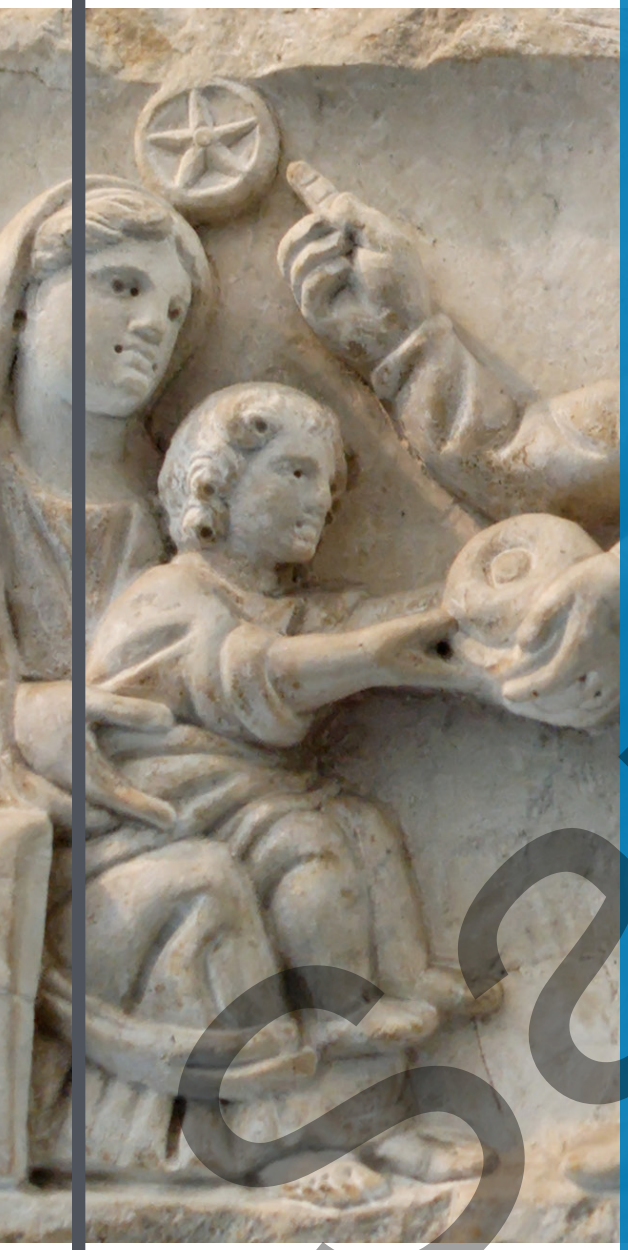

GL2 GRAMMAR

TEACHER TEXT

Published by
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sample

2nd Edition

GL2 Grammar Teacher Text
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Front Cover: Magi bearing gifts, 4th-century sarcophagus, Rome
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Adoration of the Magi. Panel from a Roman sarcophagus, 4th century CE.
From the cemetery of St. Agnes in Rome.
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Introduction

THE CHRISTIAN WORLDVIEW OF LANGUAGE ARTS

The summary below addresses the entire language arts curriculum but the general principles may be applied to any of the specific components of language arts including grammar.

God has chosen to reveal himself to man through his Word. *"In the beginning was the Word, and the Word was with God, and the Word was God"* (John 1:1). God has communicated his message of salvation to man through his Son, the living Word of God, and through the Scriptures, his written Word.

Language and the desire and ability to communicate are obvious gifts from our Creator to man. Language reflects the very character and nature of God, as does all his creation. *"Every good gift and every perfect gift is from above, coming down from the Father of lights with whom there is no variation or shadow due to change"* (James. 1:17). The proper use of grammar (the structure of language) is a component of communication and ensures that one is properly understood.

The function of language is twofold. By it we are able to understand others, and through it we can express ourselves. Because God has used language to communicate to man, we in turn can use it to glorify and praise him. If we have a superficial knowledge of English, we will necessarily have shallow capabilities of communication, in understanding both the written and spoken word. But if we have a profound grasp of the language, we will be able to receive far more from all we read and hear and give far more to others in our writing and conversation. Language is a tool in the Christian's hand. With it great things can be accomplished for the glory of God. When misused, it can cause great damage. What are the uses of the tool?

