

Visual Grammatical Knowledge of Adjectives

Overarching Question:

Do students who master Adjectives through lessons that emphasize and focus on the reality labeled by the Adjectives write using more detailed sentences where significantly more adjectives are used in expressive, narrative, description, exposition and persuasive essays?

by

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English 7 and 8 / Creative Expression and Creative Writing

Grades: 7th and 8th

Work-in-Progress

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The Institute for Standards Curricula & Assessments at United Teachers Los Angeles

Unit Lessons

Unit Instructor: Carmen Sánchez Sadek, Ph.D.

Subject: English / Creative Expression and Writing

Gr: 7th/8th **Date:** 4/ 2/ 07

Unit Text: Various materials to create books of Pictures (or Power Point presentation) based on many articles, textbook selections and utilizing many pictures from many sources.

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Central Question(s): Do students who master Adjectives through lessons that emphasize and focus on the reality labeled by the Adjectives write using more detailed sentences where significantly more adjectives are used in expressive, narrative, description, exposition and persuasive essays?

Kind of Assessment: Create Picture Books

Instructional Program: Regular English class block with Creative Writing and Expression

No. Students: 50-8th graders

- 1. Continuum of Concepts and Skills to Learn.** The concepts and skills that students are expected to have mastered 1) *before* studying this unit are under the column “Previous,” 2) upon completion of this unit are under “Present”, and 3) will learn *after* this unit are under “Next.”

Previous

Written and Oral English Language Conventions: Students practice corrections emphasized by teacher and previous teachers to master Standard English conventions. Students can name and define from memory given parts of speech. Students make mistakes in writing including spelling, capitalization, and attempt to use different types of sentence structures.

Standards Assessed in This Unit

WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS

1.0 Written and Oral English Language Conventions
Students write and speak with a command of Standard English conventions appropriate to the grade level.

1.3 Identify all parts of speech.

1.4 Demonstrate appropriate English usage.

1.6 Use correct capitalization in different types and structures of sentences.

1.7 Spell correctly derivatives based on parts of speech (ex.: Adjective to Noun).

Next

Written and Oral English Language Conventions: Students speak and write approaching mastery of Standard English conventions. Students can name, define and recognize in complex grammatical sentences all parts of speech. Students have extensive vocabulary including the connotative and denotative usage of English words and phrases.

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•DeFrancisco, Monica & Garcia, Antero. Interdisciplinary Menu, 2006.

Reading – Reading
Comprehension: Students need help fully understanding what they read, especially when reading aloud as they intonate and enunciate words, phrases and sentences incorrectly.
Students read and understand lower-grade level appropriate material.

Listening and Speaking: Students need assistance delivering focused and coherent presentations that convey ideas clearly.
Students practice reading aloud and speaking using appropriate voice modulation, inflection, tempo, enunciation, etc. for effective reading aloud and speaking during a presentation.

READING
2.0 Reading Comprehension
Students read and understand grade-level appropriate material.

LISTENING AND SPEAKING
1.0 Listening and Speaking Strategies
Students deliver focused, coherent presentations that convey ideas clearly.
1.6 Use speaking techniques, including voice modulation, inflection, tempo, enunciation, etc., for effective presentation.

Reading – Reading
Comprehension: Students need help fully understanding upper-grade level material and they may also need to recognize parts of speech to assist themselves with intonation and enunciation, especially as they read aloud.
Students read and understand upper-grade level material after extensive vocabulary building and grammatical explanations relating to parts of speech.

Listening and Speaking: Students deliver very focused, coherent and interesting presentation that convey ideas clearly.
Students use appropriate voice modulation, inflection, tempo, enunciation, etc., for very effective presentations in all content area classes.

2. Overview of Unit

Purpose: Originally, grammatical categories were thought about because the original grammarians were looking/observing REALITY. This Unit restores that primary/original starting point to the study of grammatical categories: REALITY. Grammar must begin by observing grammatical categories in REALITY.

K-12 students struggle with the ABSTRACT CONCEPTS of NOUNS, ADJECTIVES, PREPOSITIONS and other Parts of Speech. On many occasions, students learn to identify the parts of speech from abstract conceptual definitions (i.e., A Noun names a person, place or thing) and immediately attempt to apply the concept of noun to written sentences. On fewer occasions students observe the REALITIES named by NOUNS or other parts of speech and learn to perceive these realities BEFORE listening, speaking, reading, and/or writing about them. Many students reach the 12th grade with little or no understanding of the concepts visually described by parts of speech.

Given the difficulties of so many students in grasping the concepts named by the Parts of Speech, possibly a return to the original ideas of the original grammarians –beginning with the REALITY—may help students achieve mastery as they learn to observe, identify, label, and grammatically (abstractly) recognize the Parts of Speech.

Overarching question: Do students who master Parts of Speech (Adjectives, Adverbs and Prepositions) through lessons that emphasize and focus on the REALITY (What students actually SEE and PERCEIVE) labeled by the Parts of Speech (speak)/write using more detailed sentences where significantly more parts of speech are used in expressive, narrative, description, exposition and persuasive essays?

Significance to topic: Knowledge about Parts of Speech and understanding and application of the concepts of Parts of Speech is essential to effective listening, speaking, reading and writing as well as language usage for purposes of creative expression. Because the emphasis is on seeing and perceiving in REALITY the different parts of speech, Adjectives, Adverbs and Prepositions in this particular unit, students will use materials –pictures, paintings, drawings—rather than written text to read about the parts of speech.

