

BJU Press

Course Outline—Fifth-Grade

English 5 (2nd Edition)

Chapter Content and Objectives	Time	Methods, Activities, and Evaluation	Books and Materials	Biblical Integration/ Subject Integration
<p>Chapter 1: Sentences The students will:</p> <ul style="list-style-type: none"> • Identify sentences and fragments. • Correct fragments. • Identify complete subjects and complete predicates, simple subjects, and simple predicates. • Identify nouns and pronouns. • Identify and punctuate declarative, imperative, interrogative, and exclamatory sentences. • Change from one sentence type to a different sentence type. • Differentiate imperative/declarative sentences ending with a period and imperative/exclamatory sentences ending with an exclamation point. • Diagram imperative, declarative, and exclamatory sentences. • Make a compound subject or a compound predicate by combining a pair of sentences using the conjunction <i>and</i> or <i>or</i>. • Make a compound sentence by combining simple sentences with the conjunction <i>and</i>, <i>but</i>, or <i>or</i>. • Diagram compound subjects, compound predicates, and compound sentences. • Identify prepositions, objects of the preposition, and prepositional phrases in sentences. 	<p>30–45 min. daily for approx. 2 weeks</p>	<p>Read and discuss materials in the text. Use interactive and hands-on activities outlined in the Teacher’s Edition. Assign worktext pages to provide practice. Assign reproducible pages as needed for reinforcement.</p> <p>Evaluation Techniques Class participation Student Worktext pages Reproducible pages Chapter test</p>	<p><i>English 5: Writing and Grammar</i></p> <p><u>Teacher’s Edition</u> pages 2–23; S75–S78</p> <p><u>Student Worktext</u> pages 1–21</p> <p><u>Teacher’s Toolkit CD</u> pages 1–11</p> <p>Other materials as specified in the Teacher’s Edition</p>	<p>Read: Matt. 6:20 Luke 12:33–39 Dan. 1:8 Phil. 4:19 Matt. 6:29–34 Prov. 31:26 Rom. 12:10 John 3:16 Eph. 2:4–9 Ps. 126:5–6 Mark 16:15 Eph. 4:32 Deut. 6:5 Eph. 5:2 Rom. 12:4–5 Eph. 4:1–3 Prov. 2:6 II Tim. 2:15</p> <p>BATs: 5a Kindness 5b Giving 7d Contentment Bible Promises: H. God as Father I. God as Master</p> <p>Subject Integration Bible Geography History Science</p>

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<p>Chapter 2: Writing a Compare-Contrast Essay</p> <p>The students will:</p> <ul style="list-style-type: none"> • Identify the topic sentence of a paragraph. • Recognize logical structure in paragraphs. • Distinguish between comparing and contrasting. • Identify sentences that do not belong in a paragraph. • Insert comparing and contrasting words at appropriate places in an essay. • Identify the parts of a model essay. • Plan, draft, revise, and proofread a compare-contrast essay together. • Recognize the thesaurus as a source of descriptive words. • Identify the stages of the Writing Process. • Choose a topic for a compare-contrast essay. • List details about two subjects. • Organize details in a Venn diagram. • Analyze the student model. • Recall the purpose of each paragraph of a compare-contrast essay. • Participate in a writing conference. • Recognize errors using a <i>Proofreading Checklist</i>. • Draft, revise, proofread, publish, and illustrate a compare-contrast essay. 	<p>30–45 min. daily for approx. 2 weeks</p>	<p>Read and discuss materials in the text. Use interactive and hands-on activities outlined in the Teacher's Edition. Assign worktext pages to provide practice. Assign reproducible pages as needed for reinforcement.</p> <p>Evaluation Techniques Class participation Student Worktext pages Reproducible pages Writing project rubric Chapter test</p>	<p><i>English 5: Writing and Grammar</i></p> <p><u>Teacher's Edition</u> pages 25–47; S79–S80</p> <p><u>Student Worktext</u> pages 22–40</p> <p><u>Teacher's Toolkit CD</u> pages 12–13</p> <p>Other materials as specified in the Teacher's Edition</p>	<p>Read: Phil. 4:11</p> <p>BAT: 7d Contentment</p> <p>Subject Integration Computer Geography History Literature Science</p>

