

Speak to

Write K-12

Integrated Skills

Grammar - **NOT** in Isolation

- Introductions
- Philosophy
- Strategies and Activities



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Grammar is embedded in...

Speaking

Listening

Reading

Writing

Language practice must be:

Purposeful

Meaningful

Engaging

Not drill and kill of the past



GOAL



Practice
Language

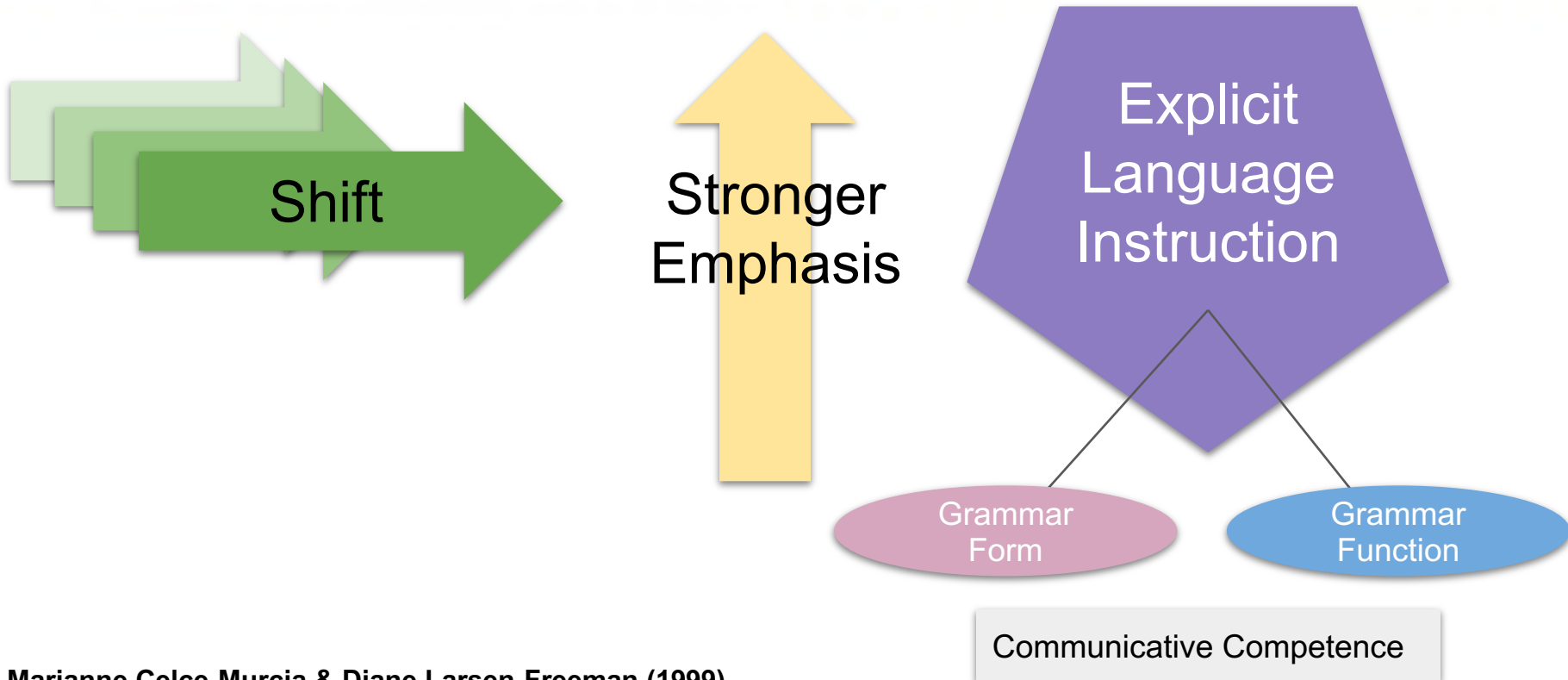
Automaticity



Grammatical Accuracy



Foundation for Discourse: Speaking and Writing



Marianne Celce-Murcia & Diane Larsen-Freeman (1999)

