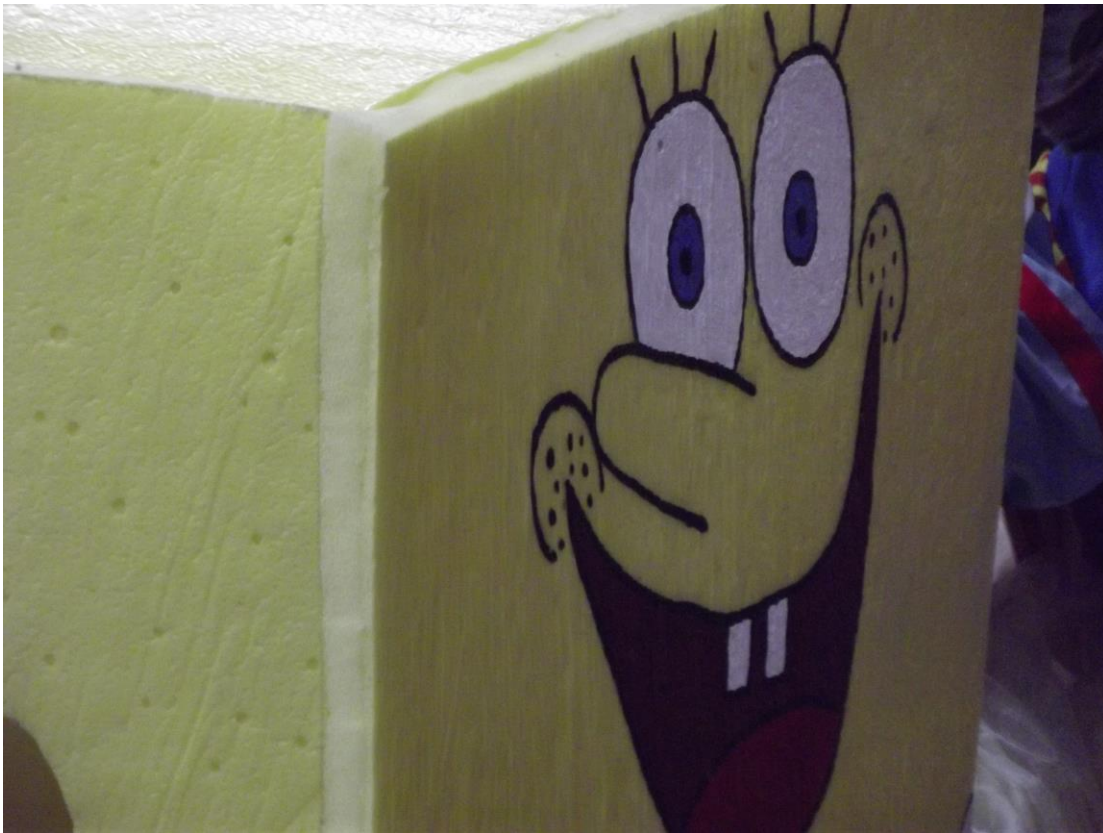


# Teaching Grammar

## Early Stage 1

NSW Syllabus, Early Stage 1, Objective B - July 2018

Sequenced activities covering the listed Teaching Points.



Teachers' Christian Fellowship of NSW

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# Teaching Grammar

- 1) Outline Grammar Objectives and Content for Early Stage 1, based on NSW Syllabus, July 2018.
- 2) Lesson sequences for explicitly teaching each objective for this stage. Integrated teaching ideas.
- 3) Resources – Definitions & examples of grammar components.

## NSW Syllabus

### Early Stage 1

#### **Objective B**

Outcome – *A student demonstrates developing skills and knowledge in grammar, punctuation and vocabulary when responding to and composing texts.*

#### Contextual Knowledge –

\* Begin to understand that grammar, punctuation and vocabulary are needed to achieve the purpose of the text.

