Integrating Grammar with Writing Workshop

Grammar and Mentor Sentences
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NYSRA Conference, Saratoga Springs, NY
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Agenda

- Introductions
- Hopes and Fears of Grammar
- Reflect and Discuss
- Mentor Sentence Modeling and Workshop
- Other Opportunities for Grammar Instruction
What is your greatest fear when you think about teaching grammar?

What is your greatest hope for being the most effective teacher of grammar?
Reflect and Discuss

- Reflect upon and write about your experiences with grammar instruction
- Share out your thinking, new learning, questions with your small group
What do the CCR Language Standards tell me I must teach at grade three?

a. **Explain the function** of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

b. **Form** and **use** regular and irregular plural nouns. (wolf – wolves, ox – oxen, man – men)

c. **Use** abstract nouns (childhood, friendship, freedom).

d. **Form** and **use** regular and irregular verbs. (build – built, buy – bought, teach – taught)

e. **Form** and **use** the simple verb tenses. (e.g., I walked; I walk; I will walk)

f. **Ensure** subject-verb and pronoun-antecedent agreement.*

g. **Form** and **use** comparative and superlative adjectives and adverbs, and **choose** between them depending on what is to be modified. (as…than and adding –er; more and most, -est)

h. **Use** coordinating and subordinating conjunctions. (FANBOYS; as if, when, after)

i. **Produce** simple, compound, and complex sentences.
How can I integrate the grammar into my already full day?

MENTOR SENTENCES FROM MENTOR TEXTS
Mentor Sentence Modeling

• Invitation to notice and name structure and punctuation
• Identify and label parts of speech
• Invitation to revise
• Invitation to create
Every day Thomas learns something new. Every day the teacher cheers him and the other children on. "Excellent job, she says. "Perfect, my learning friends."

Read like a writer!
Read like a writer!

What appeals to you as a reader?
• What descriptive words are used? (strong verbs, descriptive words and phrases)
• What images are created in your mind and what are the words that do that?
• Are there any examples of figurative language?
• Who is the speaker? From what point of view is the sentence written?
• How is punctuation being used in this sentence? What does it do to the reader?
Every day Thomas learns something new. Every day the teacher cheers him and the other children on. "Excellent job, she says. "Perfect, my learning friends."

Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
Every day Thomas learns something new. Every day the teacher cheers him and the other children on. “Excellent job, she says. “Perfect, my learning friends.”

How can you change this sentence to make it better?
Every day Thomas learns something new. Every day the teacher cheers him and the other children on. “Excellent job, she says. “Perfect, my learning friends.”

Think about the structure of this sentence and try to make it your own.
- What makes a sentence? The simple sentence (grades 1, 2, 3)

- Use of exclamation point (grades 2, 3, 4)

- Commas in dates and to separate city and state (grades 2, 3, 4)

- Commas in a series (grades 3, 4)

- Quotation marks: Use and punctuation and change of speakers (grades 3, 4, 5)

- Use of the apostrophe in contractions and to show possession (grades 3, 4, 5, 6)

- Sentence unit: compound and complex sentences – punctuation and coordinating conjunctions (grades 4, 5, 6)

- Tense consistency (grades 5, 6)
Grammar Workshop

- Wordless books
- Mentor Sentences
- Titles that Support Grammar Instruction
- Poetry

Grow writers who love words and the power of punctuation!