Direct Instruction

Grammar Forms	Grammar Functions
Parts of Speech	Naming People, Places, Things
Sentence Structures	Describing Actions
Idioms	Comparing and Contrasting
Quoted and Reported Speech	Asking Questions
Phrasal Verbs	Classifying
	Predicting
	Analyzing

When to Practice Grammar

Practice grammar at all points of a lesson.

practice

practice

practice

practice

- Schema Building
- Vocabulary
- Grammatical forms and functions
- Informational/ Fictional Text
- Analysis
- Writing process



Essential Question:
What do you do for fun?



Tie the whole lesson together with this question.

Target Form:
Past Tense

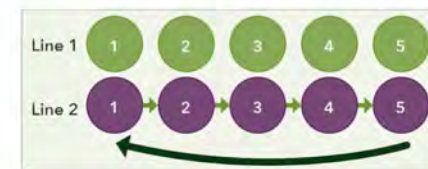
Target Function:
Talking about Past Events



What did you do this past weekend?

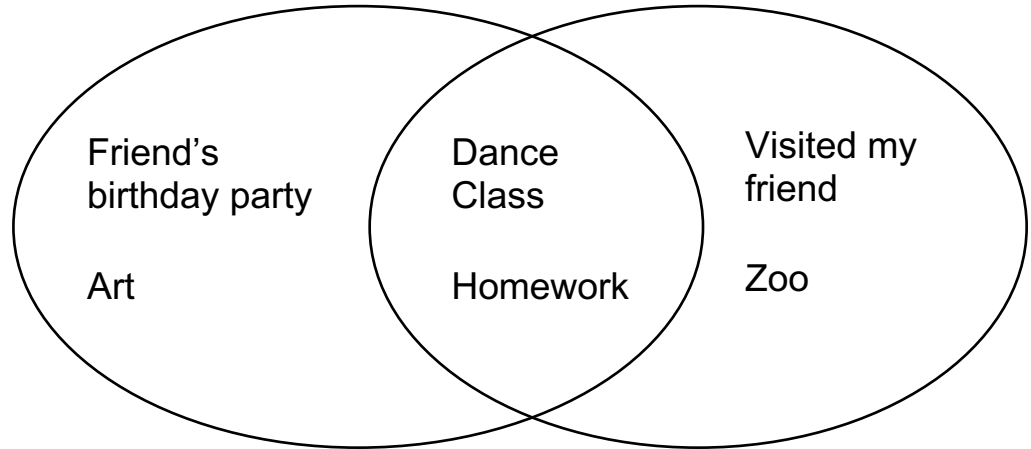


LINES OF COMMUNICATION



Prompt: Compare and Contrast what you did last weekend to what you did two weekends ago (last, last weekend).

Last weekend	Last, Last Weekend
Dance class	Dance Class
Friend's birthday party	Visited my friend
Art	Zoo
Homework	Homework



Past Tense: Regular Verbs

Present Tense Verb	Past Tense Verb
open	opened
walk	walked
want	wanted
need	needed
live	lived
jumps	jumped
plays	played