By the end of this unit, and all its related lessons about the different parts of speech, students would perceive REALITY from and through a different perspective: Yes! Students will see trees, benches, a man, a wall, flowers, and they also perceive NOUNS!

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3. Assessments

Description of the assessments: To create a book of pictures --or an electronic Power Point Presentation-- and describe in very detailed sentences the pictures in the book. (Students will create books of pictures for all parts of speech, and specifically for this unit, students will create a book of pictures for Adjectives, for Adverbs, and for Prepositions. At the end of all lessons relating to all parts of speech, students will write either a narrative, descriptive or expository essay describing in great detail the persons, things, events, feelings, tc.)

CONCEPTS assessed in this entire unit include, basically, the PARTS OF SPEECH: Nouns, Pronouns, Verbs, Adjectives, Adverbs, Prepositions and Conjunctions. The SKILLS assessed are derived from Bloom's Taxonomy of the Cognitive Domain:

Knowledge – Students will know, name, match to the reality, identify, label and memorize the parts of speech;

Understanding – Students will recognize, identify, locate, express, classify, explain the REALITY described in sentences representing the parts of speech;

Application – Students will illustrate, show, manipulate, and construct picture books about one particular part of speech;

Analysis – Students will identify, illustrate, sort, differentiate, compare & contrast, cluster, describe pictures to select the ones to be included in their picture books;

Synthesis – Students will collect, compile, plan, organize, arrange, design, generate, compose, create, devise, re-arrange, modify pictures to create sentences to be included in their picture books;

Evaluation – Students will interpret, justify, support, explain to peers, during peer review, their own and others' picture books.

The assessments will give evidence concerning the students' understanding and ability to see and perceive REALITY and the corresponding Parts of Speech represented by the words used in speaking and writing about REALITY.

4. Description of Class

Approximately fifty English Language Learners and other students who speak a variety of non-standard English dialects in my two 8th grade English classes will be the participants in the implementation of this unit of instruction. Most students come from low socio-economic neighborhoods representing two major ethnic groups: Hispanics (75% +) and African Americans (- 25%). Students are about to complete the 8th grade and move on to very large secondary schools or remain at the smaller high school available within the K-12 Learning Center where they currently attend school. These students are well aware of their rapidly growing status as young adults and now understand the relationship between school and their own lives after graduation from the 12th grade. Parents work very hard and are very interested in the education of their children. These are motivated students who still love to play as little kids.

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5. What Was Redesigned and Why. (This is written after you have taught the units and assessed the students. List the specific skills and concepts students have mastered and NOT mastered. For the Not Mastered list, describe the activity that will help them master it next time. Include what you learned about your teaching and your students' learning and about designing lessons and assessments.)

6. List the Student Reading Materials

Students will research the parts of speech in the Internet, and read the widely spread out excerpts about parts of speech found in their Literature Textbook and their Reading Companion Workbook. Most of the materials students will use throughout this lesson comes from colorful magazines, catalogs, and all types of photographs and illustrations commonly found in newspapers, specialty magazines, and other sources of visual information.

7. Sources Used

Institute for Standards, Curricula and Assessments at United Teachers Los Angeles)

Mr. Reid Proctor, Technical Director of the P.D.C. (Computer Lab at Foshay Learning Center – for On-Line- Education -- OLE)

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8. Materials List

<p>Supplies Old magazines Old newspapers Old and discarded catalogs Discarded books Any and all interesting pictures from other sources, including Internet.</p>	<p>Other Materials Web Sites about Parts of Speech Pictures from the Internet Drawings Cut-outs</p>
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9. Concepts and skills covered in this unit.

Lesson No.	**Lesson Title for	**Lesson Title for
1	<p>Review of Concept and Categories of Nouns through pictures— Making a MURAL of Noun Categories</p>	
2	<p>Introducing the Concept of Adjective through pictures— Using dictionaries (hard copy or electronically) to make a list, by categories, of adjectives. Using a thesaurus (hard copy or electronically) build a list of Synonyms of certain adjectives. Writing Adjective + Noun sentences (Using Noun + Linking Verb + Adjective)</p>	
3	<p>Elaborating sentences using 2 Adjectives+ Noun— Using dictionaries (hard copy or electronically) to make lists, by categories, of adjectives and their synonyms. Using a thesaurus (hard copy or electronically) continue to build a list of Synonyms of certain adjectives. Writing Adjective + Adjective + Noun sentences (Using Noun + Linking Verb + Adjective + Adjective or Adjective + Noun + Linking Verb + Adjective +</p>	

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	Adjective)	
4	Refining the meaning of adjectives— Creating a Venn Diagram to precisely define the specific meaning of adjectives in the same category. Writing Adjective + Adjective + Noun sentences (Using Noun + Linking Verb + Adjective + Adjective or Adjective + Noun + Linking Verb + Adjective + Adjective)	
5	Creating a Picture Book— Selecting pictures for each student’s picture book of Adjectives. Choosing an organizing topic or theme or perspective to create possibly a beginning / middle / end organization to Picture Book Practice writing sentences for picture book.	
6	Assessment – Day 1	
7	Assessment – Day 2	
8	Assessment – Day 3	

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