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<p>Chapter 3: Nouns The students will:</p> <ul style="list-style-type: none"> Identify nouns that name a person, place, thing, idea, or feeling. Distinguish between common and proper nouns and singular and plural nouns. Distinguish between nouns used as simple subjects and nouns used as objects. Capitalize proper nouns and titles of poems, stories, and books. Identify words that become proper nouns based on their usage. Write and identify abbreviations for months, days, titles, times, metric measurement units, and customary measurement units. Form plural nouns by adding <i>s</i> or <i>es</i> to singular nouns. Write plural forms for nouns ending in <i>y</i>, <i>o</i>, <i>f</i>, or <i>fe</i>. Identify correct spelling of plural nouns. Identify nouns that form their plurals by changing their spellings and those that do not change their spellings. Identify singular possessive nouns and plural possessive nouns. Write possessive forms of plural nouns. Use commas correctly in parts of a letter and in sentences with a series, an appositive, an introductory word, or a long introductory phrase; in dialogue; in direct address; and in a compound sentence. 	<p>30–45 min. daily for approx. 2 weeks</p>	<p>Read and discuss materials in the text. Use interactive and hands-on activities outlined in the Teacher's Edition. Assign worktext pages to provide practice. Assign reproducible pages as needed for reinforcement.</p> <p>Evaluation Techniques Class participation Student Worktext pages Reproducible pages Chapter test</p>	<p><i>English 5: Writing and Grammar</i></p> <p><u>Teacher's Edition</u> pages 48–70; S82–S83</p> <p><u>Student Worktext</u> Pages 41–61</p> <p><u>Teacher's Toolkit CD</u> pages 14–23</p> <p>Other materials as specified in the Teacher's Edition</p>	<p>Read: Ps. 51:7 Isa. 1:18 John 3:16–18 I Cor. 15: 3–4 Matt. 28:20 Heb. 13:5–6</p> <p>BAT: 7b Exaltation of Christ</p> <p>Subject Integration Bible History Science</p>

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<p>Chapter 4: Writing a Persuasive Business Letter</p> <p>The students will:</p> <ul style="list-style-type: none"> • Identify persuasion. • Distinguish strong reasons from weak reasons. • Identify supporting facts and examples for reasons. • Write reasons to support opinions. • Recognize dishonest tactics in persuasion. • Identify types of dishonest tactics. • Rewrite dishonest persuasion to be honest. • Identify four features of good business letters. • Learn the six parts of a business letter. • Recognize the proper form for a business letter. • Identify changes that need to be made in a business letter. • Choose a purpose for a persuasive business letter. • Find the address of the recipient of the business letter. • Plan, draft, revise, proofread, and publish a persuasive business letter. • Learn the correct method of writing business addresses. • Recall the four <i>Ps</i> of good business letters. • Participate in a writing conference. • Identify mistakes in business letter form. • Address an envelope correctly. • Recognize errors using a checklist. • Address an envelope correctly. 	<p>30–45 min. daily for approx. 2 weeks</p>	<p>Read and discuss materials in the text. Use interactive and hands-on activities outlined in the Teacher's Edition. Assign worktext pages to provide practice. Assign reproducible pages as needed for reinforcement.</p> <p>Evaluation Techniques Class participation Student Worktext pages Reproducible pages Writing project rubric Chapter test</p>	<p><i>English 5: Writing and Grammar</i></p> <p><u>Teacher's Edition</u> pages 71–93; S84–S85</p> <p><u>Student Worktext</u> pages 62–80</p> <p><u>Teacher's Toolkit CD</u> pages 24–25</p> <p>Other materials as specified in the Teacher's Edition</p>	<p>Read: Prov. 20:11 I Tim. 4:12</p> <p>BATs: 1c Separation from the world 3b Mind 3c Emotional control 3d Body as a temple 5d Communication 6c Spirit-filled 7b Exaltation of Christ 8b Faith in the power of the Word of God</p> <p>Subject Integration Computer Literature</p>

