

GRAMMAR IN A SENTENCE

Lesson Primer

FIVE MINUTE DAILY WRITE-BRAIN BOOSTER

Build recall of the Grammar Basics with this simple yet powerful strategy. *But that's not all!* Students create and edit sentences every day, giving them opportunity to build vocabulary, revise spelling strategies, practise punctuation rules – in short turn ideas into text. If it is to be taught, then it must be practised. A single sentence can tell all you need to know about a student's retention of knowledge, skill and their attitude at any given time.

Instructions:

1. Print the cards included in the download (preferably in colour and on cardboard). Laminate and cut them out. Place either blu tac or magnets on the back of each piece. Place them on your whiteboard ready for use or keep them in a container close by.
2. Before beginning an English lesson, spend five minutes practising previous learning with this activity. Do not revise a **Grammar Basic** unless students have first completed the relevant lesson. Choose only one focus per day. Students will inevitably find others and that's great too.
3. To begin, teacher selects a **Grammar Basics** card and places it on the whiteboard. Each has the following printed on them:
 - mode oral or written
 - Grammar Basic and type e.g. determiner/ demonstrative
 - Editing skill to be practised: *identify, add, delete or change*.
4. Now follow these basic steps to make the most of this brain-train activity.

Teacher Selects card and ticks foci

Mode – oral **Grammar Basic** – *determiner (demonstrative)* **Skill** – *Identify*

a I do

Teacher demonstrates the 'foci'.

In this case, the teacher creates an oral sentence containing a demonstrative determiner.

For example:

That cloud formed a dog shape.

Teacher identifies the demonstrative determiner: 'that'

b We do

Reinforce through social learning.

Teacher creates another oral sentence.

For example:

This pie tasted delicious.

Teacher asks students to identify the demonstrative determiner. (Clarify any misconceptions.)

c You do

Students practise independently.

Students practise in pairs their own oral sentence containing a demonstrative determiner.

Note: When creating sentences in written mode, students should use mini whiteboards, butcher's paper or pages 14-16 of their Write On Its. Teacher uses whiteboard or laptop.

EDITING SKILL: Identify Add Delete Change

Mode: oral written

TYPE

Article

Demonstrative

Possessive

Quantifier

determiner

EDITING SKILL: Identify Add Delete Change

Mode: oral written

support^{*} noun

TYPE

- Singular/Plural
- Collective
- Common/Proper
- Compound
- Abstract/Concrete
- Countable/
Uncountable

* Introduce the support noun to distinguish the difference between the main noun (sentence subject) with other sentence nouns (referred also as subject/predicate).

EDITING SKILL: Identify Add Delete Change

Mode: oral written

**main
noun**

TYPE

- Singular/Plural
- Collective
- Common/Proper
- Compound
- Abstract/Concrete
- Countable/
Uncountable

EDITING SKILL: Identify Add Delete Change

Mode: oral written

adjective

TYPE

Word

Phrase

Comparative

Superlative

EDITING SKILL: Identify Add Delete Change

Mode: oral written

adverb

TYPE

- word
- phrase (time)
- phrase (place)
- phrase (manner)

EDITING SKILL: Identify Add Delete Change

Mode: oral written

interjection

EDITING SKILL: Identify Add Delete Change

Mode: oral written

conjunction

TYPE

FANBOY
(coordinating)

Other (e.g. Heart
Words List or use a
comma)

EDITING SKILL: Identify Add Delete Change

Mode: oral written

TYPE

word

phrase

preposition

EDITING SKILL: Identify Add Delete Change

Mode: oral written

pronoun

TYPE

POV

Male/Female/
Thing

Indefinite

EDITING SKILL: Identify Add Delete Change

Mode: oral written

verb

TYPE

- Past tense
- Present tense
- Future tense
- Auxillary (modal)
- Irregular
- Contractions