

Curriculum Guide for 5th Grade English

Sentences

15 days

Curriculum Objectives – 5.3, 5.5, 5.6

Biblical Worldview Essential Questions

What has God said in His Word that relates directly or indirectly to our speech?

| Objectives | Methods | Resources | Assessment |
|---|---|---|--|
| <p>The students will</p> <ul style="list-style-type: none"> • Identify sentences • Differentiate the four kinds of sentences • Compose a prayer using the four kinds of sentences • Recognize the subject and predicate of a sentence • Distinguish simple and complete subjects and predicates • Identify you as the subject of an imperative sentence • Recognize compound subjects and predicates • Recognize compound sentences • Identify sentence fragments and run-on sentences • Compose sentences avoiding sentence fragments and run-ons • Diagram simple sentences • Use context clues to understand unfamiliar words • Locate sentences in selected Bible passages | <ul style="list-style-type: none"> • Group work • Class games • Complete worksheets individually, in pairs, and as a class • Student writing • Board activities • Review games • Activities using overhead transparencies • Assign workbook pages • Scripture search | <ul style="list-style-type: none"> • Teacher’s text (HBJ Language, 1990 ed.) • Student text (HBJ Language) • Practice Workbook (instructional Fair, ed.) • Sentence strips – A Beka Books • Overhead projector transparencies • Review game materials • Teacher-made quizzes • Teacher-made test • Newspaper articles • Magazine articles • Restaurant menus • Church bulletins • Holy Bible • Index cards • Charts, posters • Hershey Kisses • Notebook paper • A Beka Books language charts | <ul style="list-style-type: none"> • Responses to questions in text • Responses on worksheets • Responses on quizzes • Oral response • Class participation • Written prayer • Teacher-made test |

Nouns

14 Days

Curriculum Objectives – 5.2, 5.5, 5.8
Biblical Worldview Essential Questions

After God created the world, He said it was “good.” What is still “good” about a fallen world?

| Objectives | Methods | Resources | Assessment |
|--|---|---|---|
| <p>The students will</p> <ul style="list-style-type: none"> • Identify nouns • Use exact nouns in writing • Differentiate singular and plural nouns • Locate nouns in selected Bible passages • Form irregular plural nouns • Differentiate common and proper nouns • Capitalize proper nouns • Locate names of God in Scripture • Determine abbreviations for nouns • Form possessives of singular and plural nouns • Examine three types of compound words • Identify words in Psalm 119 that refer to the Word of God | <ul style="list-style-type: none"> • Take tour around the school • Plural noun spelling bee • Assign workbook pages • Group discussion • Review games completing worksheets, individually, in pairs and as a class • Board activities • Highlighting scripture • Activities using overhead transparencies • Compound word search • People/Things on Parade activity | <ul style="list-style-type: none"> • Teacher’s text (HBJ Language, 1990 ed.) • Student ext (HBJ Language) • Practice Workbook (Instructional Fair Grammar, Gr. 5 and 6, 1990 ed.) • Pictures from magazines • Newspapers • Holy Bible • Notebook paper • Index cards – noun • Cereal boxes • Bulletin board paper – 8 ft. • Art supplies • Sentence strips – A Beka Books • Overhead projector • Transparencies • Review game materials • Teacher-made quizzes • Teacher-made test | <ul style="list-style-type: none"> • Teacher-made test • Oral responses • Responses to questions from text • Responses on worksheet • Group discussion • Responses on quizzes |

Pronouns

12 Days

Curriculum Objectives – 5.2, 5.5, 5.8

Biblical Worldview Essential Questions

How does God describe himself in the Bible by using “I am?”

