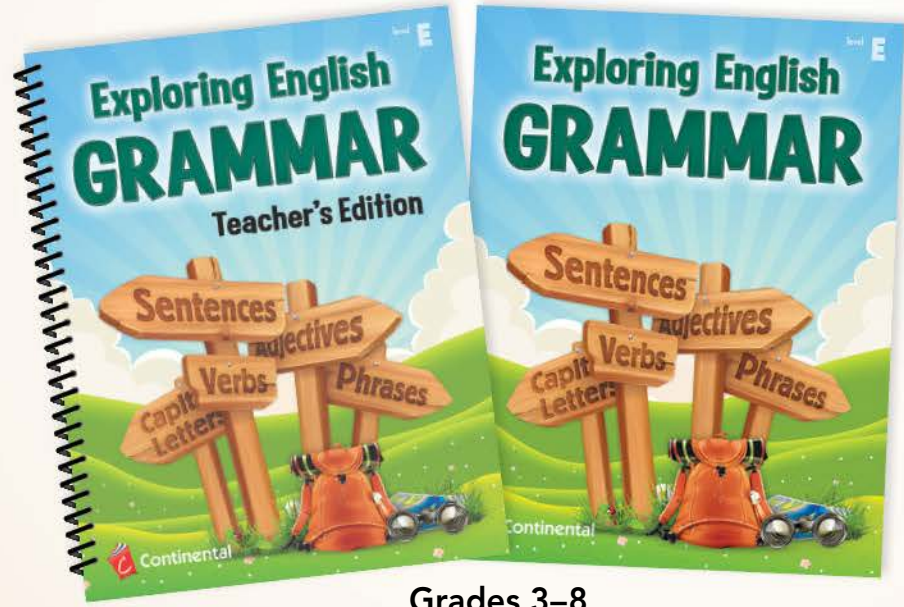


I love the application section because it really helps with students' overall editing skills and deeper grasp of the concept.
 Colleen Brodbeck, 6th Grade Teacher, PA

CONTENTS

- Overview 2
- Student Books 5
- Teacher's Editions 8
- eBooks 9
- Pricing 11

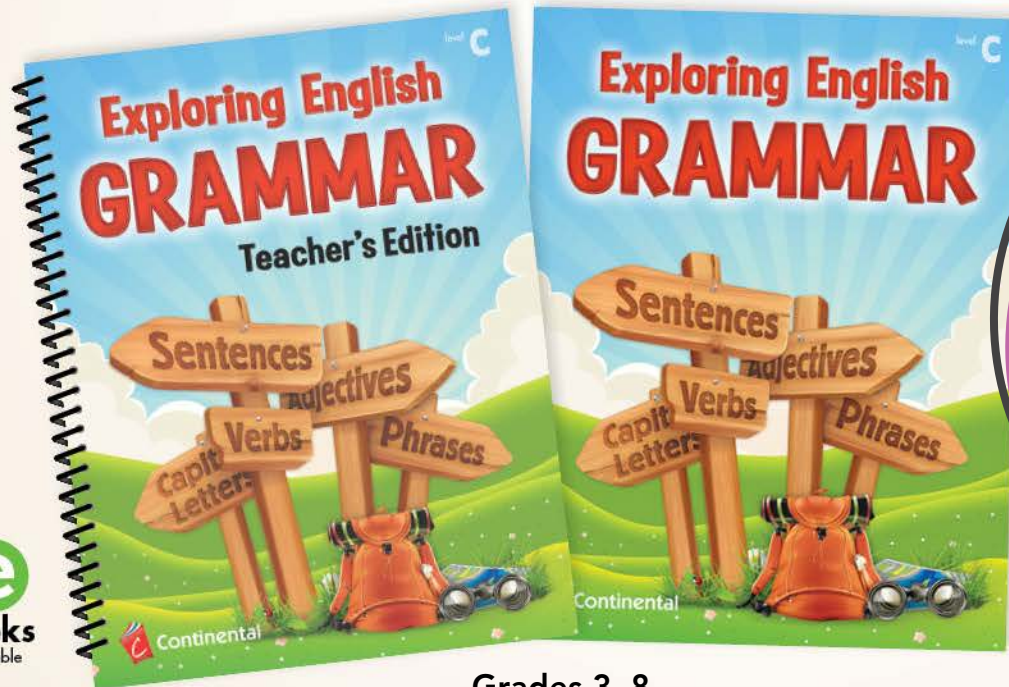


Grades 3–8



What does the series do?

Grammar can be challenging for many students, especially when practice opportunities are few and far between. *Exploring English Grammar* provides focused English usage, grammar, and mechanics review with step-by-step practice to improve skills and promote confident, competent writers. Components include student books and annotated teacher's editions in print and eBook formats.