Past Tense: Irregular Verbs

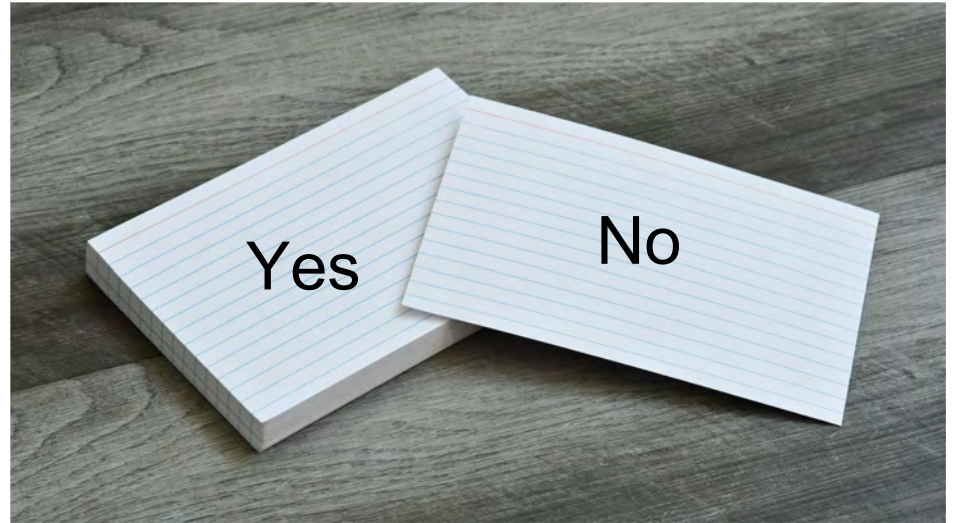
Present Tense Verb	Past Tense Verb
is	was
are	were
go	went
have	had
do	did
buys	bought
teaches	taught

Past Tense: Phrasal Verbs

Present Tense Verb	Past Tense Verb
figure out	figured out
hand in	handed in
put down	put down
throw away	threw away
turn off/ turn on	turned off/ turned on
look up	looked up
make up	made up

Vocabulary: Activities & Strategies

- Activity: Grammar Yes/No
- From Speak to Write:
 - Bingo
 - Concentration - present and past matches
 - Scattergories
 - Picture This

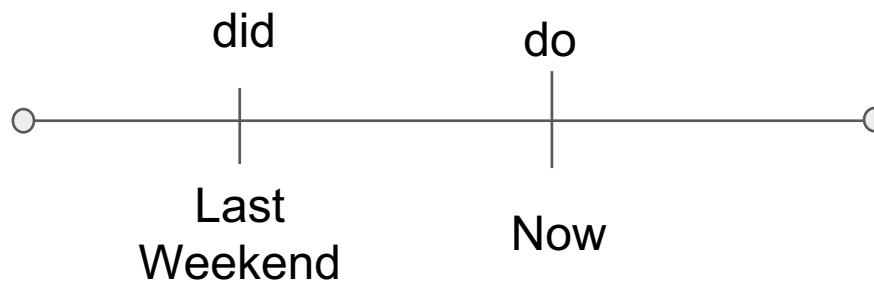


Grammar Form/ Function

- Indirect Teaching
 - Examples: Present vs. Past
 - Deductive Reasoning
 - Time Markers
- Direct Teaching
 - Rules
 - add -ed
 - y -----> -ied
 - e -----> -d
 - spelling change

I do homework every night.

I did homework last weekend.



Grammar Form/ Function

- Noticing: highlight past tense verbs
- What do you notice?
- Discussion
- Identify: regular, irregular, phrasal verbs in past tense

I was very happy when my dad announced that we are moving to Phoenix. I love the desert and hot weather. My father and two brothers, Brian and Matt, were excited about planning our move. Everything was going well – at least I thought it was. Then last night I heard my dad talking to his boss on the telephone. My dad said, “I don’t know how I’m going to get everything packed and ready to go so quickly. Can I start the new job at the end of the month?” I didn’t hear what his boss said, but my dad looked unhappy.

<https://www.language-ladder.com/lesson/view/5710796512296960/next/~courses~5721308008546304>

Grammar: Activities & Strategies

- Corrections: present tense to past tense verbs
- Rewrite sentences/ paragraph
- Interview Questions
 - Who, what, where, when, how, why
 - Topic: about weekends
 - Use did you/ didn't you
 - Use regular, irregular, and phrasal past tense verbs
- Use sentence frames

It ~~is~~ a warm September morning. I ~~walk~~ through the big door at the front of my new school. I ~~do~~ not see even one student that I ~~know~~. I ~~feel~~ nervous. I ~~see~~ the principal. He ~~looks~~ at me and ~~says~~, "Good morning." I ~~feel~~ more nervous.