| Objectives | Methods | Resources | Assessment |
|--|---|---|---|
| <p>The students will</p> <ul style="list-style-type: none"> • Identify pronouns • Understand that a pronoun takes the place of a noun or nouns • Locate “I Am’s” of God • Identify subject pronouns • Understand that a subject pronoun takes the place of a noun and is the subject of a sentence • Discuss appropriate responses when answering telephone • Identify object pronouns • Understand that an object pronoun takes the place of a noun and is the object of a verb • Identify possessive pronouns • Understand that a possessive pronoun replaces a possessive noun • Identify reflexive pronouns • Understand that a reflexive pronoun point the action of the verb back to the subject • Identify pronouns and their antecedents • Understand that a pronoun should make clear whom or what you are talking about • Identify “mystery” persons using Bible clues • Identify and use multiple meaning words | <ul style="list-style-type: none"> • Check body reflexes • Class games • Group activities • Practice proper telephone etiquette • Pronoun chant • Scripture search • Board activities • Complete worksheets, individually, in pairs, and as a class • Activities using overhead transparencies | <ul style="list-style-type: none"> • Toy telephones • Holy Bible • Index cards • Photos from magazines/newspapers • A Beka Language charts • A Beka sentence strips • Bible Clues game • Notebook paper • Teacher’s Text (HBJ Language, 1990 ed.) • Student Text (HBJ Language) • Practice workbook (<i>Instructional Fair Grammar, Gr 5 & 6, 1990 ed.</i>) • Overhead projector • Transparencies • Review game materials • Teacher-made quizzes • Teacher-made tests | <ul style="list-style-type: none"> • Phone conversations • Responses on worksheets • Responses on quizzes • Oral response • Class participation • Teacher-made test • Responses to questions in text • Diagrammed sentences |

Verbs

24 Days

Curriculum Objectives – 5.2, 5.5, 5.8
Biblical Worldview Essential Questions

Where can we find passages where God uses verbs in the Bible?

| Objectives | Methods | Resources | Assessment |
|--|---|---|---|
| <p>The students will</p> <ul style="list-style-type: none"> • Identify action and linking verbs • Use clear and exact action verbs in writing • Differentiate main verbs and helping verbs • Discuss the eternal nature of God • Recognize present, past, and future tense verbs • Spell verbs of all tenses • Determine correct subject-verb agreement • Identify forms of the verbs be and have • Distinguish synonyms and antonyms • Identify irregular verbs • Identify direct objects • Identify easily confused verbs • Identify contractions • Identify and use prefixes • Diagram sentences containing verbs • Locate verbs in selected Bible passages | <ul style="list-style-type: none"> • Group discussion • Complete worksheets, individually, in pairs, and as a class • Present mock TV newscast • Play “Simon Says” • Class games • Role play • Group work • Scan newspaper headlines • Window words activity • Fishing for contractions • Direct object scramble • Board activities • Review games • Activities using overhead transparencies • Scripture search | <ul style="list-style-type: none"> • Small red, blue, yellow dots for each student • 2” red, yellow, blue dots • Selected sentences • Class games • Construction paper • Scissors • Holy Bible • Coin labeled with H & M • Flashcards • Magazines • Newspapers • Index cards • A Beka Language charts • A Beka sentence strips • Teacher’s Text (HBJ Language, 1990 ed.) • Student Text (HBJ Language) • Practice workbook – (<i>Instructional Fair Grammar, Gr. 5 & 6, 1990 ed.</i>) • Overhead projector • Transparencies • Teacher-made quizzes • Teacher-made test • Notebook paper | <ul style="list-style-type: none"> • Oral responses • Responses on worksheets • Class participation • Role-playing activity • Responses to questions in text • Responses on quizzes • Riddles • Verb hangers • Teacher-made test • Diagrammed sentences |

Adjectives

13 Days

Curriculum Objectives – 5.2, 5.5, 5.6, 5.8

Biblical Worldview Essential Questions

How does God use adjectives in the Bible to describe Himself to us?