Grades 3–8

The application part is exactly what I like about this workbook. I like that the kids can go back easily into the Remember and Think About sections if they are stuck with this section.

—Marcy Terry, 3rd Grade Teacher, OH

Curriculum Support

Each workbook includes 10 units with content-area topics that align to the top core basal programs at grade level. These topics are generally the same across the series, with slight variations.

I really like that in just a couple quick pages, I can teach and assess skills.

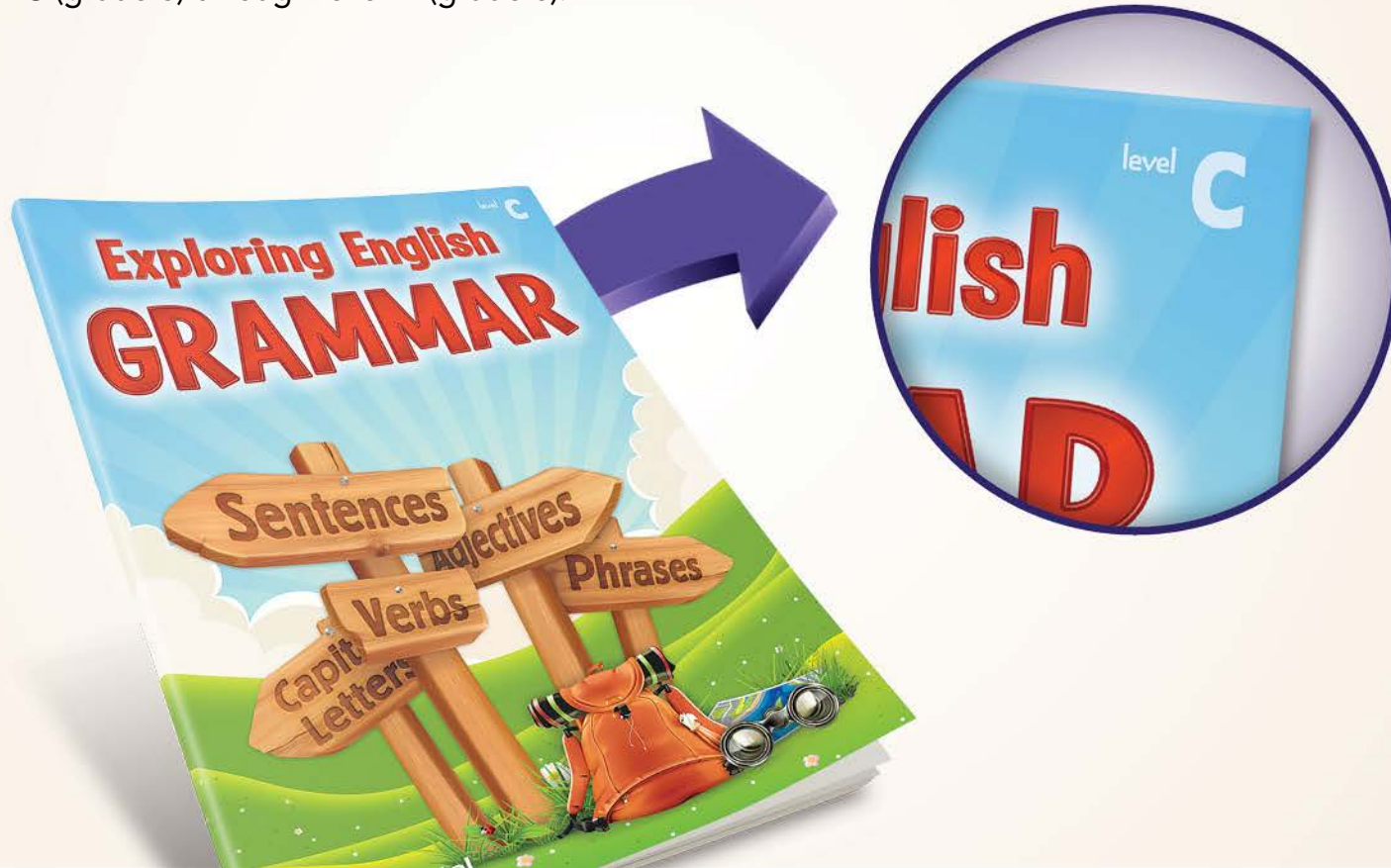
-Julie Roesch, 4th Grade Teacher, Lindbergh Elementary School, MN