\* Show a growing awareness of words that enrich their vocabulary.

(Not covered in this outline.)

#### Teaching points:

- 1) What is a sentence? (It's nature and structure.)
- 2) Identify different types of sentences and their function in texts – statements, questions, commands and exclamations.
- 3) Identify and know when to use punctuation such as capital letters, full stops, question marks and exclamation marks in reading and composing texts.
- 4) Demonstrate an awareness of nouns, pronouns and conjunctions.
- 5) Guided activities with adverbial phrases to indicate *when, how, and where* actions occurred.
- 6) Compose effective sentences in writing using appropriate word order.
- 7) Begin to use statements and questions with appropriate punctuation.

(The following items are not covered in this outline.)

- 8) Attempt to incorporate unfamiliar words in writing.
- 9) Begin to build personal vocabulary.
- 10) Learn the meaning of commonly used words.
- 11) Demonstrate an awareness, that some words have multiple meanings.
- 12) Use a growing vocabulary to describe everyday events and experiences.

## LESSON SEQUENCES

### 1) What is a sentence? (It's nature and structure.)

A sentence is a group of words that has a complete meaning and contains a finite verb.

E.g. *I had a vegemite sandwich today.*

- \* Present an example of a written sentence for students to discuss. Compare it with other written phrases to identify how it is different and more meaningful.
- \* As a class workout a definition of a sentence and record it on a class banner.
- \* Have children identify other sentences in class reading sessions.
- \* Identify and correct non-sentences written for the class to discuss.
- \* Discuss with individuals non-sentence word groups in their own writing and how they might be corrected.
- \* Find and display the "Sentence of the Week" from children's writing, identifying why it is worthy of notice.

### 2) Identify different types of sentences and their function in texts – statements, questions, commands and exclamations.

Statements – *I am eating ice cream.*

Questions – *Do you like ice cream?*

Commands - *Don't drop that ice cream.*

Exclamations – *Oh no, I did drop my ice cream!*

- \* Identify different types of sentences in class reading using Big Books. Discuss what the sentence is doing – is it telling you something; asking you something; telling to do you something or "shouting" something out? See if you can identify how you know that. Play a game to change that sentence into one of the other forms. Record and label each change on the board. Copy each to a class wall chart.
- \* In several sessions of class writing, have each child write their own sentences for each sentence type, on specified topics. Share and discuss sentences as a group recording some on class charts.
- \* Play games to first pick and write a sentence type before reading your sentence out for the rest of the class to identify its type. Is that what you wrote? How do you know?
- \* Identify different sentence types in class reading.

3) Identify and know when to use punctuation such as capital letters, full stops, question marks and exclamation marks in reading and composing texts.

- \* Discuss how, when and why we use full stops, capital letters, question marks and exclamation marks when developing each type of sentence. Show in turn how to draw each. Have each child practise writing each of the punctuation symbols. Make labelled class charts of the symbols and regularly quiz students about their names and functions.

- \* Point out these punctuation symbols in class reading. Cover the symbol up at the end of sentences for children to work out the hidden symbol.

- \* Have children use these symbols in their own writing. Insist that they always include a capital letter to start a sentence and at least a full stop to end a sentence.

4) Demonstrate an awareness of nouns, pronouns and conjunctions.

- \* As a class identify and label nouns (words that name people, places or things) found in written sentences. Discuss the 'job' of a noun. Find nouns in sentences in class Big Books. Circle and label nouns in a sentence of a class wall chart.

- \* Have children identify nouns in individual copies of class reading stencils. Have children identify nouns in their own writing. Have children think of alternate nouns they can substitute for identified ones in a written story or song E.g. animal names.

- \* As a class identify and label pronouns (words that are used in place of a noun) found in written sentences E.g. *he, she, them, us*. Discuss the 'job' of a pronoun. Find pronouns in sentences in class Big Books. Circle and label pronouns in a sentence to make a class wall chart.