| Objectives | Methods | Resources | Assessment |
|---|--|--|---|
| <p>The students will</p> <ul style="list-style-type: none"> • Identify adjectives • Understand that adjectives describe nouns and pronouns • Use clear and vivid adjectives in writing • Identify articles and demonstrative adjectives • Understand that articles and demonstrative adjectives tell which one about a noun • Identify proper adjectives • Understand that proper adjectives are formed from proper nouns • Use articles, demonstrative adjectives, and proper adjectives in writing • Identify adjectives that follow linking verbs • Understand that adjectives may appear in different places in a sentence • Identify adjectives that compare nouns • Understand that adjectives can be used to compare two or more people, places, things or ideas • Identify and use suffixes • Diagram sentences containing adjectives • Locate adjectives in selected Bible passages | <ul style="list-style-type: none"> • Group activities • Class games • Design greeting cards • Draw pictures of most/least favorite lunch • “hearing Things” activity • Board activities • Review games • Complete worksheets individually, in pairs, and as a class • Activities using overhead transparencies • Diagram sentences | <ul style="list-style-type: none"> • Cardboard box • Pens of various shapes, sizes and kinds • Hand-drawn map of classroom • Large coin • Magazines • Menus from different restaurants • Twist tie for each student • Index cards • Used greeting cards • Art supplies • Construction paper • Holy Bible • Teacher’s Text (HBJ Language, 1990 ed.) • Student Text (HBJ) • Practice workbook (instructional Fair, ed.) • A Beka Language charts • A Beka sentence strips • Overhead projector • Transparencies • Review game materials • Teacher made quizzes • Teacher-made test • Notebook paper | <ul style="list-style-type: none"> • Greeting cards • Drawings of lunch foods • Responses to questions in text • Oral response • Class participation • Responses on quizzes • Responses on worksheets • Teacher-made test • Diagrammed sentences |

Adverbs

11 days

Curriculum Objectives – 5.2, 5.5, 5.6, 5.8
Biblical Worldview Essential Questions

What adverbs are used in the Bible to describe how sin affects us?

| Objectives | Methods | Resources | Assessment |
|--|---|---|--|
| <p>The students will</p> <ul style="list-style-type: none"> • Identify adverbs • Understand that an adverb describes a verb, adjective, or other adverb • Identify adverbs that are used to compare • Identify negatives • Understand that negative means “no” or “not” • Discriminate between similar adjectives and adverbs • Identify and use homophones and homographs • Design a flyer describing a special event • Discuss how one’s words and actions affect others for good or bad • Diagram sentences containing adverbs • Locate adverbs in selected Bible passages | <ul style="list-style-type: none"> • Class games • Play Bingo Blast • Design a flyer • Diagram sentences • Class discussion • Board activities • Make lists of homophones/homographs • Group work • Review games • Complete worksheets individually, in pairs, and as a class • Activities using overhead transparencies | <ul style="list-style-type: none"> • Index cards • Masking tape • Newspapers • Bingo markers • Kitchen timer • Art supplies • Construction paper • Holy Bible • A Beka Language charts • A Beka sentence strips • Teacher’s Text (HBJ Language, 1990 ed.) • Student Text (HBJ) • Practice workbook (instructional Fair, ed.) • Overhead projector • Transparencies • Review game materials • Teacher-made quizzes • Teacher-made test • Adjective/adverbs poster • Notebook paper | <ul style="list-style-type: none"> • Diagrammed sentences • Flyer • Oral responses • Homophone/homograph lists • Responses on worksheets • Response on quizzes • Class participation • Teacher-made test • Responses to questions in text |

Prepositions, Conjunctions, Interjections

13 Days

Curriculum Objectives – 5.2, 5.3, 5.5, 5.8
Biblical Worldview Essential Questions

Where can we find examples of interjections, prepositions, and conjunctions in the Bible?
How do these parts of speech help us understand what God is saying in the Bible?