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<p>Chapter 5: Verbs The students will:</p> <ul style="list-style-type: none"> • Differentiate action verbs and linking verbs. • Identify sensory verbs and forms of <i>be</i> used as linking verbs. • Identify the predicate noun or predicate adjective to which the subject is linked by the verb • Identify prepositional phrases. • Define and identify direct objects. • Label sentence patterns with action verbs and direct objects. • Diagram sentences and label sentence patterns: <i>S V</i>, <i>S V DO</i>, <i>S LV PN</i>, and <i>S LV PA</i>. • Distinguish main verbs from helping verbs. • Identify the form of the helping verb that agrees with the subject. • Identify <i>am</i>, <i>is</i>, <i>are</i>, <i>was</i>, <i>were</i>, <i>do</i>, <i>does</i>, <i>did</i>, <i>have</i>, <i>has</i>, or <i>had</i> with singular and plural subjects in sentences. • Identify words that come between helping verbs and main verbs. • Form contractions using pronouns and verbs. • Form contractions using verbs and the word <i>not</i>. • Correct double negatives. • Recognize and use the correct forms of <i>lie</i>, <i>lay</i>, <i>sit</i>, <i>set</i>, <i>rise</i>, <i>raise</i>, <i>teach</i>, <i>learn</i>, <i>let</i>, <i>leave</i>, <i>can</i>, and <i>may</i>. 	<p>30–45 min. daily for approx. 2 weeks</p>	<p>Read and discuss materials in the text. Use interactive and hands-on activities outlined in the Teacher's Edition. Assign worktext pages to provide practice. Assign reproducible pages as needed for reinforcement.</p> <p>Evaluation Techniques Class participation Student Worktext pages Reproducible pages Chapter test</p>	<p><i>English 5: Writing and Grammar</i></p> <p><u>Teacher's Edition</u> pages 94–116; S88–S89</p> <p><u>Student Worktext</u> pages 81–101</p> <p><u>Teacher's Toolkit CD</u> pages 26–35</p> <p>Other materials as specified in the Teacher's Edition</p>	<p>BAT: 1a Understanding Jesus Christ</p> <p>Subject Integration History Journalism Math Physical Education</p>

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<p>Chapter 6: Writing a Diamante & a Sense Poem The students will:</p> <ul style="list-style-type: none"> Recall the function of a thesaurus. Recognize the importance of a thesaurus in poetry writing. Use the thesaurus to find interesting, unusual, and appropriate words. Recall the meaning of <i>antonyms</i>. Identify characteristics of a diamante. Draft a diamante together. Choose two nouns to contrast in a diamante. Plan, draft, revise, proofread, and publish a diamante. Identify characteristics of sense poems. Draft a sense poem together. Choose a topic for a sense poem. Plan a sense poem using a word web. Draft, revise, proofread, and publish a sense poem. 	<p>30–45 min. daily for approx. 2 weeks</p>	<p>Read and discuss materials in the text. Use interactive and hands-on activities outlined in the Teacher's Edition. Assign worktext pages to provide practice. Assign reproducible pages as needed for reinforcement.</p> <p>Evaluation Techniques Class participation Student Worktext pages Reproducible pages Writing project rubric Chapter test</p>	<p><i>English 5: Writing and Grammar</i></p> <p><u>Teacher's Edition</u> pages 117–39</p> <p><u>Student Worktext</u> pages 102–16</p> <p><u>Teacher's Toolkit CD</u> pages 36–37</p> <p>Other materials as specified in the Teacher's Edition</p>	<p>BAT: 1a Understanding Jesus Christ</p> <p>Subject Integration Bible Computer Literature Science</p>

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<p>Chapter 7: Study & Reference Skills The students will:</p> <ul style="list-style-type: none"> • Locate the title page, copyright page, table of contents, index, glossary, and bibliography in a book. • Identify the title, author, publisher, location of publisher, and copyright date of a book. • Use a table of contents and index to find information. • Differentiate fiction, nonfiction, reference materials, and biographies. • Determine where to search the library for specific information. • Determine when to search by author, title, and subject.. • Identify guide words, entry words, pronunciation guide, and etymology on a dictionary page. • Use guide words to determine the location of words in a dictionary and articles in an encyclopedia. • Use a dictionary page for information about definitions, spelling, and pronunciation. • Determine the meaning of a word by comparing the context of the sentence with definitions in the dictionary. • Write sample sentence. • Identify keywords and volume numbers. • Use an atlas, an almanac, a textbook, and encyclopedia, and an index for information. • Identify specific information in the <i>Readers' Guide to Periodical Literature</i>. 	<p>30–45 min. daily for approx. 2 weeks</p>	<p>Read and discuss materials in the text. Use interactive and hands-on activities outlined in the Teacher's Edition. Assign Worktext pages to provide practice. Assign reproducible pages as needed for reinforcement.</p> <p>Evaluation Techniques Class participation Student Worktext pages Reproducible pages Chapter test</p>	<p><i>English 5: Writing and Grammar</i></p> <p><u>Teacher's Edition</u> pages 140–62; S91–S92</p> <p><u>Student Worktext</u> pages 117–37</p> <p><u>Teacher's Toolkit CD</u> pages 38–47</p> <p>Other materials as specified in the Teacher's Edition</p>	<p>BATs: 1c Separation from the world 3d Body as a temple 4b Purity</p> <p>Subject Integration Bible Geography History</p>