Sentence Frames

The ____ is more expensive than the ____.

What were you doing at ____ ____?

I was ____ at ____ ____.

I think this book will be about ____.

One detail about the character is ____.

The main idea of the story is ____.

I think this book will be about ____.

Set 2/LC19

I predicted ____.
My prediction was/was not correct because ____.

Set 2/LC20

Who ____?

Set 2/LC21

First, ____.

Set 2/LC22

Next, ____.

Set 2/LC23

One detail about the character is ____.

Set 2/LC24

The main idea of the story is ____.

Set 2/LC25

Today vs. Yesterday

List of verbs/ chart / images

Today _____.

Yesterday _____.

*Future and present progressive
use is okay



Grammar: Activities & Strategies

Stretchy Sentences

PPT images of actions

Present tense

Past tense action

Past tense action description



Grammar: Activities & Strategies

Cloze Activity: past tense verbs

Listening: Finish the story



Name: _____

Activity Sheet 29



Date: _____

Finish the Story



Directions: Fill in the blanks using the past tense verbs in the word bank. Use each word only once.

Word Bank

✓did	wanted	played	✓went	✓was
were	opened	had	asked	

Yesterday, Sasha and her mother _____ **went** _____ to the toy store. Sasha _____ to buy a toy train. Sasha and her mother _____ happy when they saw the perfect train. It _____ **was** _____ exactly what Sasha wanted. Sasha _____ her purse to get her money. It was empty! "_____ **Did** _____ you forget your money at home?" her mother _____.

"Yes," Sasha said. "I did forget my money at home."

Sasha's mother paid for the train. Sasha said, "Thank you." Sasha and her mother went home and _____ with the toy train. They _____ a lot of fun!

Grammar: Activities & Strategies

Phrasal Verb Practice: use in a new context

Present Tense Verb	Past Tense Verb
try on	tried on
write down	wrote down
hand in	handed in
put down	put down
throw away	threw away
figure out	figured out
turn off / turn on	turned off/ turned on
take off	took off

Grammar: Activities & Strategies



Sentence in a Round



Race for Sentences

- Fictional Stories in Past Tense
- News Articles
- Noticing and Discuss the Verbs
 - From the verbs make predictions
 - Later during analysis- confirm the predictions



- Sequencing / Plot
- Sentence Strips- reorder them
- Draw comic strips/ storyboard
- Post its/ index cards



- Character
- Retell from a character's point of view
 - Use sentence frames



- Confirming Predictions
 - Prediction (present tense)
 - Confirming predictions (past tense)
- Use sentence frames



Before Reading:

I predict _____.

After Reading:

I predicted _____.

My prediction was/were not correct because _____.

- Main Idea/ Details
- Comprehension Check
- Ask peers: Questions with who, what, where, when, why, and how
- All in past tense



- Retell the story
 - Character's point of view
- Write a fictional story in past tense
 - Provide an image
 - Have students draw an image or create a PPT slide
 - Narrative: What you did last weekend
- Proofreading
 - Highlight all the verbs - self edit
 - Peer edit



- Image based story-telling
- Lines of Communication/ Fluency Lines
- Presentations
- Assess students on use of past tense
- Students do a simple self assessment



LINES OF COMMUNICATION



Grammar is embedded in...



