Table of Contents

Overview of *Exploring English Grammar* .................................................. 3
Scope and Sequence ................................................................................. 6
*Exploring English Grammar, Level E Overview* ........................................ 13
Content Area Index, Level E ................................................................. 13
Using *Exploring English Grammar* ......................................................... 16
General Suggestions .................................................................................. 19

Lesson Plans

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Sentences</td>
<td>20</td>
</tr>
<tr>
<td>2</td>
<td>Nouns</td>
<td>29</td>
</tr>
<tr>
<td>3</td>
<td>Verbs</td>
<td>35</td>
</tr>
<tr>
<td>4</td>
<td>Pronouns</td>
<td>45</td>
</tr>
<tr>
<td>5</td>
<td>Adjectives and Adverbs</td>
<td>50</td>
</tr>
<tr>
<td>6</td>
<td>Phrases, Clauses, and Complex Sentences</td>
<td>57</td>
</tr>
<tr>
<td>7</td>
<td>Capital Letters</td>
<td>62</td>
</tr>
<tr>
<td>8</td>
<td>Punctuation and Style</td>
<td>66</td>
</tr>
<tr>
<td>9</td>
<td>Choosing the Right Word</td>
<td>73</td>
</tr>
<tr>
<td>10</td>
<td>Writing Letters</td>
<td>79</td>
</tr>
</tbody>
</table>

Reproducible Masters ........................................................................... 84

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Dear Parents,

In our Exploring English Grammar book, we are now learning how to use punctuation marks as signals when we write.

» We will use periods (.), question marks (?), and exclamation points (!) at the end of sentences.

» We will also use periods in initials and abbreviations.

» We will use commas (,):
  ○ In dates
  ○ Between the name of a city and the name of a state
  ○ After introductory words in a sentence
  ○ Around the name of a person being spoken to
  ○ Before the word and in a compound sentence
  ○ Between parts of a series

» We will use apostrophes (’) in contractions and possessive forms.

» We will write direct quotations correctly.

» We will learn to use colons (:), semicolons (;), and dashes (—).

» We will write titles of works using underlining or quotation marks.

Here are some activities to do with your child to help with what they are learning.

» Let your child interview you. Help him or her to write down the conversation using quotation marks, correct capitalization, and other punctuation marks.

Thank you for your help at home!

Introduction
Tell the students that they will be studying about punctuation marks in this unit. Punctuation marks are signals in writing. Some, such as periods, exclamation points, and question marks, tell you to stop. They also tell you how to speak a sentence; for example, an exclamation point tells you to use excitement. Other marks, such as commas, quotation marks, and apostrophes, send other signals about what you are reading or writing.

Parent Letter
Include this sample parent letter in your classroom newsletter, on your website, or in your blog.
Objective  To use apostrophes in contractions and to make nouns possessive

Enrichment  Invite students to bring in foods from various cultures for the class to try. Have students write about which foods were their favorites and which they did not like.

Working with the Lesson

Remember  Read and discuss this section. Look at the examples. Discuss the different uses for the apostrophe (in a contraction and possessive form). Students should be familiar with possessive form from Unit 2, Lesson 2.

Think About  Have the students work as a group, with a partner, or individually.

Read and Apply  Read the directions as a class. Let students complete this section independently.

Write About  Read the directions as a class. Have students complete this section independently. Allow time for students to share their paragraphs with the class.

Review  Complete the review as a whole-class activity. Read each set of directions together. Then read each group of words twice to the class. Give the students time to write their answer.

Say: 1. did not  2. I will  3. have not  4. you would  5. the desks of the women  6. the bowl of the cat  7. the meal of a family  8. the bottles of the babies

Answers will vary.

1. didn't
2. I'll
3. haven't
4. you'd
5. the women's desks
6. the cat's bowl
7. a family's meal
8. the babies' bottles

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