Believing students need to understand English so that they can understand the Scriptures and Christian writing and become more conformed to the image of Christ in their pursuit of holiness. Beautiful language can be employed in hymns, poetry, stories, essays, books, and conversation. Language study also equips them to refute the world's false philosophies with clarity and precision.

If the student is well-taught in the basics of English, he will be protected from misunderstanding the Scriptures (as well as from misunderstanding other, less important, works). For example, knowledge of figures of speech is important in the study of Scripture. Knowledge of who is the subject and what is the object of this or that particular sentence is also important. The student will also be protected from doctrinal error through understanding the difference between indicatives and imperatives. Precision in punctuation and capitalization is also essential to clear communication.

The application of English to the other disciplines is obvious and far-reaching. What student can approach his field of study without employing language? A ready grasp of sentence structure and an expansive vocabulary will only make his other studies more delightful to pursue and more rewarding to attain.

Apollos is described in Acts 18:24 as *"an eloquent man competent in the Scriptures."* Certainly he must have been a lover of language and the Word. Language is the means by which the Christian student can shine his light before the world in relationships with family, friends, and

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so forth.

A proper use of language is a way to reflect the true and the beautiful, which fulfills one of the main aims of education.

It is easy to point out the uses of language in the English classroom. There are many opportunities in literature study to examine the uses of language and evaluate the worldview of the author by what they say or how they say it.

Composition assignments and vocabulary study afford instances where the student can apply new skills and refine old ones. Grammar must be seen as the frame that language is stretched upon like a canvas, giving it form, and enabling us to appreciate its beauty. Through learning spelling rules and word categories, students are engaged in appreciating the beauty of the order and structure of words.

Once a student is taught to love language, he can enjoy limitless possibilities in self-instruction through reading, understanding, and appreciating Scripture and secondarily, through many great literary works. The goal of the teacher is to impart that love!

Adapted from Logos Schools Idaho, USA.

TEACHING ENGLISH IN THE PRIMARY STAGE

In grades one through six the subject of English or language arts encompasses reading, grammar, writing (handwriting and composition), and spelling.

The lesson numbers indicate an estimate of the class periods the teacher might need to devote to the subject. These are an approximation. The lessons may take more or less time depending on your students. The lessons are to be done in order. If there are multiple items in the Introduction section of the lesson, then the teacher should plan on using each item for a different lesson. There are a number of activities provided within each lesson to help teach the concepts. The teacher does not have to use every activity. Many may be repeated. Worksheets are provided with many of the lessons; they may be photocopied for each student or they may simply be displayed for the class and students may copy into exercise books. Scripture passages are taken from the Gospel of Mark in The Holy Bible, English Standard Version.

Copy Work and Dictation – Students must be trained to write with attention to detail and accuracy. This begins with copy work. Students are given a short passage and are instructed to write it onto paper with no mistakes. Students must copy the passage word for word with accurate spelling, capitalization, and punctuation. This requires the student to look at the given passage, read it, repeat it in her mind long enough to transfer it to paper, spell it correctly, and write it correctly. That is a very large task for young children. It is a skill that most adults take for granted. We must teach it to our students slowly and deliberately, allowing plenty of time for the children to complete the assignment without feeling rushed, fatigued, or anxious. The teacher may choose to spread the copy work and dictation exercises throughout the unit as is best for her students. Once students have mastered the concept of copy work, dictation exercises will be added. Copy work and dictation exercises should never take place in the same lesson as to not fatigue and frustrate the children. Unlike copy work where the passage is seen by the students, dictation is given orally. The teacher reads a short sentence to the students. The students repeat the sentence to the teacher. The teacher reads the sentence again and the students repeat it again. This continues until the students can say the sentence easily from memory. Then the students are instructed to write the passage onto paper being attentive to proper capitalization, punctuation, and spelling. Both copy work and dictation were introduced to students in GL1.

Sample

Lessons 1-4

Distinguishing Between Naming Words and Action Words

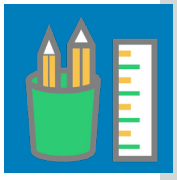
STUDENT OBJECTIVES

- Identify naming words.
- Identify action words.
- Distinguish between naming and action words.