| Objectives | Methods | Resources | Assessment |
|--|---|---|---|
| <p>The students will</p> <ul style="list-style-type: none"> • Memorize a list of common prepositions • Understand that prepositions relate nouns and pronouns to other words in a sentence • Identify prepositional phrases • Understand that a prepositional phrase includes a preposition, its object, and the words between them • Use vivid prepositions in writing • Determine whether a word is used as a preposition or as an adverb • Identify conjunctions and interjections • Understand that a conjunction connects words or groups of words in a sentence • Understand that interjections are words or groups of words that express strong feeling • Assess the importance of using self-control with our words • Identify and use word origins • Diagram sentences containing prepositions and conjunctions | <ul style="list-style-type: none"> • Play Charades • Diagram sentences • Draw/label park scene with characters and prepositions • ACSI visit story • Oral drill • Board activities • Bible search • Class games • Complete worksheets individually, in pairs, and as a class • Activities using overhead transparencies • Group discussion | <ul style="list-style-type: none"> • Photos from magazines/newspapers • Index cards • Conjunction cards • Slips of paper naming prepositional phrases • Illustrations for hiding in classroom • Stopwatch or timer • Holy Bible • A Beka sentence strips • A Beka language charts • Teacher’s Text (HBJ Language, 1990 ed.) • Student Text (HBJ) • Practice workbook (instructional Fair, ed.) • Overhead projector • Transparencies • Teacher-made quizzes • Teacher-made test • Notebook paper | <ul style="list-style-type: none"> • Class participation • Diagrammed sentences • Responses on worksheets • Responses to quizzes • Oral responses • Teacher-made test • Responses to questions in text • Illustrated park scene |

Mechanics Wrap-up

25 Days

Curriculum Objectives – 5.2, 5.3, 5.5, 5.6, 5.8

Biblical Worldview Essential Questions

Where can we find examples of letters written in the Bible?

| Objectives | Methods | Resources | Assessment |
|---|--|---|--|
| <p>The students will</p> <ul style="list-style-type: none"> • Discuss value of good grammar in communicating with others • Identify correct punctuation for all kinds of sentences • Correctly use capital letters, punctuation, and abbreviations in writing sentences • Understand that commas are used to separate parts of sentences • Identify proper nouns and proper adjectives • Understand that proper nouns, proper adjectives and the pronoun I are always capitalized • Associate abbreviations and the words from which they are formed • Understand that most abbreviations begin with capital letters and are followed by a period • Recognize parts of a friendly letter • Identify the return address and receiver's address on an envelope • Write a friendly letter and address an envelope • Identify parts of an outline • Locate different kinds of titles • Identify direct quotations and dialogue • Summarize dialogue in selected Bible passages | <ul style="list-style-type: none"> • Pantomime • Group activity • Outline a section/chapter from a textbook • Compile a comma booklet • Student writing • Act out comma rules • Board activities • Class games • Complete worksheets individually, in pairs, and as a class • Activities using overhead transparencies | <ul style="list-style-type: none"> • Abbreviation cards • Punctuation cards • Index cards • Magazines • Construction paper • Cancelled envelopes from various addresses • Friendly letter cut into puzzle pieces • Outline parts labeled on index cards • Yarn • Copy of reproducible – <i>Mailbox</i>, 4/5, 1997, pg. 55 • Art supplies • Envelopes • Unlined paper • Overhead projector • Overhead transparencies • Holy Bible • Teacher's Text (HBJ Language, 1990 ed.) • Student Text (HBJ) • Practice workbook (instructional Fair, ed.) • Teacher-made test • Notebook paper • Friendly letter poster | <ul style="list-style-type: none"> • Comma booklet • Oral responses • Class participation • Outline • Pantomime • Teacher-made test • Responses to questions in text • Responses on worksheets |

Persuasive Paragraphs

13 Days

Curriculum Objectives – 5.1, 5.4, 5.5, 5.6, 5.8, 5.9

Biblical Worldview Essential Questions

How can persuasive writing affect a Christian's view of the future?

| Objectives | Methods | Resources | Assessment |
|---|---|---|--|
| <p>The students will</p> <ul style="list-style-type: none"> • Discuss harmful effects of smoking • Compare a Christian's body to a temple • Read excerpts from <i>Ramona and Her Father</i> by Beverly Cleary • Analyze how effectively a write uses reasons to support opinions • Understand the different uses of business letters • Identify reasons that support an opinion • Recognize that writers of business letters use beginning and ending sentences to capture the reader's interest • Brainstorm, select topic, gather and organize information for a persuasive paragraph in a business letter • Discuss tips on how to recognize propaganda techniques • Draft/revise a persuasive paragraph in a business letter • Proofread/publish a persuasive paragraph for capitalization, punctuation, grammar, and spelling | <ul style="list-style-type: none"> • Group discussion • Scan materials for information about smoking • Group and individual reading • Student writing • Proofreading written work • Brainstorming • Guest speaker • Board activities • Proofreading written work | <ul style="list-style-type: none"> • Leaflets, posters, etc. about smoking • Commercial clips • Ads from newspapers/magazines • Stationary/envelopes • Junk mail • Charts/posters • <i>Ramona and Her Father</i> by Beverly Cleary • <i>Doctor or school nurse</i> • Holy Bible • Teacher's text (HBJ Language, 1990 ed.) • Student text • Notebook paper | <ul style="list-style-type: none"> • Group discussion • Oral responses • Class participation • Written paragraphs • Responses to questions from the text • Teacher-made rubric for persuasive paragraphs |