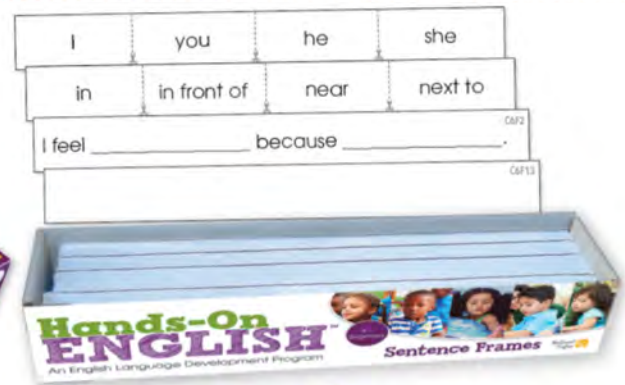
- Schema Building
- Vocabulary
- Grammatical forms and functions
- Informational/ Fictional Text
- Analysis
- Writing process

Meaningful

Speak to

Write

Hands-On English (K-1)



Carousel of IDEAS (K-5)



English Adjective & Adverb Clock

Level I	Level II	Level III	Level IV	Level V	Level VI	Level VII	Level VIII	Level IX	Level X
Adjective	Adjective	Adjective	Adjective	Adjective	Adjective	Adjective	Adjective	Adjective	Adjective
Adverb	Adverb	Adverb	Adverb	Adverb	Adverb	Adverb	Adverb	Adverb	Adverb

- CONJUNCTIVE ADVERBIALS**
 Connect two sentences.
 However, because, so, and so on.
 Connect two clauses.
 Although, even though, while, as, and so on.
- ADVERBIAL CLAUSES**
 When, whenever, as long as, as soon as, and so on.
 The clause is a part of the sentence.
- ADJECTIVE CLAUSES**
 Which, that, who, whose, and so on.
 The clause is a part of the sentence.
- ADJECTIVE CLAUSES**
 Who, which, that, and so on.
 The clause is a part of the sentence.
- ADJECTIVE CLAUSES**
 Who, which, that, and so on.
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Frames for Fluency (K-12)



I feel _____ because _____ See Set 2, C19

What is the _____ doing? See Set 2, C19



(pocket chart & stand not included)



Students

monitor learning. practice online. interact with content.

- Self-checks to monitor learning
- Interactive content and practice
- Annotated tools to support reading comprehension
- Scaffolds to support learning

English & Spanish Language Proficiency Tests

Pre-K to 12 English and Spanish Proficiency Tests

Ideal for:

- Pre-K & Headstart programs
- Dual language programs
- Identification, placement & program decisions
- Annual & progress monitoring
- Redesignation

Diagnostic Profile of a Student's Test Performance

	Insufficient items administered to provide diagnostic information	Relative Weakness		
		None	Mild	Severe
Diagnostic Dimension*		Vocabulary		
			Grammar	
		Comprehension		
			Language Functions (including academic language)	
			Listening	
		Speaking		
		BICS (social language)		

IPT Oral English Diagnostic Report:

- Provides a language skills profile.
- Evaluates student's strengths and weaknesses in relation to the overall proficiency level.
- For example, this profile indicates that the student has good control of vocabulary, comprehension, speaking, and basic interpersonal communication skills (BICS) or social language, for which he/she is on the way to reaching the next proficiency level. However, his/her control of grammar, language functions, and listening shows some weaknesses.

Speak to

Write

Consultation



Speak to

Write

Schedule a Free Demo

www.ballard-tighe.com

First 30 people to schedule a demo ...



The screenshot shows the Ballard & Tighe website homepage. At the top left is the logo with the text "Ballard & Tighe". To the right of the logo is a navigation menu with links for HOME, PRODUCTS, SERVICES, ALIGNMENTS, ABOUT, and ORDER. Further right is a search bar with the text "Search..." and a magnifying glass icon. Below the navigation is a main heading: "Over 45 years providing SOLUTIONS for English Learners." Underneath this is a large image of six diverse, smiling children. Overlaid on the top of the image is the text "#englishlearnersCAN ...". Below the image is the text "flexible English language programs & assessments" followed by "mixed grades or proficiencies, pull out or push in, whole year or summer school - we have solutions for your EL needs and budgets". In the bottom right corner of the website screenshot is a red circular button with the word "DEMO" in white.

\$100
Product
Credit

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Questions?