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Video with student reactions

9 Honors 1: <https://goo.gl/photos/rAZD9ziEUZCb8MLq8>

9 Honors 2: <https://goo.gl/photos/4R7k9erVcvUwdpbBA>

9 Honors 3: <https://goo.gl/photos/eAAmQPHABK6Yso4m8>

A cozy, rustic interior scene featuring a stone fireplace with a fire burning. The mantel is decorated with two lit candles. To the right, a yellow tufted armchair and ottoman are positioned. The walls are made of rough-hewn stone, and the ceiling is vaulted. The overall atmosphere is warm and inviting.

Reading With Grammar

1) Identify core standards

Language Standard 8. L. 3. a

Use verbs in the **active and passive voice** and in the **conditional** and **subjunctive** mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

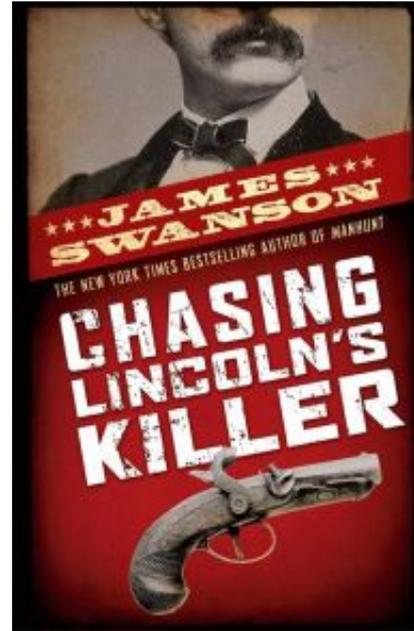
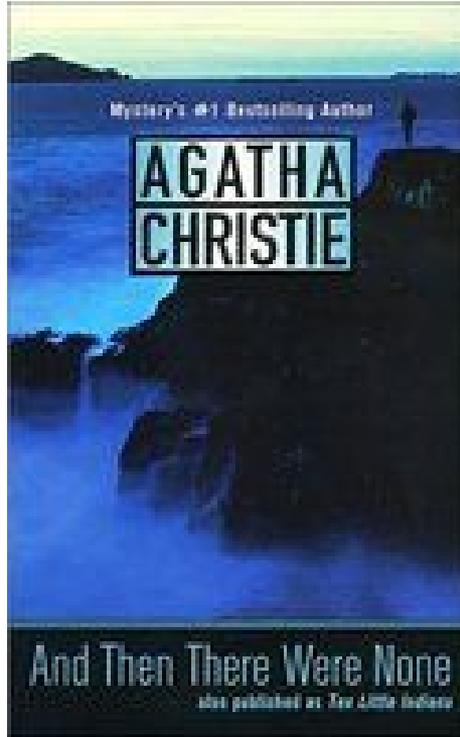
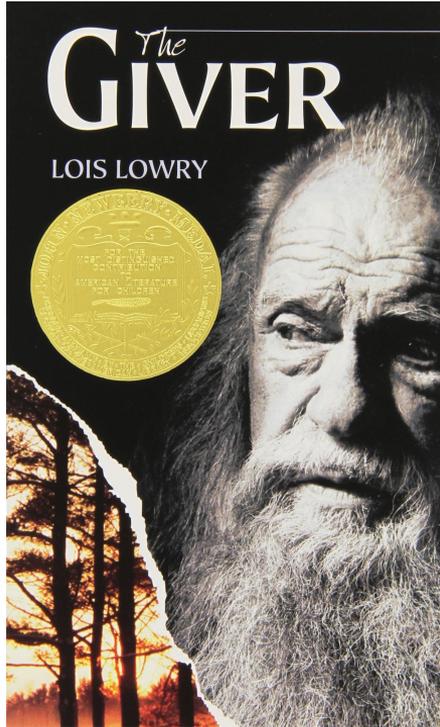
Language Standard 8. L. 2. a

Use punctuation (**comma, ellipsis, dash**) to indicate a pause or break.