- \* Have the children identify pronouns in individual copies of class reading stencils. Have them identify pronouns in their own writing. Have the children think of pronouns they can substitute for nouns in a written story. Together and individually, rewrite sentences substituting nouns for pronouns in sentences.

- \* Why do we often use pronouns instead of nouns? Look at a passage where the name of an individual is used continually rather than introducing pronouns. Do the reverse to identify how it can become confusing if pronouns are only used instead of nouns in a passage.

- \* Identify and label conjunctions (which are joining words, forming a link between one word and another or one part of a sentence and another) in sentences. Discuss how they are used in sentences to join words and ideas together. Compare simple sentences to more complex ones joined by a

conjunction. Which is better? Why? Record on a class chart a definition and example of a conjunction.

- \* Have the children identify conjunctions in class reading. Have children identify conjunctions in their own writing.

- \* Have the children help list other useful conjunctions that they could use in their writing. Have each child pick the best conjunction to join two sentences or parts of sentences together. Discuss why they thought one conjunction was better than another to use in that situation.

5) Guided activities with adverbial phrases (groups of words that have no finite verb, doing the job of an adverb) to indicate *when*, *how*, and *where* actions occurred.

- \* As a class group, identify when reading and discuss the function of phrases describing actions in sentences. Discuss how they add meaning to the sentence by describing the action word (Verbs) in the sentence.

- \* Identify and record on a class chart three different descriptors used in these phrases indicating *when*, *where* and *how* actions occur.

- \* As a class experiment with adding different adverbial phrases to given sentences and discuss the effect of each. Have children suggest adverbial phrases to add for a specific type such as those describing time.

- \* Have children individually add their own adverbial phrases to given sentences.

6) Compose effective sentences in writing using appropriate word order.

- \* As a class, arrange word cards or words on an electronic whiteboard to compose effective sentences. Discuss attempts and identify whether they firstly make sense and secondly whether they are effective. Have individuals modify attempts and re-access until the class reaches agreement. Without naming children, use this method to examine and reorder confused sentences found in individual class writing.

- \* Give children very limited individual word packs to arrange into meaningful sentences. Discuss and share the results before copying into books and illustrating.

7) Begin to use statements and questions with appropriate punctuation.

- \* As a class write statements and questions on the board using capital letters, full stops and question marks. Give students a chance to write these sentences on the board with the other students checking the work. Have the children record a few of these sentences in their books correctly using punctuation. Monitor and correct.

\* Have the children try to turn statements into questions writing their new sentences on paper, using the correct punctuation. Share and discuss efforts. Repeat the procedure turning questions into statements.

\* Remind the children to employ capital letters, full stops and question marks in all their sentence writing. Monitor, praise and correct the students' use of correct punctuation.

### **DEFINITIONS and EXAMPLES:**

**ADVERBS** – add meaning to verbs, adjectives and other adverbs but not to nouns. Many adverbs end in 'ly'. They tell the reader how, when and where something happens.

E.g. *I walked **slowly**.*

*I am a **very** good drawer.* ('very' adds meaning to the adjective 'good')

*You eat **too quickly** for me to hear.* ('too' adds meaning to the adverb 'quickly')

*I walked **here**.*

They may also ask questions, make a sentence negative, and indicate number or degree.

E.g. ***Where** are you?*

*She will **not** give me back my car.*

*He spoke **twice**.*

*He yelled **loudest**.*

*He was **worse**.*

**ADVERBIAL PHRASES** – are groups of words that have no finite verb, i.e. verbs that have a subject and can stand on their own without a helping verb. Phrases are not complete messages. Adverbial phrases do the work of adverbs adding meaning to or modifying the action of a verb. They tell *how*, *when*, *where* or *why* an action occurs. They may begin with a preposition or an infinitive.

E.g. *I like vegemite **on my toast**.*

**CAPTIAL LETTERS** – are used as the first letter of the first word of every sentence, and the first letter of the names of people and places.