WORLDVIEW INTEGRATION

Imagine if you did not know what the name of a certain thing was. How would you tell others which direction to go? What to do? How would we communicate at all? From the beginning of time, through the responsible use of language, God called Adam to name the animals of the Earth (Genesis 2). This was in fulfillment of the First Commission to be a good steward of the Earth. Naming words help in this process of being good stewards of the Earth so that we know about whom or what we are talking. If we know about whom or what we are talking, then we are better equipped to fulfill God's work for us on this Earth.

Read Psalm 18 and point out all the action words describing God's actions. God himself takes action at just the right time. Are we not glad that God is a God of decisive action? God's people are encouraged to not just read the Word of God but to act on it. The usage of action words in our speech can motivate others and give precise direction to them and to ourselves.



MATERIALS

- pre-drawn outlines of a person, house, and dog on board or other medium
- blank paper, pencils, crayons
- **Distinguishing Words** worksheet

Sample

- Person-Place-Thing chart drawn on board before class begins:

Person	Place	Thing
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.

INTRODUCTION

1. Review what a naming word is (a word that names a person, place, or thing). Ask students to give examples of each kind of naming word.
2. Review what an action word is (words that "do" something). Ask students to give examples of action words. If time allows, play a round of action word charades.
3. Review the differences between naming and action words; have students give a few examples of each and use them in a sentence; ask students to identify words you tell them as either naming or action words (include some of the new vocabulary words learned in previous lessons); revisit some of the lists created by students if available. Be sure students know that they can use the following strategy if needed to determine the type of word:
   - Ask yourself: Can I touch this word or can I do this word?
   - If I can touch it, it is a naming word. If I can do it, it is an action word.

METHODS

Naming Word Sort

1. Display large pre-drawn outlines of a person, a house (or other building), and a dog (or other object). Ask students to identify each one; then write above each outlined figure *Person*, *Place*, or *Thing*.
2. Tell students that as you state a naming word they have to tell you which outlined figure to write it in; be sure to include a few words that students are not familiar with in order to build vocabulary; each figure should have at least 5 naming words.
3. Pass out blank paper; as you demonstrate or draw on board, have students draw two vertical lines on paper to divide paper into thirds; have them label each column with **Person, Place**, or **Thing**; have them number each section to four as in the chart under Materials.
4. Assign students to independently complete their own naming word sort; explain that they should think of their own naming words (at least four for each type), write or phonetically spell them in the correct column, and illustrate with a small representation.
5. For advanced learners, assign more than four words for each type.

Action and Naming Word Activity

1. Draw a large box divided into two columns on the board; label one column **Action Words** and the other **Naming Words**. Tell students various action and naming

Sample

words; have them tell which column you should write the words in and why (it does something or it is a person/place/thing); be sure to include a few words that students are not familiar with in order to build vocabulary; each column should have at least 7 words.

2. Pass out paper; assign students to independently make a list of at least 6 action words, write a telling sentence with one of their action words, underline it in the sentence, and illustrate (remind them to draw action lines when illustrating action words). For advanced learners, assign a longer list and/or more than one sentence.

Distinguishing Words Worksheet

1. Pass out **Distinguishing Words** worksheet.
2. Explain to students that the class will work together to read and complete part of the worksheet; then they will complete the other part independently.
3. Read—or choose a strong student reader to read—the directions as students follow along by pointing to the words.
4. For the first section, have a student read aloud the first pair of words and allow another student to tell which words to circle or underline; repeat this process for the next few pairs of words. Then have a student read aloud a pair of words for students to independently circle or underline words. Read and explain directions for the second section and the challenge; allow students to complete the worksheet as independently as possible; review with students how to utilize a word bank for spelling and finding answers (they can cross out a word after they use it to narrow down their answer choices).
5. Remind students that they can help each other with reading but not answering while you walk throughout the room to assist students who need extra help with reading (facilitate reading by prompting students to recall sight words they know or "sound out" words they do not know).

HELPFUL TEACHER HINTS:

When assigning independent work to a class, expect beginning readers to struggle. The teacher should circulate throughout the classroom to encourage beginners in using reading strategies as well as reading for them words beyond their skill level. One way to lessen frustration for those waiting assistance is to allow neighbors to help each other read instructions or difficult words on the worksheet while not helping each other answer the question or complete the work. This will ensure that everyone who needs help receives it and no student has idle time to become distracted or a distraction.