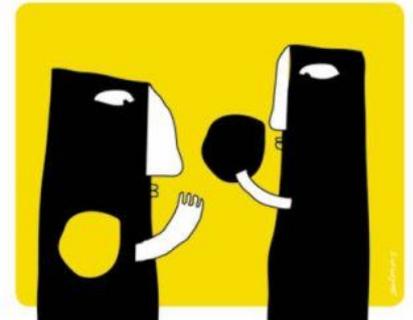
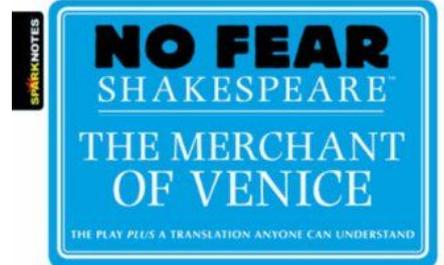
Reading Literature Standard 8. RL. 1

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

2) Select a text that you are already using.



SHAKESPEARE SIDE-BY-SIDE PLAIN ENGLISH



3) How does the author use this grammar effectively?

What grammar examples already exist in the text?

***How does the author create a
suspenseful mood in
And Then There Were None?***



Subjunctive
and
conditional
mood

Ellipsis

Dash

Active vs
Passive voice

4) Finding examples in the book

- Find a digital copy of the book and use the ctrl + f.
- Assign students to find examples in their reading.
- Offer extra credit to students who find examples throughout the book.
- Pick a page and scan! (you or your students)

5) Have students identify the grammar principle.

Name: _____ Class Period: _____

"if" / "when" clause if / When it rains,	main clause the grass grows.
main clause The grass grows	"if" / "when" clause if / when it rains.

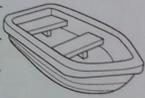
1. If I am late for class, _____
2. When he stays up very late, _____
3. People get hungry _____
4. If you study hard, _____
5. When she watches a movie, _____
6. When I cross the street, _____
7. I can't do my homework _____
8. He always smiles _____
9. If I miss the bus, _____
10. When you make lots of noise, _____
11. Tea tastes sweet _____
12. You should eat less _____
13. I always take my umbrella _____
14. When I'm sad, _____
15. When he cleans the house, _____

If...

Name: _____ Class Period: _____

Use conditional phrases to show what would happen.

What if the boat comes tomorrow?



What if the boat doesn't come?



How does Christie use **if/when** statements to create suspense in these chapters?

6) Annotate the text

If this had been an old house, with creaking wood, and dark shadows, and heavily panelled walls, there might have been an eerie feeling. But this house was the essence of modernity. There were no dark corners—no possible sliding panels—it was flooded with electric light—everything was new and bright and shining. There was nothing hidden in this house, nothing concealed. It had no atmosphere about it.

Somehow, that was the most frightening thing of all. . . .

They exchanged good-nights on the upper landing. Each of them went into his or her own room, and each of them automatically, almost without conscious thought, locked the door. . . .

Ask the question:

How does the author use the _____ in their writing?

Any Grammar, Any Text

How and WHY did the author use this grammar?

PURPOSEFULLY WRITING WITH GRAMMAR

CORE LANGUAGE STANDARDS (9-12)

CCSS.ELA-LITERACY.L.9-10.1.B

Use various types of **phrases** (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and **clauses** (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

CCSS.ELA-LITERACY--Standards for 9-12

Apply knowledge of language to understand how language functions in different contexts, to **make effective choices for meaning or style**, and to comprehend more fully when reading or listening.

HOW I DECIDE WHAT GRAMMAR CONCEPTS TO TEACH

- Grammar is not (entirely) linear
- Look at assignment and ask:

What is going to enhance my students' writing for this assignment?

- AWWUBIS--for elaboration, for context on essays
- Appositives--for research, to explain who/what
- Participial phrases--narrative to add action/explanation

HOW WE MAKE IT WORK

1. Write our drafts
2. Mini lesson on grammar skill
3. Small practice with writing (usually a scribble)
4. Re-teach grammar skill
5. Revise drafts--have a specific focus on grammar skill
6. Include grammar skill on rubric
7. Encourage students to continue using skill in writing
 - a. Put a happy face, exclamation mark, give extra credit when it pops up in other writing
 - b. If possible, include it in future rubrics (can depend on genre)

MINI LESSON WALK-THROUGH

APPOSITIVES

Directions: List the things you notice about the underlined phrases in the sentences below:

“Someone is gripping my arm, a boy from the Seam, and I think maybe I started to fall and he caught me.” --
Suzanne Collins, The Hunger Games

