



VISUAL Grammatical Knowledge

By
Carmen Sánchez Sadek, Ph.D.

Grammar Picture Books

- 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?

KEY Concepts and Skills

PARTS OF SPEECH:

- Nouns
- Pronouns
- Verbs
- Adjectives
- Adverbs
- Prepositions
- Conjunctions

SKILLS:

Bloom's Taxonomy: Cognitive Domain

Knowledge – know, name, match to the reality, identify, label and memorize;

Understanding – recognize, identify, locate, express, classify, explain;

Application – illustrate, show, manipulate, and construct;

Analysis – identify, illustrate, sort, differentiate, compare & contrast, cluster, describe;

Synthesis – collect, compile, plan, organize, arrange, design, generate, compose, create, devise, re-arrange, modify;

Evaluation – interpret, justify, support, explain.

My Students

- **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. (What are the special features about your class? What are your hopes?)

End-of-Unit-Assessment

- You are going to create a BOOK of PICTURES with a minimum of 10 pictures. Your book, then, will have 10 pages with pictures + the cover page with your personal information: (1) Your name as the Author, (2) the date you finished the book, and (3) a TITLE or “My Picture Book of _____” .
(Adjectives/Adverbs/Prepositions)

- For each of the 10 pictures you select for your book, you will write ONE very detailed sentence that describes each picture. In each sentence, you will include these details:
- What exactly do you SEE in the picture?
- What do you PERCEIVE? Do you perceive
- Adjectives, or Adverbs, or Prepositions?
- Can you NAME what you perceive? For example:
- **Who** is in the picture? Or **What** do you perceive?
- Can you DESCRIBE what you perceive? For example:
- **Where** is the picture? **How** is the picture organized? **Why**?
- Can you describe the DETAILS of what you see and perceive?
- Can you WRITE only ONE very detailed sentence describing what you see and perceive?

Rubric

	Content*	Organization	Style	MUGS
4	<p>A “4” Picture Book <i>fully</i> achieves the purpose of the assignment, as the student creates a picture book with 10 pictures and 10 clearly written sentences, one per picture, that demonstrates mastery of the concept of</p> <ol style="list-style-type: none"> 1. Adjective, or 2. Adverb, or 3. Preposition. <p>Each of the 10 sentences <i>fully</i> and <i>elaborately</i> develops and integrates appropriate ideas and details that can be seen and perceived in each of the pictures.</p> <p>Each sentence demonstrates <i>insightful</i> understanding of the specific part of speech and the connections among synonyms and the details that can be perceived in each of the pictures.</p>	<p>A “4” Picture Book is <i>well-organized</i> and follows the form required, presenting 10 pictures, one per page, with one elaborate sentence per page.</p> <p>This picture book <i>consistently</i>: adheres to the topic (Adjective, Adverbs, or Prepositions); makes <i>incisive, logical</i> and <i>explicit</i> connections between each picture and the sentence that describes the picture; (Optional) and is organized according to some plan; thus, the picture book has a <i>clear</i> sense of a beginning, middle, and end.</p>	<p>A “4” Picture Book exhibits <i>superior</i> techniques to enrich meaning, such as descriptive and expressive language, precise word usage, and variations in sentence patterns.</p> <p>Its overall effect evokes an emotional response from the reader.</p>	<p>A “4” Picture Book demonstrates <i>superior</i> command of mechanics, usage, grammar, and spelling (MUGS).</p> <p>It is free of errors that interfere with the writer’s meaning.</p>

Menu of Lessons

- **Title for Lesson**
- **1** Review of Concept and Categories of Nouns through pictures—Making a MURAL of Noun Categories
- **2** 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)
- **3** 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 + 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

My Wish

- 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!