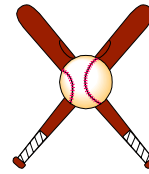


Unit 1 – The Gram(mar) Slam!

By Amy Goodman (2004)



Overview:

Students will learn about the 8 parts of speech, their relationship to punctuation, and how to apply this knowledge to construct better sentences. Students will also learn how to improve their writing using the metaphor of “writer as artist.” The student will learn four basic brushstrokes, which are successful sentence structure patterns used by authors. Artistic images will be used as writing prompts for practice of these skills.

1. Introduction - Ask students to fold a piece of notebook paper into eighths. Challenge them to try to remember all of the parts of speech and to write the ones they can in the eight columns. Then offer more help by giving students labels for each column: N, A, P, V, A, P, I, and C (NAP-VA-PIC). Finally, let students work in partners or groups to fill in the missing terms. Students should record: noun, adjective, pronoun, verb, adverb, preposition, interjection, and conjunction.

Tell students that they will be learning the eight parts of speech and their functions in the English language. To help them organize their work, make 8-flap Dinah Zike booklets. Students should correctly label each flap using NAP-VA-PIC to help them. The flap booklet will become a note-taking device for the students. The inside left-hand flaps will be a place for students to write definitions of the terms. Students will then complete a mini-writing activity focused on that part of speech. Finally, the inside right-hand flaps will be a place for students to record responses to self-selected poems. A set of Ruth Heller picture books has been provided for your use with each part of speech. Use these as read-alouds when working on each part of speech.

N *Merry-Go-Round: Book About Nouns*

A *Many Luscious Lollipops: Book About Adjectives*

P *Mine, All Mine: Book About Pronouns*

V *Kites Sail High: Book About Verbs*

A *Up Up and Away: A Book About Adverbs*

P *Behind the Mask: A Book About Prepositions*

I *Fantastic! Wow! and Unreal!: A Book about Interjections and Conjunctions*

C *Fantastic! Wow! and Unreal!: A Book about Interjections and Conjunctions*

2. *Parts of Speech* poem - Make a transparency and student worksheets of *The Parts of Speech* poem by anonymous or use the one by Bruce Tone (see attachment). Read it once aloud to students to model good expression and fluency. Then ask students to place a star next to a fact they already knew and to place a question mark next to a fact that is new information for them. This will force the students to reread the poem silently for meaning. A choral reading of the poem will be next. Assign students numbers 1 – 8 to represent the eight stanzas. (The ninth stanza can be saved for the entire class to read together.) Put all of the 1's together and let them practice their stanza together adding any movements they want. Group the 2's together, etc. so the

entire class is practicing. Perform the poem as a whole class with the students standing up when they get to their numbered part of the poem. Everyone reads the last stanza in unison.

3. Introducing the terms - To help students learn the parts of speech better, introduce them in the following three groupings: NAP – VA - PIC. (Peter Wemeier, 8th grade teacher at Goldenview, shared this idea.)

Noun group: noun, adjective, pronoun (NAP)
Verb group: verb, adverb (VA)
“tion” group: preposition, interjection, conjunction (PIC)

Start with the noun grouping using NAP. Have all the kids dramatize a quick snooze with snores and yawns to help them remember this. Pull out the *Write Source 2000* handbooks and ask students to copy down the definitions for noun, adjective, and pronoun on the inside left-hand flaps. Use the table of contents to help students find information to copy. (See *Understanding Our Language* on p. viii of the book.) Remind students to stop after they get done with their “nap.”

4. Practice with nouns using the mini-writing activity called the *ABC’s of Nouns. Assign each student a letter of the alphabet or have him or her pick out an alphabet card randomly from a basket. Using the assigned letter, students answer the following questions on notebook paper and then use their answers to write a short story:

Who are you? (person)	Henry
Where are you? (place)	Honolulu
What is in your hand? (thing)	hot dog
What are you thinking? (idea)	how hot it is

Example: Henry stood on the sidewalk in downtown Honolulu holding a hula hoop. “It sure is hot, “ Henry thought to himself. Henry turned to his friend, Hank, and said, “Let’s go to the beach and cool off. We can get hot dogs there.” (The story should continue...)

Make sure students have a chance to share their ABC stories with others. Have students place their stories inside their flap booklets for safe-keeping.