COPY WORK

Write the words below onto the board. Give each student a piece of paper on which to copy the words. Explain that each word should be copied very carefully, spelled correctly, and written as neatly as possible. Allow plenty of time for this activity. Students should not feel rushed or anxious. Collect the papers and check for accuracy and best effort.

Moses kittens Africa sing play

Sample

ASSESSMENT

- Did student participate?
- Did student have three to four correct naming words in each column?
- Did student make a good attempt at spelling (beginning and ending sounds are correct)?
- Did student illustrations define words accurately?
- Did student complete worksheet with 80% accuracy.
- Did student have five to six correct action words?
- Did sentences tell something?
- Did student make a good attempt at mechanics and spelling, using correct beginning and ending sounds?

EXTENSIONS

Review proper nouns. Capitalizing a naming word means that it refers to something specific; girl is lower case but Neema, a specific girl, is capitalized. Have students give examples of both common and proper nouns.

During science or reading have the students point out person, place, or thing. This would also be a good lesson to combine with sorting in math class. Sort objects or pictures into Person, Place, or Thing categories. In physical education class, the teacher will have ample opportunity to remind students of action words.

Modifications *(Helpful, though not strictly required)*
For early finishers, have them make a list of action words on the back of their paper.

Sample

Name _____ Date_____

Naming words are words that name a person, place, or thing.
Action words are words that "do" something. They show action.

Read the words. Circle the naming words. Underline the action words.

1.		book	4.	eats	food	7.	song	sing
2.	make	take	5.	boy	sits	8.	find	girl
3.	looks	tiger	6.	rug	jug	9.	hop	jog

Read the sentence with the picture.
Write the naming or action word in the blank.
Use the word bank at the bottom to help you spell the missing words.

10. The _____ eats. He _____ at the man.

11. The _____ is funny. It likes to _____.

12. The _____ is big. It _____ in mud.

Word Bank

pig barks lays dog tiger jump fly

Challenge
Circle the naming words and box the action words in the sentences above.

Sample

Sample

Lessons 5-8

Telling Sentences

STUDENT OBJECTIVES

- Identify two main parts of simple sentences (naming and action words) in order to distinguish them from fragments.
- Understand word order in simple telling sentences when distinguishing from fragments.

WORLDVIEW INTEGRATION

It seems there are so many unfinished things around us some times. We hear phrases such as, "You haven't finished your homework!" "You haven't finished your food!" "Did you complete your assignment?" Unfinished buildings, unfinished projects, and unfinished work seem to abound. That is the nature of us frail humans. However, God completes everything he sets out to do. God completed his great Creation of the universe as described in the first chapters of the Bible. Our Lord finished his work on Earth through the cross and his resurrection. God promises to complete his work in each of us. So we, as his children, should express our ideas as completely as possible. It is not that fragments are bad. Fragments are used to make up complete communication. However, we do not want to speak solely using fragments. Well-structured sentences truly reflect the beauty of language.

God himself does not communicate to us in his word in incomplete sentences but rather he makes his ways clear and understood.

Using complete sentences helps us to communicate complete thoughts. As we do this, we reflect God's character well.

MATERIALS

- simple, pre-written sentences on sentence strips (enough for a pair of students to have one, i.e., twenty students = ten sentences)
- pocket chart or tape
- crayons
- **Word Order in Telling Sentences** worksheet
- board or projector
- pencils

Sample

INTRODUCTION

1. Review definition of a fragment versus a simple sentence (a group of words that completes a thought, contains a naming word[s], answers who or what is doing or being what, has a capital at the beginning and end punctuation); give a few examples of each. Other interesting ways of teaching this would be to bring in fragments of actual objects such as a cookie (biscuit) or a toy so as to illustrate that a fragment sentence is not a complete sentence just as part of a cookie (biscuit) is not a whole cookie (biscuit).
2. Inform students that simple sentences have two main parts, the naming word and then the action word, which make them different than fragments because fragments usually only have one of these parts; have students define naming and action words then give an example of each.

