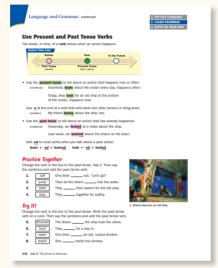
Grammar Instruction and Practice

The 5-Day Plan

Grammar instruction for Inside Language, Literacy, and Content is carefully sequenced across each level and spiraled from level to level to ensure comprehensive instruction in foundational and grade-level grammar skills. For each selection in the Reading and Language Book, a series of five lessons targets one grammar topic. This focus and repetition helps students integrate correct language structures into their oral and written communication. In addition, cumulative review resources are provided to help students integrate skills and retain what they have learned. Grammar instruction is also reinforced in the Writing Book.

Day 1

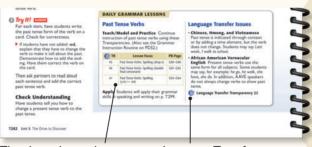
Introduce the grammar topic in the Reading and Language Book.



Student Book: Reading and Language

Days 2, 3, 4

Build on the grammar topic through three **Grammar** Transparencies. All transparancies are available online at myNGconnect. Use the Grammar Instruction Routine to conduct the instruction with the Transparencies.



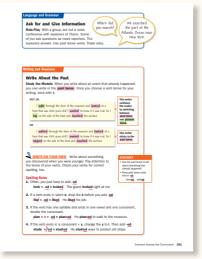
The chart shows the Transparencies and Practice Book pages you can use to conduct daily lessons.

Language Transfer notes and Language Transparencies can help you address errors students may make.

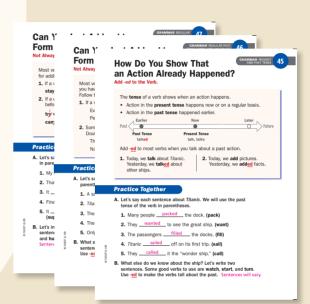
Day 5

grammar in oral and written activities in the Reading and Language Student Book. Assess oral grammar and language with the Language Acquisition Rubrics available in the Teacher's Edition and in the **Assessment** Handbook.

Students apply the

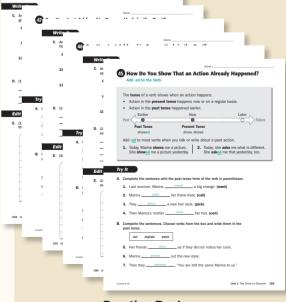


Student Book: Reading and Language



🥽 🕡 Grammar Transparencies

After following the Grammar Routine for each transparency lesson, assign the two corresponding Practice Book pages for independent practice.



Grammar Instruction Routine

On Days 2-4, use transparencies to carry out direct instruction in which you teach and model the skill and then use the items in Practice Together to provide structured practice. In the Practice Book, use the items in Try It to provide guided practice. Then assign from the rest of the **Practice Book** for independent practice.

Sample Lesson

Begin each lesson by connecting to what students already know. For example, you might hold a brief discussion about what the class did yesterday and write down a few of the regular verbs. Then you can point out that these verbs tell about the past.

Teach / Model

Read aloud or choral read the information in the box at the top of each transparency. Use the rules and examples to explain the grammar concept. Use the visuals, charts, lists, etc., to support your explanation.

For example, for Transparency 45, read aloud the first three sentences. Then use the visual:

- Circle the word **Now**. Have students read the tense that goes with **Now** and use the verbs talk or talks in a sentence that tells what's happening now.
- Circle the word Earlier and repeat the process. Use the verb talked in a sentence that tells about the past. Then have students compare the present and past tense verbs and tell how they are different.

Sum up by reading the rule below the time line as a group. Then work through the examples and compare more present and past tense verbs. Say: The verb talked ends in -ed because it tells about something that happened yesterday.

2 Practice Together STRUCTURED

Think aloud as you work through each item in Part A. For example, for number 1, say:

Many people pack the dock. The verb is pack. To make pack tell about the past, I add **-ed: Packed**. Many people packed the dock. Now I know that this is something that happened in the past.

Have students chorally repeat the present tense verb, the past tense verb, and then the whole sentence. Supply the correct answers so that students hear and see the correct structures.

For Part B, think aloud as you write two sentences with past tense verbs. For example, say: I want to write this sentence: The people on the shore watched the big ship. When you get to the word watched, say: I write the verb watch; Then I add the ending -ed to show that this happened in the past.

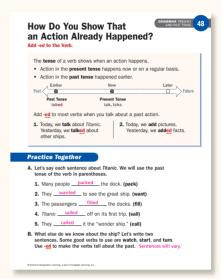
3 Try It GUIDED

Distribute the **Practice Books**. In the **Try It** section, students supply the answers on their own. Ensure that every student has a chance to respond to each item. Read aloud each item and give students "think time" to write the answer on a card. Ask all students to hold up the cards. Scan the room quickly to identify students with incorrect responses. Then confirm the correct response and have all students repeat it chorally and write it in the Practice Book.

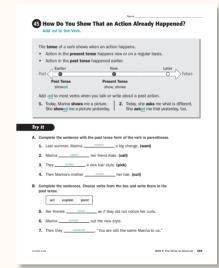
For those students who did not respond correctly initially, give immediate corrective feedback. For example, say: You have to add -ed to the verb to make it tell about the past. The verb is want. If I add -ed, it is wanted. When the items are complete, ask a student to chorally read the correct sentence aloud.

4 On Your Own INDEPENDENT

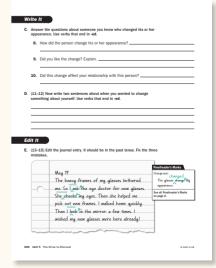
Check for understanding. For example, say: Tell me how to change a regular present tense verb to the past tense. When students indicate understanding by telling you to add -ed, assign the rest of the **Practice Book** exercises as independent work.



Grammar Transparency



Practice Book



Practice Book