5. Now pull out the poetry tub, which you can borrow from your reading teacher and return when Unit One is done. Complete a quick Poetry Pass by having students sit in a circle and pass books around every 30 seconds so they can overview all the books available. Then tell students to choose the book they liked the best and to select a poem that has a lot of nouns in it. Direct them to copy the poem on notebook paper and underline all of the nouns they can find. Remind students about the line breaks found in poetry and the white space. Tell students to place this in their flap booklet for safekeeping.

6. Direct students to finish up their study on nouns by writing a response to the poem they chose on the inside right-hand flap. Why did they choose the poem? How did it make them feel?

Continue in the same manner for the rest of the parts of speech. Students will always copy the definitions of the terms on the left-hand inside flap, complete a mini-writing activity on the part of speech being studied, find a poem highlighting the words, and write a response in their flap booklet on the right-hand inside flap. Remember to teach using the NAP -VA-PIC groupings. Below are the suggested mini-writing activities for each part of speech.

NAP! (Memory device is taking a nap, a snooze, yawning...)

*Nouns ABC's of Nouns

This activity is described in the previous lesson plan, step #4.

Adjectives Animal Antics

Pass out a piece of drawing paper to each student and ask them to hamburger fold it in half. Tell students to orient the paper as "landscape." Challenge students to draw an imaginary animal with its head on the left side of the fold and its body on the right. Then surprise them by passing out scissors and telling students to cut on the fold mark, which is cutting off the head! Then have students pass the animal heads around the class until you yell stop. Whatever animal head the student ends up with is then attached to the student's animal body using tape, which now creates a new imaginary animal. Then have students write a paragraph describing the new animal. Encourage the students to use specific sensory adjectives in their descriptions. Have them look back over their writing and underline the adjectives they selected. Remind students to place these imaginary animals and descriptions into their flap booklet for safekeeping.

*Pronouns Pronoun Pass

Ask students to write a one-line sentence that is very familiar to them. (They can choose from nursery rhymes, song lyrics, advertisement jingles, etc.) Then have students pass their papers to the right and using the sentence now in front of them, replace all of the nouns with pronouns. Pass the papers a third time. On this final pass, the students write an entirely new sentence based on what they see in front of them.

- | | | |
|----------------------------|----------------------------|-------------------------------|
| 1. Mary had a little lamb. | 1. Mary had a little lamb. | 1. Mary had a little lamb. |
| | 2. She had her. | 2. She had her. |
| | | 3. Ms. Clark had a baby girl. |

Repeat the activity for more practice with pronouns, and then ask students to place these in their flap booklets for safekeeping.

VA! (Memory device is "VA"vooom meaning skedaddle, take off, skip out)

*Verbs Adverb Acrostics

This mini-writing activity combines both the study of verbs and adverbs at the same time. This will save teaching time. Only complete this activity once. Students write their first names vertically on notebook

paper. Using each letter from their name, they write a verb and adverb pair that describes them. Here is an example that Molly created:

Marches quickly
Obey immediately
Laugh softly
Leaps happily
Yells loudly

Ask students to place these in their flap booklets for safekeeping.

*Adverb (same as above)

PIC! (Memory device is a pickaxe, which is a hand tool for digging)

*Preposition Poetic Prepositions

Show students how to test for prepositions by using the adapted “squirrel and the tree” handout. This Alaskan version uses the bear as a character. Once students are comfortable identifying prepositions, have students brainstorm possible writing topics. Favorite animals work well for this. Then students write a series of prepositional phrases to make a poem about the topic. The poem should begin and end with the name of the topic to provide an organizational framework and rhythm to it. Ask students to place these in their flap booklets for safekeeping.

Monkeys
In the air
On the ground
In a tree
Above the bush
On the overhead
In the class
Under the sky
Monkeys

Interjections Comic Strips

Use the blackline master in the Write Source 2000 language program binder to pre-teach interjections. For 8th grade, use p. 578 and p. 613 for 7th grade. Then have students create a 4-frame comic strip. Brainstorm possible settings, characters, problems, etc. For students needing more direction, suggest they create a comic strip about summer school. Challenge the students to include interjections in the speech bubbles. Make available the attached list of possible interjections. Ask students to place these in their flap booklets for safekeeping.

Conjunctions This Thumbprint!