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<p>Chapter 8: Writing a Personal Narrative The students will:</p> <ul style="list-style-type: none"> • Identify run-on sentences. • Learn two methods of revising run-on sentences. • Rewrite run-on sentences correctly. • Define <i>personal narrative</i>. • Identify first-person point of view. • List possible topics for a personal narrative. • Identify three good ways to begin a personal narrative. • Learn how to close a personal narrative. • Write openings and closing for imaginary personal narratives. • Choose a topic for a personal narrative. • Plan events and details to include in a personal narrative. • Plan an opening and a closing for a personal narrative. • Use time-order words to make the order of events clear. • Include dialogue and description in the narrative. • Participate in a writing conference. • Recall ways to correct sentence errors. • Recognize errors using a <i>Proofreading Checklist</i>. • Draft, revise, proofread, and publish a personal narrative. 	<p>30–45 min. daily for approx. 2 weeks</p>	<p>Read and discuss materials in the text. Use interactive and hands-on activities outlined in the Teacher's Edition. Assign worktext pages to provide practice. Assign reproducible pages as needed for reinforcement.</p> <p>Evaluation Techniques Class participation Student Worktext pages Reproducible pages Writing project rubric Chapter test</p>	<p><i>English 5: Writing and Grammar</i></p> <p><u>Teacher's Edition</u> pages 163–85; S93</p> <p><u>Student Worktext</u> pages 138–54</p> <p><u>Teacher's Toolkit CD</u> pages 48–49</p> <p>Other materials as specified in the Teacher's Edition</p>	<p>BATs: 1a Understanding Jesus Christ 5a Kindness 5c Evangelism and missions</p> <p>Bible Promises: A. Liberty from Sin B. Guiltless by the Blood E. Christ as Sacrifice</p> <p>Subject Integration Bible Literature</p>

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<p>Chapter 9: Pronouns The students will:</p> <ul style="list-style-type: none"> • Identify singular and plural pronouns. • Replace singular nouns with singular pronouns and plural nouns or more than one noun or pronoun with plural pronouns. • Differentiate singular and plural subject pronouns and singular and plural object pronouns. • Replace a subject of a sentence with a subject pronoun. • Identify subject pronouns and object pronouns. • Write sentences with subject pronouns and object pronouns. • Determine whether an object pronoun is a direct object or the object of preposition. • Replace subjects with subject pronouns and objects with object pronouns. • Identify compound subjects and objects. • Combine sentences to form compound subjects or direct objects. • Identify pronouns and their antecedents. • Write pronouns to rename antecedents. • Identify possessive nouns as singular or plural. • Use possessive pronouns in sentences. • Identify reflexive pronouns and the subjects they rename. • Differentiate reflexive pronouns used as direct objects and those used as objects of a preposition. • Use homophones correctly. 	<p>30–45 min. daily for approx. 2 weeks</p>	<p>Read and discuss materials in the text. Use interactive and hands-on activities outlined in the Teacher's Edition. Assign worktext pages to provide practice. Assign reproducible pages as needed for reinforcement.</p> <p>Evaluation Techniques Class participation Student Worktext pages Reproducible pages Chapter test</p>	<p><i>English 5: Writing and Grammar</i></p> <p><u>Teacher's Edition</u> pages 188–208; S94–S95</p> <p><u>Student Worktext</u> pages 155–75</p> <p><u>Teacher's Toolkit CD</u> pages 50–62</p> <p>Other materials as specified in the Teacher's Edition</p>	<p>Read: I Chron. 16:23 Acts 10:42 Mark 13:10 Mark 16:15 Matt. 9:37–38 Phil. 4:15–17 II Tim. 4:2 Rom. 12:12 I Thess. 5:17 Ps. 9:1 Ps. 78:4</p> <p>BATs: 1a Understanding Jesus Christ 1b Repentance and faith 5c Evangelism and missions 6b Prayer 7b Exaltation of Christ 7c Praise 8a Faith in God's promises 8d Courage</p> <p>Subject Integration Bible Geography History Science</p>

