



USING GAMES TO TEACH GRAMMAR

Webinar by Ziptales.com





Which is right?

My friend and I went to see the movie.
My friend and me went to see the movie.

“They said in that American movie: *She danced real good.* Is that right?”

What *is* wrong with “*She danced real good.*”?





The curriculum documents:

Year 4 AUS:

Understand that the meaning of sentences can be enriched through the use of noun groups/phrases and verb groups/phrases and prepositional phrases (4)

Understand the difference between main and subordinate clauses and that a complex sentence involves at least one subordinate clause (5)

Uses a range of text conventions, including most grammatical conventions, appropriately and with increasing accuracy. (NZ Level 3)





So it *is* important to have a working knowledge of grammar.

This webinar has the brief: how to make grammar enjoyable.

- ✓ Overview of the grammar debate
- ✓ What aspects of grammar are critical to student writing?
- ✓ How to establish a basic knowledge of the Parts of Speech
- ✓ How to teach nouns
- ✓ How to teach pronouns
- ✓ How to teach verbs - and what to teach
- ✓ How to teach adjectives
- ✓ How to teach adverbs
- ✓ Trouble shooting common mistakes



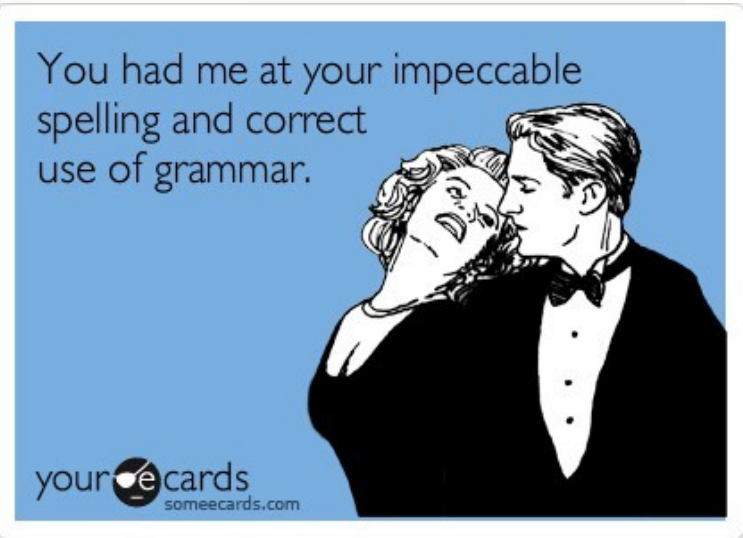


Grammar is a minefield in terms of the theory. You will have heard of “Transformational grammar”, “Functional grammar”, and any number of other varieties.

In practice the standard syllabus depends on the notion that there is a “standard English” or a “commonly accepted” way of speaking and writing.

Reread and edit student's own and others' work using agreed criteria for text structures and language features (6).

This can be called “prescriptive” grammar - meaning that we understand that there are “agreed criteria”.





A child writes...

“I seen ‘im and I ain’t sure what he done.”



What does a teacher say?

A. That’s lovely. Good work!

OR

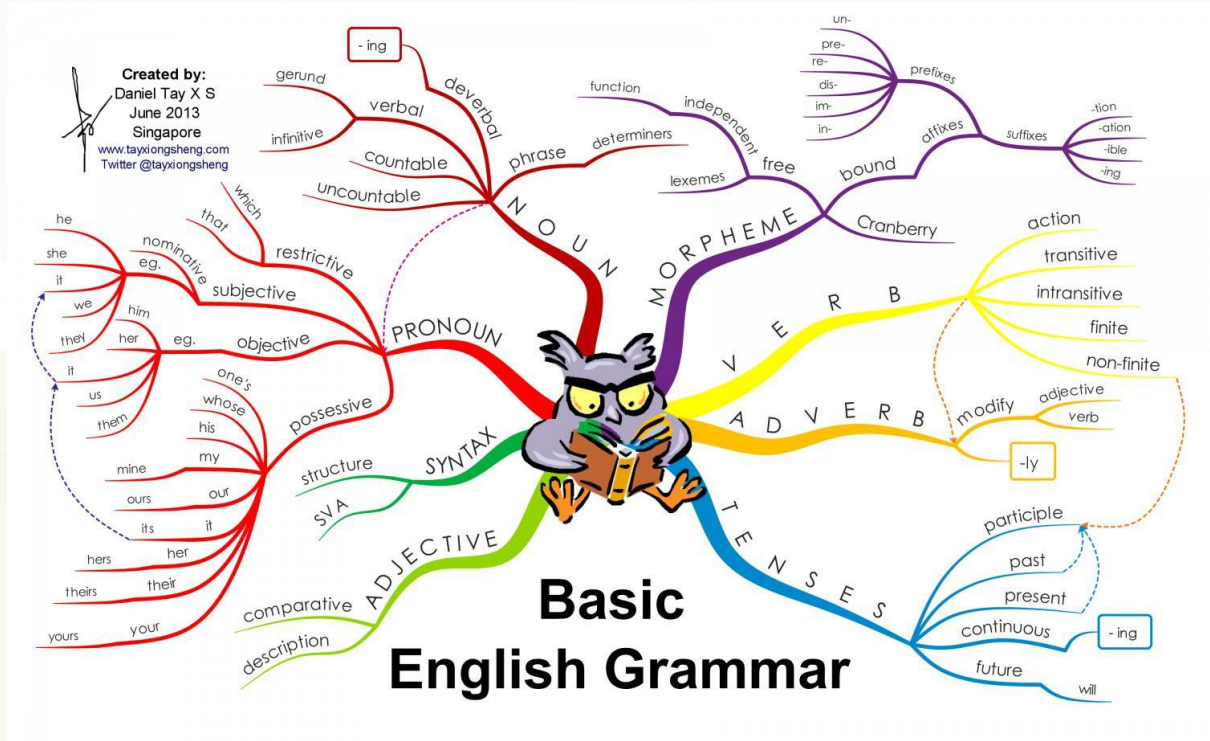
B. Why don’t we change I seen to **I saw** and I **ain’t** to I’m not sure and **What he did**.



What *are* the basics?

- Nouns
- Pronouns
- Verbs
- Adjectives
- Adverbs

Let's keep it to the basic concepts.





How to explain the parts of speech?

Let's take a simple sentence like this:

**A
little
girl
played
happily
in
her
garden.**



indefinite article
descriptive adjective
common noun
verb - past tense
adverb (qualifying the verb)
preposition
possessive pronoun
common noun

Here we have the basics in eight words.





The essential idea is simple

girl	noun	- who was it?
played	verb	- what was she doing?
A	indefinite article	- she is not someone you'd know (<i>The would tell you that she was someone already referred to</i>)

So

A girl played. A complete sentence

What sort of girl was she?

A **little** girl - the adjective describes her

A little girl played.

Where did she play?

in **her** **garden**
preposition (the place) possessive pronoun (it was her place) garden (noun)

And how did she play? Can we add something more to a sense of her state of mind?

A little girl played **happily** in her garden.





This shows all the major classes of words - the “parts of speech” - in action.
A first game? It’s called “**Mix and Match**”.

You take the eight words, and brainstorm as many options as you can for each word.

Article	adjective	common noun	verb	adverb	preposition	pronoun	noun
A	little	girl	played	happily	in	her	garden.
The	big	boy	jumped	noisily	around	his	bedroom.
The	silly	dog	barked	incessantly	outside	its	kennel.
An	angry	bird	perched	precariously	atop	a	tree.
etc							