Paragraphs of Comparison & Contrast

14 Days Time Allotted

Curriculum Objectives – 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9

Biblical Worldview Essential Questions

If you were God, what would you say to society about cultural differences?

| Objectives | Methods | Resources | Assessment |
|--|--|---|--|
| <p>The students will</p> <ul style="list-style-type: none"> • Recognize that paragraphs of comparison/contrast show similarities and differences • Evaluate things in order to compare and contrast them • Brainstorm, select topic, gather information, organize facts, draft, and revise paragraph • Analyze how writers change tone to fit audience purpose • Use conjunctions to combine two sentences into one compound sentence • Proofread paragraph for capitalization, punctuation, grammar, and spelling • Proofread paragraph to see if proper nouns have been capitalized • Proofread for correct use of apostrophes in possessive nouns • Discuss tips for giving and listening to an oral report • Research various cultures' similarities and differences • Design a bulletin board depicting similarities and differences in various cultures • Practice listening and speaking in a response group • Prepare to explain to someone how they may be saved | <ul style="list-style-type: none"> • Group and individual reading • Conduct research using reference materials • Brainstorming • Compare/contrast selected Bible characters • Group work • Board activities • Proofreading written work • Group discussion • Student writing • Activities using overhead | <ul style="list-style-type: none"> • Reference materials • Library books • Art • Supplies construction paper • Holy Bible • Teacher's text (HBJ Language, 1990 ed.) • Student text (HBJ Language) • Index cards • Notebook paper • Overhead projector | <ul style="list-style-type: none"> • Oral responses • Responses to questions from text • Participation in creation of bulletin board • Group discussion • Paragraph of comparison and contrast • Teacher-made rubric for paragraphs of comparison and contrast |

News Story

13 days

Curriculum Objectives – 5.1, 5.4, 5.5, 5.6, 5.8, 5.9

Biblical Worldview Essential Questions

How do you think God feels about our news today?

If you were God, what would you do about some of the stories and words that are used in articles and songs today?

| Objectives | Methods | Resources | Assessment |
|--|---|--|---|
| <p>The students will</p> <ul style="list-style-type: none"> • Read and respond to news stories • Analyze how effectively writers include details that provide enough information • Recognize that a news story gives facts about a newsworthy event • Discuss how the Bible is God’s Good News to man • Identify parts of a news story (headline, lead, and body) • Classify facts and opinions • Recognize that facts, not opinions, should be presented in a news story • Recognize that writers of news stories use precise words to tell exactly what happened • Brainstorm, select topic, gather information, organize facts, draft, and revise a news story • Discuss tips on how to interview • Identify and revise sentences to delete wordy language • Proofread for capitalization, punctuation, grammar, spelling, and correct use of quotation marks • Create a class newsletter using completed news stories | <ul style="list-style-type: none"> • Role play an interview situation with a partner • Examine newspapers • Invite a guest speaker to class • Group and individual reading • Brainstorming • Student writing • Group discussion • Proofreading written work • Board activities • Group work | <ul style="list-style-type: none"> • Newspapers/news magazines • Holy Bible • Reporter from local newspaper • Teacher’s text (HBJ Language, 1990 ed.) • Student text (HBJ Language) • Notebook paper | <ul style="list-style-type: none"> • Class newsletter • Oral responses • Participation in the creation of class newsletter • Individual news stories • Teacher-made rubric for news stories • Responses to questions in text • Responses during interview with partner |