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<p>Chapter 10: Writing a Book Review The students will:</p> <ul style="list-style-type: none"> • Express opinions clearly. • Identify reasons for an opinion. • Place transitional words and phrases in an opinion paragraph. • Distinguish between positive and negative opinions. • Evaluate a book. • List both positive and negative aspects of a book. • Formulate an overall opinion of a book. • Recognize the structure of the book review. • Plan a book review using a planning chart. • Identify characteristics of good beginnings and endings. • Draft, revise, proofread, and orally publish a book review. • Use a thesaurus to find more interesting or exact words. • Participate in a writing conference. • Recall the correct way to write book titles. • Recognize errors using a <i>Proofreading Checklist</i>. • Prepare a “book bag” for the oral publishing stage. • Identify and practice good speaking and listening skills. • Use visual aids effectively. 	<p>30–45 min. daily for approx. 2 weeks</p>	<p>Read and discuss materials in the text. Use interactive and hands-on activities outlined in the Teacher’s Edition. Assign worktext pages to provide practice. Assign reproducible pages as needed for reinforcement.</p> <p>Evaluation Techniques Class participation Student Worktext pages Reproducible pages Writing project rubric Chapter test</p>	<p><i>English 5: Writing and Grammar</i></p> <p><u>Teacher’s Edition</u> pages 209–31</p> <p><u>Student Worktext</u> pages 176–92</p> <p><u>Teacher’s Toolkit CD</u> pages 60–61</p> <p>Other materials as specified in the Teacher’s Edition</p>	<p>Read: Matt. 28:19–20</p> <p>Subject Integration Computer Literature</p>

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<p>Chapter 11: More Verbs The students will:</p> <ul style="list-style-type: none"> • Distinguish between present-, past-, and future-tense verbs. • Identify sentence patterns: <i>S V, S V DO, S LV PA, and S LV PN.</i> • Diagram sentences. • Use the present-tense verb form that agrees with the subject in a sentence. • Add <i>s</i> or <i>es</i> to a present-tense verb, changing <i>y</i> to <i>i</i> when necessary. • Use the correct present-tense verb form for compound subjects joined by <i>or, either/or, or neither/nor.</i> • Write past-tense verbs by adding <i>ed.</i> • Change <i>y</i> to <i>i</i> before adding <i>ed.</i> • Double the final consonant before adding <i>ed.</i> • Identify and write present-, past-, and future-tense verbs. • Identify past-participle verb forms. • Determine whether a helping verb agrees with the subject of a sentence. • Use correct forms of the verbs <i>catch, come, do, eat, fall, find, go, ride, run, say, see, take, think, wear, and write.</i> • Use correct forms for the irregular verbs <i>begin, blow, break, choose, fly, freeze, grow, know, ring, sing, speak, steal, swim, and tear.</i> • Determine whether a perfect-tense verb is written in the present-, past-, or future-tense. • Identify prefixes and their meanings and suffixes and their meanings. 	<p>30–45 min. daily for approx. 2 weeks</p>	<p>Read and discuss materials in the text. Use interactive and hands-on activities outlined in the Teacher's Edition. Assign worktext pages to provide practice. Assign reproducible pages as needed for reinforcement.</p> <p>Evaluation Techniques Class participation Student Worktext pages Reproducible pages Chapter test</p>	<p><i>English 5: Writing and Grammar</i></p> <p><u>Teacher's Edition</u> pages 232–54; S97</p> <p><u>Student Worktext</u> pages 193–213</p> <p><u>Teacher's Toolkit CD</u> pages 62–71</p> <p>Other materials as specified in the Teacher's Edition</p>	<p>Read: I John 3:16; 4:7–11 Ps. 122:1 Matt. 18:20 Ps. 139 Eph. 2:10 Ps. 107:8 I Pet. 2:9</p> <p>BATs: 6a Bible study 7c Praise</p> <p>Subject Integration Art History Science</p>