“She did know he made coffee every other day because Ms. Madden, his secretary, said she did not go to
work in an office to make coffee.” --Beverly Cleary, Muggie Maggie

Things you notice:

1. _____
2. _____
3. _____

APPOSITIVE DEFINITION

Practice

Directions: Read this sentence and underline the appositives, then make some notes on their effect:

"Sheeta, the leopard, alone of all the jungle folk, tortured his prey."--Edgar Rice Burroughs, *Tarzan*

"Filch owned a cat called Mrs. Norris, a scrawny, dust-colored creature with bulging, lamplike eyes just like Filch's." —J.K. Rowling, *Harry Potter and the Sorcerer's Stone*

What is the effect of the appositives in the sentences above?

-
-

Directions: Re-write the sentence below and include an appositive.

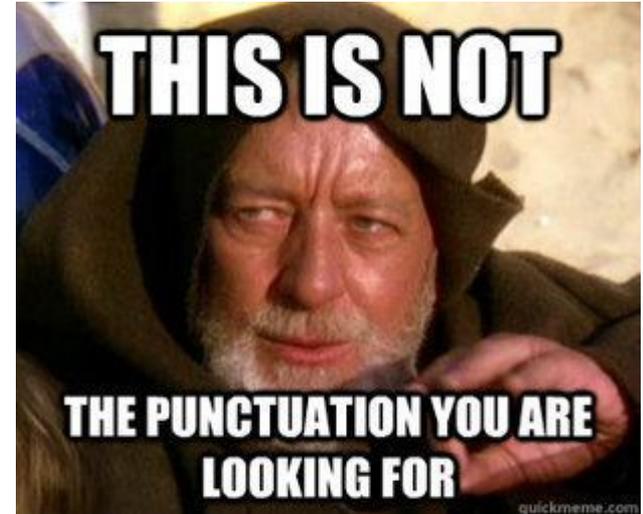
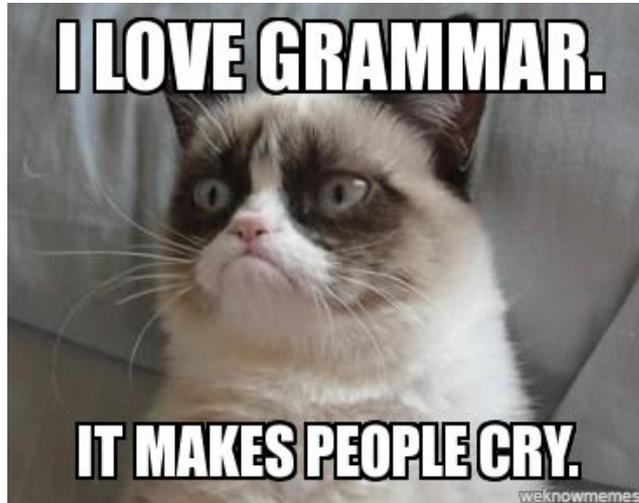
When Neville Longbottom was called, he fell over on his way to the stool.

