Table of Contents

Overviev	v of Exploring English Grammar	3
Scope an	d Sequence	6
Exploring	g English Grammar, Level C Overview	13
Content .	Area Index, Level C	13
Using <i>Ex</i>	ploring English Grammar	16
General S	Suggestions	19
Lesson P	lans	
Unit 1	Sentences	20
Unit 2	Nouns	28
Unit 3	Verbs	35
Unit 4	Pronouns	46
Unit 5	Adjectives and Adverbs	50
Unit 6	Phrases, Compound Sentences,	
	and Complex Sentences	57
Unit 7	Capital Letters	63
Unit 8	Punctuation	68
Unit 9	Choosing the Right Word	75
Unit 10	Writing Letters	82
Reprodu	rible Masters	86

ISBN 978-1-5240-0271-8

Copyright © 2017 The Continental Press, Inc.

Excepting the designated reproducible blackline masters, no part of this publication may be reproduced in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior written permission of the publisher. All rights reserved. Printed in the United States of America.



Choosing the Right Word

Introduction

Tell students that they will be learning more about words in this unit and that they are going to learn to write better by choosing certain words. Explain that homophones are words that sound alike but have different meanings and spellings. See if students can come up with any examples. Then tell them that they will also be looking at pronouns and learning to use the correct pronoun in different situations.

Parent Letter

Include this sample parent letter in your classroom newsletter, on your website, or in your blog.

Dear Parents,

In our *Exploring English Grammar* book, we will be studying how to choose the correct word to use in different situations.

- » We will learn about homophones and how to use them correctly.
- » We will learn when to use subject, object, and possessive pronouns.

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

- » Read an interesting magazine article together. Then have your child circle homophones or pronouns. Let your child tell who or what each pronoun refers to.
- » Encourage your child to use interesting words in writing. Praise his or her attempts at choosing the best words.

Thank you for your help at home!



Objective To distinguish among and correctly use *two, to,* and *too,* and *it's* and *its*

Enrichment Have students add the homophones from this lesson to their homophone mobiles that they started in Unit 9, Lesson 1.

Working with the Lesson

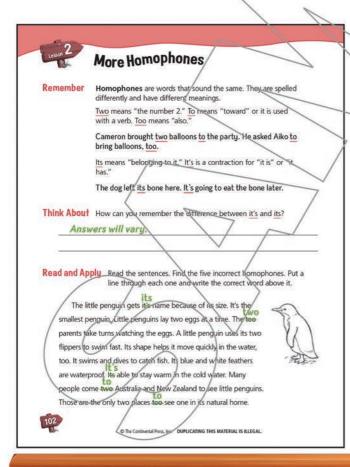
Remember Read and discuss this section. Look at the examples. Brainstorm ways that students can remember the correct form of each word to use.

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 sentences with the class.

Review Read the directions together. Then have students work independently to complete the activity. Review the answers as a class.



An	swers will vary.
2. two	
Ar	swers will vary.
3. too	
Ar	swers will vary.
4. its	
Ar	swers will vary.
5. it's	
Ar	swers will vary.
iew Circl	e the correct homophone to complete each sentence.
	are [two to] bottles of water in the bag.
2. The ca	t was playing with (it's its) toy,
2. The ca	t was playing with [it's its] toy, to [too to] the park after school.
2. The ca	t was playing with (it's its) toy,
 The ca Let's ga [it's] 	t was playing with [it's its] toy, to [too to] the park after school.