

A background image showing children in a classroom setting. One child in the foreground is holding a blue pencil and writing on a piece of paper. Another child in a yellow shirt is visible to the right. The overall scene is bright and focused on learning.

Authentic Grammar

5-Day Grammar Lesson

ACTION VERBS

A research-based approach to integrating grammar instruction and assessment within the context of writing.

AUTHENTIC GRAMMAR INSTRUCTION

WHY DO WE TEACH GRAMMAR TO OUR STUDENTS?



We want them to become better writers, of course!

If that's true, then why do we spend **SO MUCH** time having our students practice grammar in isolation and **SO LITTLE** time having them actually **apply grammar in writing**?

WHY THIS GRAMMAR APPROACH?

- This lesson is built off of extensive research that repeatedly states the value of **connecting grammar to reading and writing**.
- Students will observe the **correct usage** of grammar in **quality writing** (i.e. mentor sentences) and then **apply grammar in their own writing**.
- Every aspect of this lesson is **research-based** and aligned to **CCSS**.
- This lesson includes an **introduction, guided and independent practice**, and **assessment** for the skill.
- As a result of this approach, students will **apply grammar in their writing**.

ACTION VERBS

Objectives:

These objectives provide teachers an explanation of what students should know and be able to apply by the end of the lesson.

- Understand that a verb is a word that shows action.
- Use action verbs in sentences.

Focus Phrase:

This focus phrase provides students a concise and manageable learning target related to the grammar skill.

- I use verbs to show action.

Mentor Sentence:

This mentor sentence has been taken from a published text and demonstrates the grammar skill in action.

- **Animals live all around us. They crawl, walk, run, hop, swim, and fly.**
- ***Biggest, Strongest, Fastest* by Steve Jenkins**

OVERVIEW OF YOUR MATERIALS

p. 7 INSTRUCTIONAL GOOGLE SLIDES

These instructional Google Slides will be used each day of the lesson to guide you as you instruct your students. This lesson includes 15 slides which will be used over the course of 5 days.

p. 8-14 LESSON PLAN

This 5-day lesson plan provides step-by-step directions for how to execute the grammar lesson.

p. 16 ANCHOR CHART

This anchor chart will be used on Day 2 of the lesson. It will help to solidify the grammar skill for your students and provide a reference to them as they write.

p. 18 IMITATION SENTENCE WORKSHEET

This worksheet will be used on Day 3 of the lesson. Students will practice using the targeted grammar skill by writing sentences that resemble the mentor sentence.

p. 21 BOOM CARDS

These Boom Cards will be used on Day 4 of the lesson. They will help reinforce the grammar skill so students can attain mastery of it.

p. 23 REVISING & EDITING CHECKLIST

This checklist will be used on Day 5 of the lesson. It will help to hold students accountable for applying the targeted grammar skill in their own writing.

p. 25-27 ASSESSMENT, RUBRIC, & SKILL RECORDING CHART

This assessment and rubric will be used on Day 5 of the lesson. It will be used to assess your students' ability to apply the targeted grammar skill in their writing. The grammar skill recording chart will be used by the teacher to record skill performance.

TEACHER DIRECTIONS

1. COMPILE LESSON MATERIALS.

Compile all of the materials needed for each day of the 5-day lesson. All of the materials will be found in the following pages of this document.

Day 1:

- Instructional Google Slides (p. 7)

Day 2:

- Instructional Google Slides
- Teacher copy of **Anchor Chart** (p. 16)

Day 3:

- Instructional Google Slides
- Student copy of **Imitation Sentence Worksheet** (p. 18)

Day 4:

- Instructional Google Slides
- **Boom Cards** (link on p. 21)

Day 5:

- Instructional Google Slides
- Writing sample (student-made)
- Student copy of **Revising & Editing Checklist** (p. 23)
- Student copy of **Assessment** (p. 25)
- Student copy of **Assessment Rubric** (p. 26)
- Teacher copy of **Grammar Skill Recording Chart** (p. 27)

2. TEACH THE LESSON.

Read the “**Lesson Plan**” for specific directions on how to teach the lesson (p. 8-14). Refer to the **Lesson Flowchart** (see page 6) for a visual depiction of how each lesson should flow.

This **lesson flowchart** depicts the repeatable five-day grammar lesson plan. Each day consists of a 10-15 minute mini-lesson that will help students to apply grammar in their writing.