--J.K. Rowling, *Harry Potter and the Sorcerer's Stone*

STUDENT EXAMPLES

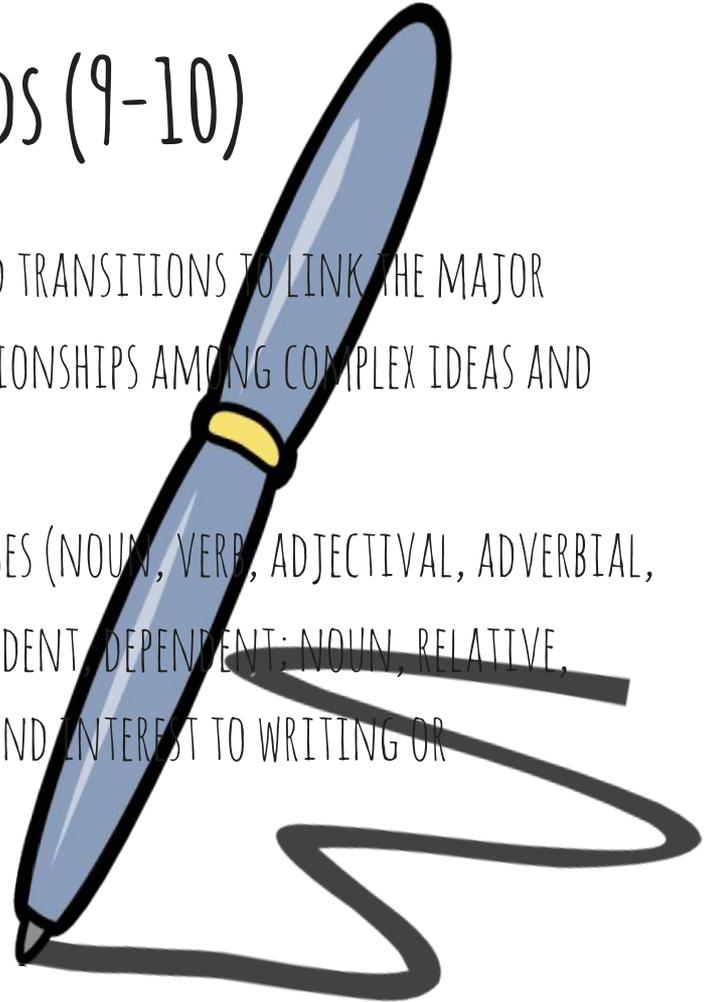
- **Participial:** Waking up on the side of the road, was like someone put me through a washing machine on violent cycle just for fun.
- **Appositive:** Mark Watney, a botanist, is hit with a piece of debris and is presumed dead so the crew leaves him.
- **Semicolon:** My dad was actually serious about this; he had rented a sleek silver minivan and told us to pile in.
- **AWWUBIS:** Because John is standing up for himself and being more independent, he begins to change and see himself as a better man than he was before.

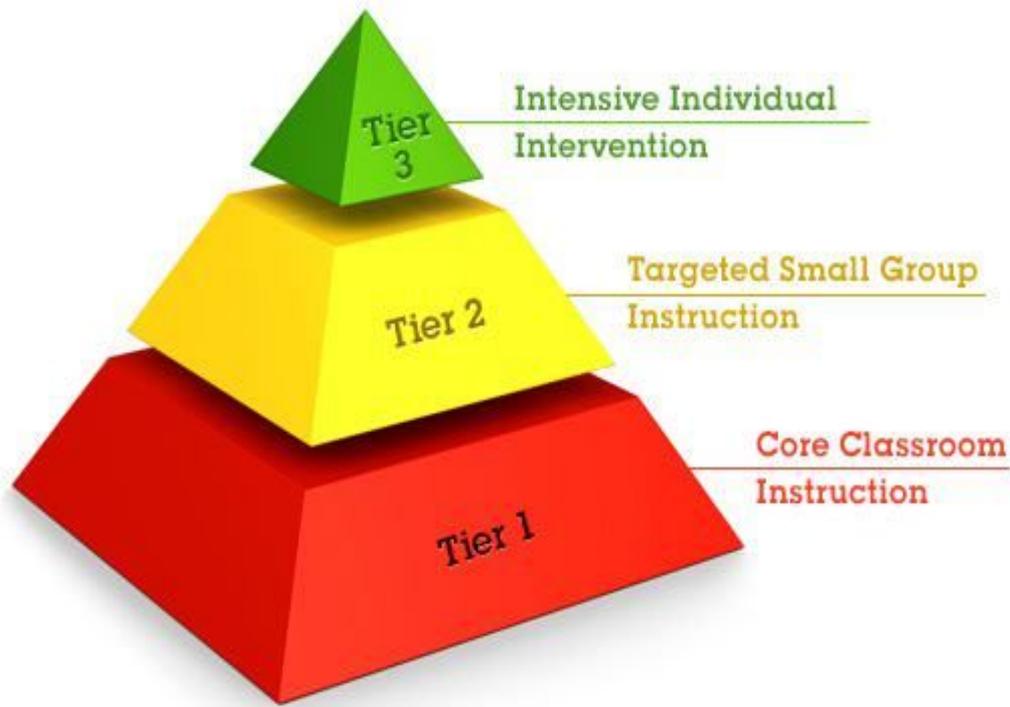
USING GRAMMAR TO TROUBLESHOOT TYPICAL WRITING PROBLEMS



LANGUAGE & WRITING CORE STANDARDS (9-10)

