Intergrating **GRAMMAR** and **WRITING**: Giving Our Students the Knowledge and Tools They Need

Keith Folse

keith.folse@gmail.com
Activity 1: Different Ways to Practice Editing

See HANDOUT:

a. Individual sentences

b. Sentences about one topic (Exercise 8)

c. Sentences in a paragraph (Exercise 9)

d. Cleaning up a paragraph to write (Exercise 26)
Activity 2: Scrambled Sentences

putting pieces of sentences in the correct order

teacher can manipulate any area of grammar and bring in higher vocabulary
Activity 2: Scrambled Sentences

Get in 3s

1 piece of paper per person

tear paper into 4 equal pieces
Activity 2: Scrambled Sentences

end the meeting. speaking even though
Can you pick my cousin up
back here
Our boss went on when I have
at 5 tomorrow? at the airport
I promise to come it was time to
another chance.
Activity 2: Scrambled Sentences

Your answers???
Activity 2: Scrambled Sentences

Our boss went on speaking even though it was time to end the meeting.

Can you pick my cousin up at the airport at 5 tomorrow?

I promise to come back here when I have another chance.
Activity 2: Scrambled Sentences

- take off
- go back
- put on
Activity 3: Building Better Sentences

sentence combining

but in a much more interACTIVE format

with a little team competition to help
Building Better Sentences: Stronger, More Varied

My experiences:

① No single correct sentence in a paragraph 😞

② Choppy writing: Teacher comment “Combine”

③ How do you “combine”? 

④ “Try harder.”
A Whole-Class Activity

Moving students toward writing as a CLASS instead of always treating them as 20 individual “classes”

Building Better Sentences
Sentence Combining in Small Groups

1. Students work in 3s.
2. There are 3 problems.
3. Each student becomes A, B, or C.
4. After Problem A, then student A will put that on the board. (All A students go to the board at the same time.)
5. Check all answers as a class.
EXAMPLE for whole class

1. The flag is Mexican.
2. The flag is green.
3. The flag is red.
4. The flag is white.

you: __________________________________________

__________________________________________
1. School uniforms should be mandatory.
2. This should be for all students.
3. The students are in the United States.
4. This is for a number of reasons.

you: ____________________________________________

__________________________________________
1. Matt plays tennis every Monday.
2. Matt plays tennis at night.
3. Matt enjoys this.
4. Laura also enjoys this.

you:
1. Karla is extremely happy.
2. Karla got a car.
3. Her car is new.
4. Karla’s car was a gift.
5. The purpose of the gift was for her birthday.
6. On this birthday, she turned 30.

you:  ______________________________________
When all groups’ 1\textsuperscript{st} sentence is on the board...

1. T: How many sentences are on the board?
2. T: How many different sentences do you see on the board?
3. T: How are the sentences different from each other?
4. S: Can you say ….?
5. S: Which one is right? (several, but …)
6. S: What’s the difference between x & y?
Sentence Combining in Small Groups

1. Students suddenly care about a basic sentence.
2. Competition motivates!
3. By using A-B-C roles, every student will go to the board.
4. You teach the whole CLASS.
5. You can use ANY content: science, history, etc.
6. No papers to grade, yet students have paid close attention to English writing.