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<p>Chapter 12: Writing a Research Paper The students will:</p> <ul style="list-style-type: none"> Identify the content of a research report. Evaluate a student model of a research report. Identify steps in writing a research report. Choose a topic for a research report. Analyze notes taken from an encyclopedia. Identify notes that do not belong under specific note card headings. Prepare note cards for research. Take notes from nonfiction sources. Analyze a student model of transferring notes to an outline. Recognize the levels of an outline. Write an outline using details from note cards. Analyze the student model excerpt from a first draft. Draft, revise, proofread, and publish a research report. Analyze a revised draft. Recognize ways to combine sentences for variety. Recognize errors using the <i>Proofreading Checklist</i>. Identify the purpose of a bibliography. Identify the format for recording books, encyclopedias, dictionaries, articles, and online sources in a bibliography. Write a bibliography using source information. 	<p>30–45 min. daily for approx. 2 weeks</p>	<p>Read and discuss materials in the text. Use interactive and hands-on activities outlined in the Teacher's Edition. Assign worktext pages to provide practice. Assign reproducible pages as needed for reinforcement.</p> <p>Evaluation Techniques Class participation Student Worktext pages Reproducible pages Writing project rubric Chapter test</p>	<p><i>English 5: Writing and Grammar</i></p> <p><u>Teacher's Edition</u> pages 255–77; S99–S100</p> <p><u>Student Worktext</u> pages 214–30</p> <p><u>Teacher's Toolkit CD</u> pages 72–73</p> <p>Other materials as specified in the Teacher's Edition</p>	<p>Read: Ps. 96:1–4 Eph. 5:19–20 Matt. 10:39 Mark 8:35</p> <p>BATs: 1b Repentance and faith 4c Honesty 7c Praise</p> <p>Subject Integration Bible Computer History Literature</p>

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<p>Chapter 13: Adjectives & Adverbs The students will:</p> <ul style="list-style-type: none"> • Define <i>adjectives</i>. • Identify adjectives and the nouns or pronouns they describe. • Identify articles, demonstratives, and proper adjectives as adjectives. • Diagram adjectives and adverbs in sentences. • Distinguish between adverbs and adjectives and the words they describe. • Identify the negative adverbs <i>not</i>, <i>never</i>, <i>nowhere</i>, and <i>rarely</i>. • Identify adverbs that describe verbs, adjectives, and other adverbs. • Use the correct form of adjectives and adverbs (<i>er</i>, <i>est</i>) to compare. • Use the correct form of adjectives and adverbs (<i>more/most</i>, <i>less/least</i>) to compare. • Identify <i>good</i> as an adjective and <i>well</i> as an adverb. • Use the correct comparison forms for the adjectives <i>good</i>, <i>better</i>, <i>best</i>, and <i>bad</i>, <i>worse</i>, <i>worst</i>. • Use the correct comparison forms for the adverbs <i>well</i>, <i>better</i>, <i>best</i>, and <i>badly</i>, <i>worse</i>, <i>worst</i>. • Identify the conjunctions <i>and</i>, <i>but</i>, and <i>or</i>. • Identify the words or groups of words that conjunctions join. • Recognize that commas are used with conjunctions in a series and in a compound sentence. 	<p>30–45 min. daily for approx. 2 weeks</p>	<p>Read and discuss materials in the text. Use interactive and hands-on activities outlined in the Teacher's Edition. Assign worktext pages to provide practice. Assign reproducible pages as needed for reinforcement.</p> <p>Evaluation Techniques Class participation Student Worktext pages Reproducible pages Chapter test</p>	<p><i>English 5: Writing and Grammar</i></p> <p><u>Teacher's Edition</u> pages 278–300; S75, S102–S103</p> <p><u>Student Worktext</u> pages 231–51</p> <p><u>Teacher's Toolkit CD</u> pages 74–83</p> <p>Other materials as specified in the Teacher's Edition</p>	<p>BATs: 3a Self-concept 5a Kindness</p> <p>Subject Integration Bible Geography Science</p>