LESSON FLOWCHART

DAY 1
Introduce SKILL



DAY 2
Create Anchor Chart for SKILL



DAY 3
Practice SKILL



DAY 4
Reinforce SKILL



DAY 5
Revise, Edit, and Assess SKILL



LESSON PLAN



Days 1 - 5

DAY 1: INTRODUCE THE GRAMMAR SKILL WITH A MENTOR SENTENCE AND AN IMITATION SENTENCE

Materials:

- Google Slides #1, 2, 3

1. Project SLIDE 1: WHAT DO YOU NOTICE?

- Read the mentor sentence to your students.
- Have your students read aloud the mentor sentence.
- Ask: **“What do you notice?”**
 - Allow students to think independently for at least 30 seconds.
- Discuss what students noticed (as a whole group and/or in pairs). This may include the targeted grammar skill as well as any other skills, patterns, or elements of grammar or writing. If necessary, prompt students to specifically notice the targeted grammar skill. If you have a smartboard, annotate what they notice.
- Ask: **“Why do you think the author does this?”**
 - Guide students to understand how applying this particular grammar skill helps to add meaning and clarity to the text.

2. Project SLIDE 2: COMPARE & CONTRAST

- Read aloud the blue imitation sentence underneath the mentor sentence.
- Ask: **“How are these sentences alike and different?”**
- Allow students to think independently for at least 30 seconds.
- Discuss similarities and differences (as a whole group and/or in pairs). Lead students in a discussion about how the targeted grammar skill is applied in both sentences. Again, if you have a smartboard, annotate what they notice to enhance comparison.

3. Project SLIDE 3: FOCUS PHRASE

- Have students read aloud the focus phrase.
- Explain to students that good authors apply these focus phrases to their writing.

DAY 2: CREATE AN ANCHOR CHART FOR THE GRAMMAR SKILL

Materials:

- Google Slides #4, 5
- Teacher copy of “**Anchor Chart**” (p. 16)

1. Project SLIDE 4: WHAT DID WE LEARN?

- Review the mentor sentence by reading it aloud.
- Review the targeted grammar skill that was showcased in the mentor sentence.

2. Refer to (but do not project) SLIDE 5: ANCHOR CHART

- Print out the anchor chart or create one similar to it on chart paper.
- Read through the anchor chart with your students.
- Complete the missing sections and the example sentences as a class.
- With students watching, post the anchor chart in the classroom. Students should refer to this anchor chart as needed.

DAY 3: PRACTICE THE GRAMMAR SKILL BY WRITING IMITATION SENTENCES

Materials:

- Google Slides #6, 7, 8
- Student copy of “**Imitation Sentences**” worksheet (p. 18)

1. Review the anchor chart from yesterday.

2. Project SLIDE 6: OUR TURN

- Explain that you will collaborate with students to write a sentence called an “imitation sentence” that will be similar to the mentor sentence. (See Slide 2: “Compare and Contrast” for an example of an imitation sentence.)
- Collaborate with your students to write a sentence that imitates the mentor sentence in form and usage of the grammar skill.

3. Project SLIDE 7: YOUR TURN

- Copy and distribute the “**Imitation Sentences**” worksheet to each student. (You can also use sentence strips, small whiteboards, or notebooks.)
- Explain to students that they will write their own imitation sentences that resemble the mentor sentence in form and usage of the grammar skill.
- Choose 1 or 2 of these options:
 - **Pairs:** Students write imitation sentences in pairs.
 - **Independent:** Students work independently to write imitation sentences.

4. Project SLIDE 8: LET’S CELEBRATE!

- Explain to students that now we will celebrate their quality writing!
- Invite students to share their imitation sentences with the class.
- Students can read their sentences aloud, or you can project their sentences under a document camera.
- Celebrate how students applied the grammar skill.
- Focus primarily on praising what students did correctly rather than correcting errors they made.

*Other ways to celebrate:

- Make a class book of imitation sentences.
- Post students’ imitation sentences on the classroom door or on a bulletin board.
- Arrange for your class to share their imitation sentences with a younger class.

DAY 4: REINFORCE THE GRAMMAR SKILL WITH BOOM CARDS

Materials:

- Google Slides # 9, 10
- “**Boom Cards**” link (p. 21)

1. Project **SLIDE 9: FOCUS PHRASE**

- Review the lesson's focus phrase by reading it aloud.

2. Refer to (but do not project) **SLIDE 10: BOOM CARDS**

- Follow the “Teacher Directions” on p. 20 for assigning Boom Cards to your students.
- Click on the link on p. 21 to redeem your Boom Card deck for this lesson.
- Explain to students that they will practice the grammar skill with Boom Cards. Provide them with directions on how to complete the Boom Cards.
- These Boom Cards can be completed during writer's workshop, stations, or for homework.

***More suggestions for practice activities:**

- **SCOOT Game:** Place grammar task cards around the room. Students walk around the room with a recording sheet and write the correct answer to the task card in the corresponding space on their recording sheet.
- **Spot the Skill:** Have students take out independent reading books. Ask students to find examples of the author using the targeted grammar skill.
- **Writing Prompt:** Create an interesting writing prompt for students. Include directions for how students can apply the targeted grammar skill.

DAY 5: REVISE AND EDIT FOR THE GRAMMAR SKILL

Materials:

- Google Slides # 11, 12, 13
- Student copy of “**Revising & Editing Checklist**” (p. 23)
- You will need a written piece to model revising and editing. You could create one or use a student sample.
- You will also need students to choose a current or prior written piece that they will use to revise and edit.

