

Written Script for *Easy Grammar: Grade 2*

Hi! I'm Dr. Wanda Phillips. I am thrilled to share a quick overview of *Easy Grammar: Grade 2*. This was my first book featuring a daily teaching lesson format.

The feedback was immediate; everyone saw results!

Easy Grammar: Grade 2 text includes 180 daily lessons. Each lesson requires only 5-10 minutes per day. This text was designed for the teacher to complete each lesson orally with students.

The **format** of *Easy Grammar: Grade 2* for the first 90 days features 4 parts. #1 is always capitalization teaching, #2 is always punctuation teaching, #3 is the teaching of grammar and other concepts. #4 is sentence combining for the improved quality of student writing.

Days 91-180 have an expanded format. #1 remains capitalization, #2 remains punctuation. Note that both #3 and #4 now focus on grammar and other concepts. The former #4, which was sentence combining, is now #5. Sentence combining is very valuable. Peer-reviewed research has shown its effectiveness in improving the quality of student writing.

Easy Grammar: Grade 2, like *Grade 1*, uses my **escalator-style design**. Skills and concepts are **introduced, reintroduced, applied, reviewed, and expanded** throughout. The order varies. It's a building-block approach set up like an escalator.

I'd like to show you a concrete example of Escalator-Style Learning using the first 9 lessons of "Grammar and Other Concepts" in *Grade 2*. Note in **Lesson 1** (that's **Day**

1), alphabetizing is the focus. On Day 2, we discuss that a noun may name a **thing**. On Day 3, we leave grammar momentarily to discuss rhyming words. On Day 4, we focus on the subject of a sentence, and on Day 5, the focus is on verbs. On Day 6, we return to nouns, discussing that a noun may name a person. On Day 7, we reintroduce verbs.

The objective of Day 8 is to learn about prefixes, roots, and suffixes. This particular lesson deals with meanings of a few prefixes. On Day 9, we bring forward from Day 2's lesson that a noun names a *thing*, and from Day 6's lesson, that a noun names a *person*. Here, we add that a noun may also name a *place*. Do you see how this design is very effective for students learning well and easily?

Let's look at Day (lesson) 57, #1. **their team practices at Peoria sports complex***.

The asterisk tells us that *peoria sports complex* is the name of a specific group of buildings. What

will we capitalize? *Their!* **Why?** It's the first word of the sentence. What else? *Peoria Sports Complex!* **Why?** It's the name of a group of buildings.

Let's look at #2, **PUNCTUATION**. If one person or thing owns something, **add 's**. Notice the examples: one girl **apostrophe s** bat, **one girl's bat**; a pencil **apostrophe s** eraser. What do we add to show the dish belongs to the dog? The answer: D-O-G-**'s** dish.

Number 3 is **SUBJECT-VERB AGREEMENT**. We introduce this concept here. Everyone may relax! We shall practice this concept also on Days 99, 103-104, 116, 121, 127-128, 133, 146, **and** 166. The boldface sentences tell students that *tense*

means *time*, and *present tense* means *time now*. The example of present time is this sentence.

A girl swims in a lake.

Then, we read if the subject is **singular** (one), **add s to the verb**. Look at the example: *One boy bounces a ball.* We add an *s* to *bounce*. If the subject is plural (more than one), do **not** add *s* to the verb. The example is *boys bounce balls.* Using this example—one *boy bounces* and *2 or more bounce*, what is our answer? *Sounds!* Yes, one bell *sounds* loud.

Number 4 is **SENTENCE COMBINING**. Look at the two sentences. **Miss Smith smiled. She handed me a paper.** Students will combine these two thoughts into one excellent sentence. One way is to write the following: *Miss Smith smiled and handed me a paper.* Another: *Miss Smith smiled as she handed me a paper.* After discussing your students' sentences, discuss a variety of other ways to write it.

My texts are easy to use. At the **beginning** of *Grade 2*, you will find three “Scope and Sequence” sections that allow you to know when concepts occur. The first is CAPITALIZATION, the second is PUNCTUATION, and the third is GRAMMAR and OTHER CONCEPTS.

Under **Nouns**, the first two listings are Common/Proper and Identification. We want to know on which days the focus will be in forming noun *plurals*. Plurals are introduced in lesson **20** and reintroduced on Day **21**. They are also a focus in Lessons **29, 35, 47, 93, 97, 120, 124, 142, 145, 154, 159, 164, 170,** and **175**. According to the “Scope and Sequence,” students will use the concept of forming plurals of nouns

sixteen times throughout *Easy Grammar: Grade 2*. This cyclical learning promotes mastery.

Visit www.easygrammar.com to preview *Easy Grammar: Grade 2*.

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It is my **mission** to help you. Therefore, I remain a **resource** as you use my texts. Email me at wanda@easygrammar.com! This, by the way, is my personal email.