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<p>Chapter 14: Writing Imaginative Instructions The students will:</p> <ul style="list-style-type: none"> Recognize the difference between precise and imprecise wording in instructions. Find precise words using a thesaurus. Replace imprecise words with precise words. Add details to make a sentence more precise. Understand the role of imagination in creativity. Analyze a student model of instructions. Use imagination in answering questions designed to lead to a topic. Recognize the effectiveness of time-order and spatial words in instructions. Choose appropriate time-order and spatial words to clarify instructions. Choose an imaginative topic to explain. Complete a time-order chart to plan instructions. Recall the structure of paragraphs that give instructions. Draft, revise, proofread, and publish imaginative instructions. Participate in a writing conference. Recognize errors using a <i>Proofreading Checklist</i>. 	<p>30–45 min. daily for approx. 2 weeks</p>	<p>Read and discuss materials in the text. Use interactive and hands-on activities outlined in the Teacher's Edition. Assign worktext pages to provide practice. Assign reproducible pages as needed for reinforcement.</p> <p>Evaluation Techniques Class participation Student Worktext pages Reproducible pages Writing project rubric Chapter test</p>	<p><i>English 5: Writing and Grammar</i></p> <p><u>Teacher's Edition</u> pages 301–23; S104</p> <p><u>Student Worktext</u> pages 252–68</p> <p><u>Teacher's Toolkit CD</u> pages 84–85</p> <p>Other materials as specified in the Teacher's Edition</p>	<p>BATs: 6a Reverence for the Bible</p> <p>Bible Promise: I. God as Master</p> <p>Subject Integration Computer History Literature Science</p>

Fifth Grade: English 5 (2nd Edition)

Chapter Content and Objectives	Time	Methods, Activities, and Evaluation	Books and Materials	Biblical Integration/ Subject Integration
<p>Chapter 15: More About Sentences The students will:</p> <ul style="list-style-type: none"> • Determine when to use <i>between</i> and <i>among</i>. • Identify prepositions, objects of propositions, and prepositional phrases in sentences. • Use a comma after a dependent clause at the beginning of a complex sentence. • Place commas after the greeting and the closing in letters, between the city and state, and between the day and year. • Use commas correctly with quotation marks that show dialogue, with direct address, and before a coordinating conjunction in a compound sentence. • Use commas correctly in sentences with a series of words, an appositive, an introductory word, or a long introductory phrase. • Identify the subject and verb in a sentence with prepositional phrases. • Expand sentences by adding prepositional phrases or adverbs. • Replace the object of the proposition with an object pronoun. • Differentiate a word used as a preposition and the same word used as an adverb. • Identify subordinating conjunctions. • Identify dependent and independent clauses. • Differentiate simple, compound, and complex sentences. 	<p>30–45 min. daily for approx. 2 weeks</p>	<p>Read and discuss materials in the text. Use interactive and hands-on activities outlined in the Teacher's Edition. Assign worktext pages to provide practice. Assign reproducible pages as needed for reinforcement.</p> <p>Evaluation Techniques Class participation Student Worktext pages Reproducible pages Chapter test</p>	<p><i>English 5: Writing and Grammar</i></p> <p><u>Teacher's Edition</u> pages 324–46; S78, S105–S109</p> <p><u>Student Worktext</u> pages 269–89</p> <p><u>Teacher's Toolkit CD</u> pages 86–95</p> <p>Other materials as specified in the Teacher's Edition</p>	<p>Read: Gen. 45:7–8; 50:20 Esther 4:14 Matt. 6:32–33 I Cor. 6:19–20</p> <p>BAT: 7d Contentment</p> <p>Subject Integration Bible Geography History</p>

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<p>Chapter 16: Writing a Play The students will:</p> <ul style="list-style-type: none"> • Recognize the dramatic impact of a play. • Recognize the differences between a play and a short story. • Identify features of a play. • Analyze a student model of a play. • Choose a fable or folktale to dramatize. • Plan one or two settings for a play. • Develop the characters for a play using a character web. • Identify the parts of the plot of a play. • Analyze a map of the action in a student play. • Map the action in a play. • Develop the plans prepared in the planning stage. • Divide the fable or folktale into scenes. • Plan a scene description, action, and dialogue to include in each scene of the play. • Participate in a writing conference. • Draft, revise, proofread, and publish a play. 	<p>30–45 min. daily for approx. 2 weeks</p>	<p>Read and discuss materials in the text. Use interactive and hands-on activities outlined in the Teacher's Edition. Assign worktext pages to provide practice. Assign reproducible pages as needed for reinforcement.</p> <p>Evaluation Techniques Class participation Student Worktext pages Reproducible pages Writing project rubric Chapter test</p>	<p><i>English 5: Writing and Grammar</i></p> <p><u>Teacher's Edition</u> pages 347–73</p> <p><u>Student Worktext</u> Pages 290–310</p> <p><u>Teacher's Toolkit CD</u> pages 96–97</p> <p>Other materials as specified in the Teacher's Edition</p>	<p>BAT: 5a Kindness</p> <p>Subject Integration Computer Literature</p>