Vocabulary
simple telling sentences, fragments

METHODS

Paired Activity

1. Display pre-written telling sentences in a pocket chart or taped to the wall.
2. Have volunteers read each sentence as you point to the words. Invite students to confirm whether each is a sentence or fragment and say why. [**Note**: All are sentences because they have the two main parts, a capital letter and end mark.]
3. Pair students according to reading ability—place a beginner with a more advanced reader. Pass out one sentence to each pair. Instruct them to read the sentence together, find the naming word, and circle it with a red crayon. Next they must find the action word and underline it with a blue crayon. [**Note:** If you do not have colored crayons, they may simply circle one and underline the other.]
4. Walk around the room to observe student work, guiding and encouraging as needed.
5. When all pairs are finished, have each pair read their sentence to the class, showing the circled naming word and the underlined action word. After every two or three pairs share, point out that the naming words came before the action words in their simple sentences because they are telling sentences.
6. Leave sentence strips on display for the week. At the end of the week, cut up sentences for a word order sort at a learning center to be used during free time or reading
rotation activity.

Word Order in Telling Sentences Worksheet

1. Pass out Word Order in Telling Sentences worksheet.
2. Explain to students that the class will work together to read and complete part of the worksheet; then they will complete the other part on their own.
3. Read—or choose a strong student reader to read—the directions as students follow along by pointing to the words. For the first section, the teacher may want to show an enlarged version to work together. Copy it onto the board or a large piece of paper. Read and explain the directions for the second part; then allow students to

Sample

complete independently.

4. Walk throughout the room to assist students who need help with reading. You may need to prompt students to recall familiar sight words or sound out words they do not know.

HELPFUL TEACHER HINTS:

When choosing students to answer questions, wait about 15 seconds, allowing them time to think about their answer. Then call on someone.

If a student answers incorrectly, give the student a little time to correct his answer before you choose another student.

If a student still cannot answer correctly, ask her to pick someone to help or tell her to think about it so you can come back to her, if possible. This encourages students to think more independently and work together.

COPY WORK

Write the sentences below onto the board. Give each student a piece of paper on which to copy the sentences. Explain that each word should be copied very carefully, spelled correctly, and written as neatly as possible. Remind the children that since this is a sentence they must include the capital letter and end mark. Give specific reminders based on the strengths and weaknesses of the copy work lesson in the previous unit. Speak in generalities about issues that the majority of the class had in common. If you need to give specific reminders to an individual child, do so privately so as not to embarrass him. Allow plenty of time for this activity. Students should not feel rushed or anxious. Collect the papers and check for accuracy and best effort.

Ruth picked flowers for her mother.

Samuel ate his food happily.

ASSESSMENT

- Did student participate and work well with their partners?
- Did student complete the worksheet with 80% accuracy (phonetic spelling is acceptable)?

EXTENSIONS

When possible remind students of this concept in other subjects. Help them notice that often there is an order for doing certain things. There are things that come first and things that come second and so the order makes a difference. If you do some things out of order, then it is confusing. That too is true in telling sentences.

Modifications *(Helpful, though not strictly required)*
For early finishers, have them write their own sentences on the back of their paper.

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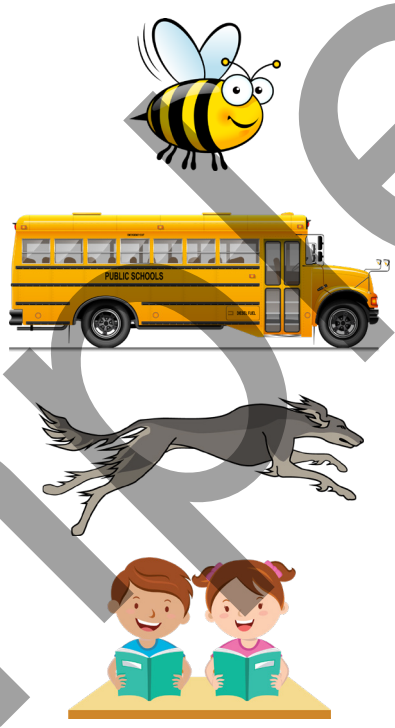
Sample

Name _____

Telling sentences have naming words first, then action words.

Draw a line from a naming word to an action word to make a complete thought. Use the pictures to help you make the correct telling sentence.

1. The fast dog flies.
2. The class goes.
3. A little bug runs.
4. The bus reads.



Complete the telling sentences by writing an action word in the blanks after the naming words.

The big man _____.

The orange cat _____.

A funny boy _____.

A black ant _____.

The yellow bag _____.

Two little girls _____.

A tall kid _____.

One car _____.

Challenge

The big green bug _____ and _____.

Sample

Sample