There are three main types of conjunctions (coordinate, correlative, and subordinate). This activity focuses only on the coordinate conjunctions. The coordinate conjunctions are easy to teach using the mnemonic device BOY FANS: but, or, yet, for, and, nor, so. Did you know that “and” is the most common coordinate conjunction? Get students hooked quickly by having them brainstorm as many common combinations that they can think of like cake and ice cream, Romeo and Juliet, Ben and Jerry’s, green eggs and ham. Make a race of it and see which table groups can brainstorm the most.

Use thumbprints as a way to motivate students to write sentences that include conjunctions. Provide a stamp pad and have students make thumbprints. Challenge them to turn their thumbprints into a character by adding arms, legs, clothing, etc. There are some excellent ideas in Ed Emberley's *Complete Funprint Drawing Book*. Then have students write a sentence from the thumbprint's point of view using a coordinate conjunction. When they are satisfied with their character design and sentence, pass out 4-inch square drawing paper. The smaller size of the paper lends itself nicely to this project. Ask them to create a final draft of their thumbprint character and their sentence. In addition, ask them to illustrate a background design. Place these in their flap booklets for safekeeping.

Example – The student creates a thumbprint cat and illustrates the backgrounds for these sentences.

- a). This thumbprint is eating its food and slurping up its water.
- b) This thumbprint is eating its food, and he is slurping up his water.

Notice the difference between the two examples. Example b is actually a compound sentence, which uses a coordinate conjunction to glue two independent sentences together. Because of the two independent sentences, it requires a comma before the conjunction.

7. Use the attached word sorting activity as an assessment for the parts of speech. Working individually, students should sort the words into the eight parts of speech.
8. Now that your students have a good feel for the parts of speech, introduce them to “Image Grammar.” (Noden, Harry. *Image Grammar*. Portsmouth: Heinemann, 1999.) Students will learn four basic brushstrokes in order to improve their writing. They will practice writing from images pulled off the Internet or from magazines, which will provide immediate sources for topic ideas. Explain to students that writing is a lot like painting pictures. To create a piece of art, an artist needs a few basic brushstrokes. The same is true with writing. Using art images will motivate the reluctant writer.

Attached is a handout that teaches students the four basic brushstrokes: 1) painting with absolutes, 2) painting with appositives, 3) painting with participles, and 4) painting with adjectives out-of-order. Teach each brushstroke using the following teaching sequence: I do it. We do it. You do it. Gradually release full responsibility to the students.

- a. You will need to find an image of a 1936 Ford to show students how to write from images. Display the photo and show students how to paint with absolutes. Engine smoking, gears grinding, the car chugged into the parking lot. Point out the base clause, the car chugged into the parking lot, and then show the students how you used “ing” words to describe what the car was doing. (Image searches on Yahoo or Google provide excellent clip art to use for this project. For additional images, try www3.uakron.edu/noden. This web site is associated with “Image Grammar” and has a bank of photos to access.)



- b. Now choose another image of interest to you. Display it and in front of the students writing your own sentence painting with absolutes. Thinking aloud in front of your students will give them the guidance they need to be successful on their own.
- c. Pass out images to students letting them choose something of interest, or display three different images for the whole class. Challenge students to write a sentence describing their self-selected image using the brushstroke of painting with absolutes.
- d. Continue with the second brushstroke, painting with appositives. Remember to demonstrate first with the 1936 Ford example from the handout. Then choose a new image of interest to you and complete a think-aloud in front of your students writing a sentence of your own with appositives. Finally, allow them to choose an image that interests them and have them try writing a sentence with appositives on their own.
- e. Introduce the third brushstroke, painting with participles. Remember to demonstrate first with the 1936 Ford example from the handout. Then choose a new image of interest to you and complete a think-aloud in front of your students writing a sentence of your own with appositives. Finally, allow them to choose an image that interests them and have them try writing a sentence with participles on their own.
- f. Continue with the last brushstroke, painting with adjectives out-of- order. Remember to demonstrate first with the 1936 Ford example from the handout. Then choose a new image of interest to you and complete a think-aloud in front of your students writing a sentence of your own with appositives. Finally, allow them to choose an image that interests them and have them try writing a sentence with adjectives out-of-order on their own.
- g. As a culminating activity and assessment, display an image of your own choice. Do a think-aloud and model how to a paragraph describing the image. Try to include at least two of the brushstrokes in your writing being careful not to overuse the strategy. Integrate your sentences into a well-rounded paragraph. Then have students choose an image of their choice and do the same.