Table of Contents

Introduction to Exploring English Grammar		
UNIT 1	Sentences	
Lesson 1	Sentences and Fragments	
Lesson 2	Subject Part	
Lesson 3	Predicate Part	
Lesson 4	Statements and Questions	
Lesson 5	Question Words	
Lesson 6	Commands and Exclamations	
Lesson 7	Run-On Sentences	
UNIT 2	Nouns	
Lesson 1	Nouns	
Lesson 2	Common and Proper Nouns	
Lesson 3	Singular and Plural Nouns	
Lesson 4	Irregular Plural Nouns	
Lesson 5	Possessive Nouns	
Lesson 6	Abstract Nouns	
UNIT 3	Verbs	
Lesson 1	Action Verbs	
Lesson 2	Linking Verbs	
Lesson 3	Helping Verbs	
Lesson 4	Present Tense	
Lesson 5	Future Tense	
Lesson 6	Past Tense	
Lesson 7	Past Tense: Irregular Forms	
Lesson 8	Forms of Be: Present Tense	
Lesson 9	Forms of Be: Past Tense	
Lesson 10	Perfect Tense	
UNIT 4	Pronouns	
Lesson 1	Pronouns	
Lesson 2	Pronouns: I and Me	
Lesson 3	Possessive Pronouns	
UNIT 5	Adjectives and Adverbs	
Lesson 1	Adjectives	58
Lesson 2	Articles	60
Lesson 3	Comparing with Adjectives	62
Lesson 4	More Comparing with Adjectives	64
Lesson 5	Adverbs	66
Lesson 6	Comparing with Adverbs	68
UNIT 6	Phrases, Compound Sentences, and Complex Sentences	
Lesson 1	Compound Subjects	70
Lesson 2	Compound Predicates	72
Lesson 3	Compound Sentences	74
Lesson 4	Conjunctions	76
Lesson 5	Complex Sentences	78
UNIT 7	Capital Letters	
Lesson 1	Proper Nouns and the Word I	80
Lesson 2	Abbreviations and Initials	82
Lesson 3	Beginning a Sentence	84
Lesson 4	Titles	86
UNIT 8	Punctuation	
Lesson 1	End Punctuation	88
Lesson 2	Commas	90
Lesson 3	More Commas	92
Lesson 4	Commas in a Series	94
Lesson 5	Apostrophes	96
Lesson 6	Writing Quotations	98
UNIT 9	Choosing the Right Word	
Lesson 1	Homophones	100
Lesson 2	More Homophones	102
Lesson 3	Other Homophones	104
Lesson 4	Naming Self Last	106
Lesson 5	Using He and Him, and She and Her	108
Lesson 6	Using We and Us, and They and Them	110
UNIT 10	Writing Letters	
Lesson 1	Writing a Friendly Letter	112
Lesson 2	Addressing an Envelope	114
Lesson 3	Writing a Thank-You Note	116
Grammar Handbook		118

Book Levels


Books are assigned alpha levels so you can **pick and choose the right practice for every student's needs**, regardless of his/her grade. Books are also ideal for English language learners. Six books in the series range from level C (grade 3) through level H (grade 8).



A Simple, Consistent Lesson Format

Two-page lessons provide meaningful practice within class time limitations.

- **Remember** states the language convention clearly and concisely, and includes examples as applicable. Review and discuss together as a class.
- **Think About** gives students a short-response question that is designed to make them think about the skill again or in a different way.
- **Read and Apply** provides a short passage for students to read, along with an exercise utilizing the language convention. Exercises vary but may include identification and error correction.



More Homophones

Remember Homophones are words that sound the same. They are spelled differently and have different meanings.

Two means "the number 2." To means "toward" or it is used with a verb. Too means "also."

Cameron brought two balloons to the party. He asked Aiko to bring balloons, too.


Its means "belonging to it." It's is a contraction for "it is" or "it has."

The dog left its bone here. It's going to eat the bone later.

Think About How can you remember the difference between it's and its?

Read and Apply Read the sentences. Find the five incorrect homophones. Put a line through each one and write the correct word above it.

The little penguin gets it's name because of its size. It's the smallest penguin. Little penguins lay two eggs at a time. The too parents take turns watching the eggs. A little penguin uses its two flippers to swim fast. Its shape helps it move quickly in the water, too. It swims and dives to catch fish. Its blue and white feathers are waterproof. Its able to stay warm in the cold water. Many people come two Australia and New Zealand to see little penguins. Those are the only two places too see one in its natural home.



A Simple, Consistent Lesson Format (cont.)

- **Write About** leads students to use the language convention in their own writing. Students may be given a writing prompt to write a short paragraph or be asked to write original sentences.
- **Review** features an activity to bring the focus back to the language skill. Types of activities vary, including partner work or a teacher-driven listening exercise using the script from the teacher's edition.