- **CCSS.ELA-LITERACY.W.9-10.2.C** USE APPROPRIATE AND VARIED TRANSITIONS TO LINK THE MAJOR SECTIONS OF THE TEXT, CREATE COHESION, AND CLARIFY THE RELATIONSHIPS AMONG COMPLEX IDEAS AND CONCEPTS.
- **CCSS.ELA-LITERACY.L.9-10.1.B** USE VARIOUS TYPES OF PHRASES (NOUN, VERB, ADJECTIVAL, ADVERBIAL, PARTICIPIAL, PREPOSITIONAL, ABSOLUTE) AND CLAUSES (INDEPENDENT, DEPENDENT: NOUN, RELATIVE, ADVERBIAL) TO CONVEY SPECIFIC MEANINGS AND ADD VARIETY AND INTEREST TO WRITING OR PRESENTATIONS.





3 Tiers of Support

HOW DO I RE-TEACH
CONCEPTS TO
STRUGGLING STUDENTS
WITHOUT LOSING THE
ONES WHO 'GET IT?'

THE STRUGGLE IS
REAL!

TRANSITION TRAUMA DRAMA

THE USUAL TRANSITIONS

- No transitions
- First, Next, Last
- And then, and then...and THEN!
- Firstly, Secondly...Fifthly???



BUT TEACHER... WHY CAN'T I JUST DO IT THE SAME EVERY TIME?



WHY CAN'T ENGLISH BE
LIKE MATH SO I CAN
JUST FOLLOW A STUPID
FORMULA?

GRAMMAR TO THE RESCUE!

- Provides Concrete Solution for Students
- A way to re-teach a concept & teach proficient students something new
- Prevents student death by grammar



AAAWWUBBIS=COMMON ADVERBIAL CLAUSE STARTERS

AFTER
ALTHOUGH
AS
WHEN
WHILE
UNTIL
BECAUSE
BEFORE
IF
SINCE

What is a transition?

- ✦ DTR: Determine The Relationship
 - ✦ They tell us how two points connect
 - ✦ They increase flow between these two points



EXAMPLES FROM REAL WRITERS WHO USE THESE TRANSITIONS

Other ways to transition

...Terrified, Harry nervously got onto his broom, taking a deep breath before kicking off into the air.

As he soared upward, as the wind rushed through his hair, as the crowd's faces became mere flesh-colored pinpricks below, and as the Horntail shrank to the size of a dog, he realized that he had left not only the ground behind, but also his fear.

Transitions

After informing them of his departure, he managed to proffer a last pimply smile and to cuff each of them on the forehead. "Don't go eating all those things at once, either," and they never saw Arthur Berg again.

As for me, I can tell you that I most definitely saw him.

APPLYING IT TO STUDENT WRITING

How would you transition
between these sentences?

...Aunt petunia knew he hadn't really done magic, but he still had to duck as she aimed a heavy blow at his head with the soapy frying pan. Then she gave him work to do, with the promise he wouldn't eat again until he'd finished.

_____ Dudley lolled around watching and eating ice cream, Harry cleaned the windows, washed the car, mowed the lawn, trimmed the flower beds, pruned and watered the roses, and repainted the garden bench.

How would you transition
between these two sentences?

Mack is telling me about a ninety-seven-year-old woman who looked sixty after her embalming: "We had to paint in wrinkles, or the family wouldn't recognize her."

_____ she will still eventually decompose.

USE THIS TECHNIQUE IN THEIR WRITER'S NOTEBOOKS

BURGERING QUOTES USING AAWWUBBIS



TOP BUN: CONTEXT

MEAT: THE QUOTE

BOTTOM BUN: COMMENTARY

WHAT I GOT FROM STUDENTS...

BEFORE AAAWWUBBIS: While many people shot Sonny down the Rocket Boys were there for him. “I turned on the hall light and found myself looking at the books, an idle activity. Then my eyes lit on one. It was titled *Advanced Mathematics, a guide for self-study*” (264).

AFTER AAAWWUBBIS: As Sonny was searching for math help, he “turned on [his] hall light and found [himself] looking at the books, an idle activity” (264).

WHAT I GOT FROM STUDENTS...

BEFORE AAAWWUBBIS: In the novel, Quentin states “maybe one day we’ll have a trophy in here, Sonny, for our rockets...Big Creek’s never won anything, but I bet we could with our rockets” (#).