1. Project SLIDE 11: FOCUS PHRASE

- Review the lesson’s focus phrase by reading it aloud.

2. Project SLIDE 12: REVISING CHECKLIST

- Copy and distribute the “**Revising & Editing Checklist**” worksheet to each student.
- Explain that today students will revise and edit their writing for the targeted grammar skill.
- Read aloud the items on the **revising checklist**.
- Model how to complete the revising checklist with a teacher’s or student’s current or prior written piece.
- Ask students to revise their own written piece using the revising checklist. Confer with students while they are revising.
- Invite a few students to share revisions they made.

3. Project SLIDE 13: EDITING CHECKLIST

- Read aloud the items on the **editing checklist**.
- With the same teacher’s or student’s written piece used during revising, model how to use the editing checklist. Teach any editing marks that may apply.
- Ask students to edit their own written piece using the editing checklist. Confer with students while they are editing.
- Invite a few students to share edits they made.
- Discuss how their writing is enhanced after revising and editing.

DAY 5 (OR LATER): ASSESS THE GRAMMAR SKILL

Materials:

- Google Slide # 14
- Student copy of “**Assessment**” (p. 25)
- Student copy of “**Assessment Rubric**” (p. 26)
- Teacher copy of “**Grammar Skill Recording Chart**” (p. 27)

1. Project **SLIDE 14: ASSESSMENT**

- Copy and distribute the “**Assessment**” and “**Assessment Rubric**” worksheets to each student.
- Read aloud the “**Assessment**” and “**Assessment Rubric**” worksheets.
- Optional: Explain that students should self-grade their assessments with the rubric.
- Allow 15-20 minutes for students to complete their assessments and to grade their own writing with the rubric.
- Collect assessments and grade them with the rubric. Record your grade for each student.

2. Use the “**Grammar Skill Recording Chart**” to record students’ skill performance.

- Assign a **3** to students who have mastered the skill.
- Assign a **2** to students who need additional independent practice.
- Assign a **1** to students who need teacher intervention.

3. Use station activities to differentiate instruction.

- For students who scored **3**: Offer enrichment activities such as creative writing.
- For students who scored **2**: Offer additional grammar skill practice such as Boom Cards.
- For students who scored **1**: Re-teach the grammar skill to students in small groups.

ANCHOR CHART



Day 2

ACTION VERBS

A verb is a word that shows action.

VERBS

I use verbs to show action.

EXAMPLE SENTENCES:

1. _____

2. _____

IMITATION SENTENCE WORKSHEET



Day 3

IMITATION SENTENCES

Write sentences that are similar to this mentor sentence:

**Animals live all around us.
They crawl, walk, run, hop, swim, and fly.**

1. _____

2. _____

3. _____

BOOM CARDS



Day 4

TEACHER DIRECTIONS

What are Boom Cards?

- Boom Cards are interactive, self-checking digital task cards. They help your students practice grammar skills with repetitive, drill-like activities.

Why Boom Cards?

- Although daily practice through authentic writing experiences should be the primary focus of grammar practice, supplemental activities done in isolation are still beneficial for reinforcing grammar skills.

What's Included:

- Included is a link that will allow you to redeem your grammar Boom deck on the Boom Learning website (p. 21).

How to Assign these Boom Cards:

1. Click on the screen on page 21 of this download.
2. Sign in to Boom Learning or create a free account. (You may need to repeat Step 1 after this step).
3. Click "**Redeem**".
4. Find these Boom Cards in the "**Library**".
Click: "**Action**" → "**Fast Pin**" → "**Generate Pin**"
5. You will get a pin code that you can share with your students.
6. Students need to go on the Boom app or to boomlearning.com.
7. Students click on "**FastPlay**" and enter the pin to play the Boom deck.

REVISING & EDITING CHECKLIST



Day 5

REVISING CHECKLIST



Read my writing.

Highlight all of my verbs.

Check that each sentence has a verb.

EDITING CHECKLIST



Check that each sentence begins with a capital.

Check that each sentence has an end mark.

ASSESSMENT, RUBRIC & GRAMMAR SKILL RECORDING CHART



Day 5 (or later)

ASSESSMENT

- Write **3 sentences** about things you like to do with your family.
- Make sure each sentence has an **action verb**.
- Begin each sentence with a **capital** and end with an **end mark**.

1. _____

2. _____

3. _____

ASSESSMENT RUBRIC

3	2	1	0
3 sentences with a capital and an end mark	2 sentences with a capital and an end mark	1 sentence with a capital and an end mark	0 sentences with a capital and an end mark
Each sentence has a verb	2 sentences have a verb	1 sentence has a verb	0 sentences have a verb

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Teacher Use Only

Score to be entered on "Grammar Skill Recording Chart":

- 3 Mastered skill
- 2 Needs additional independent practice
- 1 Needs intervention