LOVE these lessons! Short, sweet, to the point and simple. English grammar should not be an over-involved part of our day.
-Marcy Terry, 3rd Grade Teacher, OH

Write About Use the given homophone in a sentence.

1. to

2. two

3. too

4. its

5. it's

Review Circle the correct homophone to complete each sentence.

1. There are [two to] bottles of water in the bag.

2. The cat was playing with [it's its] toy.

3. Let's go [too to] the park after school.

4. [It's Its] time to go to bed.

5. I want to plant tomatoes and corn in the garden, [two too].

6. I am going [too to] ride my bike in the driveway.

Grammar Handbook

A quick reference handbook at the back of each book gathers important definitions, examples, and grammar rules in one location. Students may use this to review a concept quickly, and as a reminder of previously-learned skills.

Grammar Handbook

Abbreviation a short way to write a word, usually ending in a period
Abbreviations for proper nouns begin with a capital letter.
Examples: Jan. Thurs. Rd.

Abstract Noun a noun that you cannot see, smell, taste, touch, or hear
Examples: friendship loyalty pride

Action Verb a word that tells about doing something
Examples: think leap count answer

Address the house number, street name, city, state, and zip code where a person lives

Adjective a word that describes a noun by telling how many, what color, what size, or what kind
Examples: three bikes tiny cat

Adverb a word that describes a verb by telling how, when, or where something happened
Examples: run slowly play today

Apostrophe a punctuation mark that takes the place of letters left out of a contraction or is used to make a possessive form

Article a special adjective that signals a noun will follow: a, an, and the

Body the main part of a letter

Capital Letter a large alphabet letter

SHOWING TITLES

- Capitalize the first word, last word, and every important word in a title.
- Underline book titles
- Use quotation marks for shorter works, such as poems and articles.

USING CORRECT GRAMMAR

Subject-Verb Agreement

- When you use an action verb in the present tense, add **s** or **es** to the verb if the subject is a singular noun. Do not add **s** or **es** to the verb if the subject is plural.
- If the subject is a pronoun, add **s** or **es** to the verb only if the pronoun is *he*, *she*, or *it*.

Subject-Verb Agreement with Forms of *be*


- If the subject is a singular noun, use *is* for the present tense and *was* for the past tense.
- If the subject is a plural noun or more than one noun, use *are* for the present tense and *were* for the past tense.
- Use the correct form of *be* with a singular or plural pronoun subject.

Present Tense		Past Tense	
Singular	Plural	Singular	Plural
I am	we are	I was	we were
you are	you are	you were	you were
he, she, or it is	they are	he, she, or it was	they were

Annotated Teacher's Editions

A comprehensive resource for every level includes:

- Series overview
- Series scope and sequence
- Suggestions for use
- List of content area subject matter
- Parent letter for each unit
- Objective and enrichment activities for each lesson
- Annotated student pages



Choosing the Right Word

Introduction
Tell students that they will be learning more about words in this unit and they are going to learn to write better by choosing certain words. Explain homophones are words that sound alike but have different meanings and uses. See if students can come up with any examples. Then tell them 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.
- » We will learn when to use subject, object, and possessive pronouns.

Here are some activities to do with your child to help with writing.

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

Lesson 2 **More Homophones**

Pages 102–103

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.

More Homophones

Remember Homophones are words that sound the same. They are spelled differently and have different meanings. See if you 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 Use the given homophones in a sentence.

- to
- two
- too
- to
- its

Review Circle the correct homophone to complete each sentence.

- There are to bottles of water in the bag.
- The cat was playing with to his.
- Let's go to the park after school.
- to like to go to bed.
- I want to plant tomatoes and care in the garden. to .
- I am going to ride my bike in the driveway.

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eBooks

Continental's eBooks go where you and your students need to be, making them ideal for both distance and blended learning models. Our printed books are delivered online with features to help you personalize instruction and make the most of practice time.



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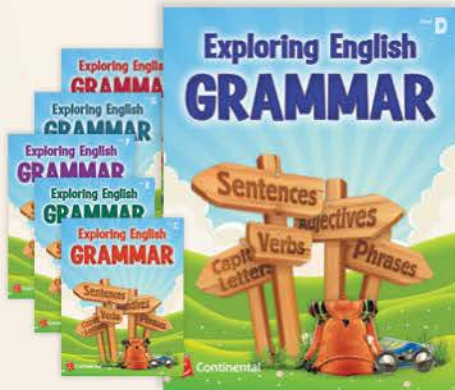
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Grades 3–8



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The in-context practice is very helpful to students. It gives them a better idea of why a particular skill is important/necessary. They will carry this learning over to their own writing.

-Danielle Boutin, EL Teacher K-5,
Ledge Street School, NH