AFTER AAAWWUBBIS: While searching for hope, Quentin says: “Maybe one day we’ll have a trophy in here, Sonny, for our rockets...Big Creek’s never won anything, but I bet we could win with our rockets” (#).

WHAT I GOT FROM STUDENTS...

BEFORE AAAWWUBBIS: Sonny sums up this dilemma, saying, “Only coal mining was more important in Coalwood than high-school football. *Sputnik*, and anything else, was going to always come in a distant third” (32).

AFTER AAAWWUBBIS: Sonny sums up this dilemma when he says, “only coal mining was more important in coal wood than high-school football” (32). Rockets just weren’t done in Coalwood.

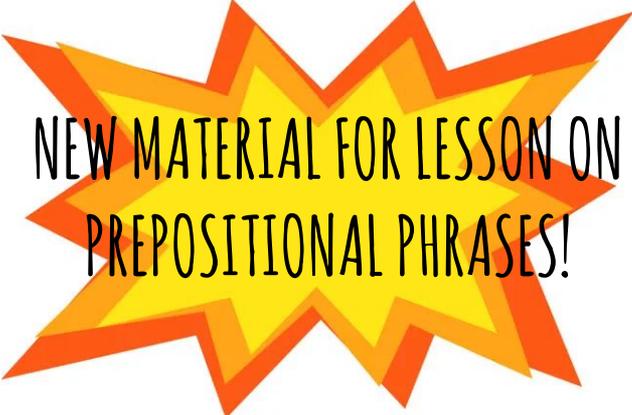
WHAT I GOT FROM STUDENTS...

BEFORE AAAWWUBBIS: Sonny refused to listen to his father when he constantly made degrading comments about what Sonny should do with his life. “ ‘Mining’s in your blood, little man’ he shrugged. ‘I guess you’ll figure that out, sooner or later.’” (185).

AFTER AAAWWUBBIS: Sonny’s father is trying to persuade Sonny that staying in the mines is best for him. In his efforts to change Sonny’s decision, his father says, “Mining’s in your blood, little man...guess you’ll figure that out sooner or later” (185).

NOT AAAWWUBBIS, BUT NOT WRONG...NOW WHAT???

Sonny's father is trying to persuade Sonny that staying in the mines is best for him. In his efforts to change Sonny's decision, his father says, "Mining's in your blood, little man...guess you'll figure that out sooner or later" (185).

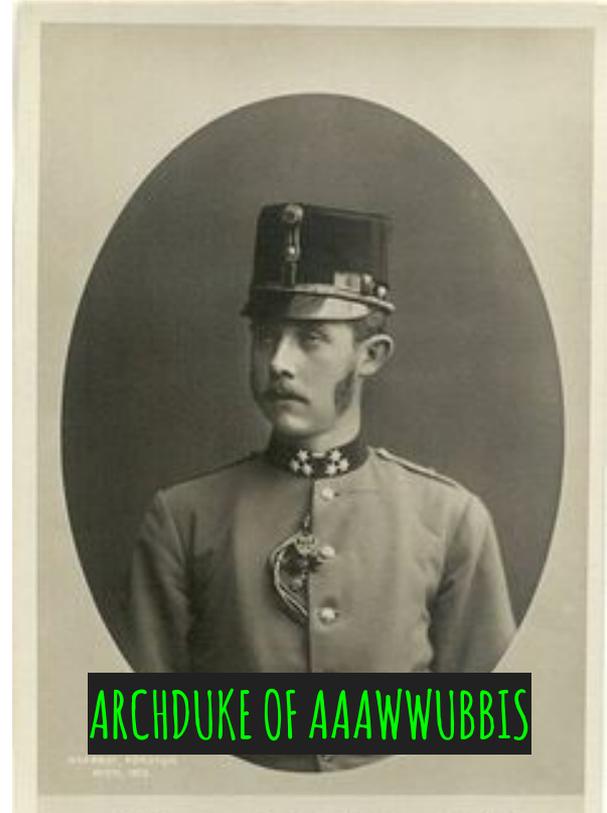


NEW MATERIAL FOR LESSON ON
PREPOSITIONAL PHRASES!

CHALLENGE ACCEPTED



MAKING IT FUN



MAKING IT FUN

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