



**CONSULT THE RESEARCH**  
**Why Teach Grammar?**

**Slide: Read About It! An Inside Understanding of Language**

Read the quotes and discuss how teaching grammar supports students in becoming effective readers and writers.

*Allow a moment for reading the quotes; then encourage table groups to discuss the prompt.*

*Call the group back together.*

Grammar is a part of the instruction in our core programs. Let's take a look at the grammatical categories usually presented in traditional grammar instruction.

*NOTE: The following will support questions that may come up about the phrase "prescriptive or descriptive approaches" used in the J. Christy quote:*

- *"Prescriptive approaches" refers to the practice of "diagnosing and prescribing." This means diagnosing student grammar errors and teaching lessons based on the errors.*
- *"Descriptive approaches" refers to teaching to a set of standards.*



**TIPS**



**RESOURCES**



**CONSULT THE RESEARCH**  
**Nouns Come First**

**Slide: The Building Blocks of Language**

Think about the words babies typically use when they begin talking. The words that make up their repertoire often consist of nouns. For example, a baby might say "Cookie." "Baby, cookie." Or "Cookie, floor." In all three examples the message is conveyed even without complete sentences.

Nouns are the building blocks of language and are usually where grammar instruction begins in our core programs.

Take a moment to review the definition of a noun.

**Slide: What Is a Noun?**

Allow a moment for participants to read the definition.

**Slide: Try It! Who or What Is the Sentence About?**

Our core programs begin with nouns and then teach students about the subject of the sentence. Let's try identifying the noun that acts as the subject of a few sentences. Read each sentence and highlight the noun that acts as the subject.

**Slide: Who or What Is the Sentence About? ~ Answer Key**

Use the slide to confirm the noun acting as a subject in each sentence.

1. The clown was wearing a bright orange wig. clown
2. The group's fans wouldn't stop cheering. fans
3. After reviewing the evidence, the jury returned a verdict of "not guilty." jury

EXTEND IT!

**IDENTIFY THE NOUN**

*This activity provides additional practice in identifying the noun acting as a subject in each sentence.*

**Slide: Try It! Who or What Is the Sentence About?**

*Direct participants to locate the noun acting as a subject in sentences 4-7.*

**Slide: Who or What Is the Sentence About? ~ Answer Key**

*Use the slide to confirm the noun acting as a subject in each sentence.*

4. A good friend can be trusted. friend
5. Yolanda is my best friend. Yolanda
6. The weather forecast promised sunshine for the day of our barbecue. forecast
7. Without a doubt, Crenshaw deserves credit for quick thinking. Crenshaw

**EXTEND IT!**  
**SUGGESTED TIME**  
**5-10 minutes**



**TIPS**

- If you are not planning to use the Extend It! remember to hide the slide(s).
- An example of a noun that shows *action*: Jogging is a fun sport.
- An example of a noun that shows *quality*: Kindness is important between friends.



**RESOURCES**

- Highlighters



**CONSULT THE RESEARCH**  
**Kinds of Verbs**

**Slide: Read About It! The Energy of Sentences**

We'll begin with a review of the kinds of verbs. Read through the information about the three kinds of verbs.

**Slide: Try It! Verify the Verbs**

Now let's do a quick exercise using these concepts about verbs.

*Clarify the directions.*

**Slide: Verify the Verbs ~ Answer Key**

*Confirm the correct responses as follows:*

1. [click] The proceeds from the fund drive **should (H) have (H) been (H) counted (R)** by now.
2. [click] After all her worries, Leslie **was (I)** happy to pass the bar examination on her very first try.
3. [click] Sometimes a person's eyes **will (H) glow (R)** red in a color flash photograph.



**TIPS**

- Helping verbs that express ongoing action are paired with gerund:  
*I am running.*



**RESOURCES**

- Highlighters