E.g. *Ann, Kiama, Sydney Harbour, Major Smith, Councillor Peters, Doctor Stavert.*

They are also used when writing the personal pronoun *I* as in *I, I'd, I'll, I'm, and I've*.

They are used for the first letter of major words in titles for books, stories, poems, films, magazines, etc.

E.g. *Robinson Crusoe*



*The Cat on the Mat.*  
*Dr Who*

They are used for the first letter of the first word in direct speech.

E.g. *'Today is my birthday,' said Peter.*

*Jane asked, 'How many eggs do you want?'*

But not if direct speech is broken up by words used to explain it. Then the second section of direct speech does not begin with a capital letter.

E.g. *'It's wonderful,' said Sally, 'to eat warm bread.'*

**CONJUNCTIONS** – are joining words, forming a link between one word and another or one part of a sentence and another.

E.g. *and, but, so, or, either, both, after, unless, where.*

*I want to go swimming **after** I eat lunch.*

**EXCLAMATIONS** – are sentences used to show emotions or feelings about a person or event. They are indicated by a sentence ending with an exclamation mark.

E.g. *I hate peas!*

*Help!*

*Oh no!*

When exclamations are included in direct or reported speech, the exclamation mark is placed directly after the exclamation and a full stop is used at the end of the sentence.

E.g. *'That was great!' yelled the boy.*

**FULL STOPS** – are used to indicate the end of a sentence and to indicate that part of a word is missing in an abbreviation but not if the first and last letters are used in the abbreviation nor if a name is shortened and made up of more than one word, nor for acronyms.

E.g. Reverend = Rev.      etcetera = etc.      figure = fig.

Mister = Mr      Doctor = Dr      Avenue = Ave (First and last letter)

New South Wales = NSW      Eastern Standard Time = EST

Queensland and Northern Territory Air Service = QANTAS

**NOUNS** – are words that name people, places or things. There are Common, Proper, Collective, Abstract and Compound nouns.

E.g. *boy, Sue, team, anger.*

**Proper Nouns** – start with a capital letter and are the special names of a person, place or thing.

E.g. *Fred, George, Cynthia, Captain Smith, Oak Flats, Friday, Christmas.*

**Pronouns** – words that are used in place of a noun.

E.g. *she, her, them, us, we, mine, ours, their, your, who, which, these, herself.*

**PREPOSITIONS** – are words that show relationships between nouns or pronouns and other words. They are usually found in front of nouns or pronouns.

E.g. *in the pool*

*near us*

Common prepositions are: *in, on, to, up, of, like, over, from, during, after, across, before.*

The way the word is used distinguishes it from begin an adverb. Prepositions also usually have a noun or pronoun after them.

E.g. *I jumped **on**.* (Adverb)

*I jumped **on** the bus.* (Preposition)

**QUESTION MARKS** – are used at the end of sentences which are questions and immediately after direct or reported speech where a question is asked with a full stop placed at the end of the sentence.

E.g. *“Are you hungry?”*

*“Do you want a cheese or chicken sandwich?” asked Mum.*

A question mark can also be used in the middle of a sentence to show that the writer is uncertain of the information or spelling in the sentence.

E.g. *I will meet you at eight (?) if daylight saving ends this weekend.*

*It is a grate (?) car.*

**SENTENCES** – a group of words that has a complete meaning and contains a finite verb (a verb that has a subject and can stand on its own without a helping verb). All sentences begin with a capital letter. The four basic forms of sentences are statements, questions, commands and exclamations. Statements and commands usually end with a full stop. Questions concluded with a question mark and exclamations with an exclamation mark.

**VERBS** – are *doing (action), thinking or saying, being, having* words.

E.g. *The dog **ate** his food.*

*My Mum **was** happy.*

*I **have** a new bike.*

**Finite Verbs** – have a subject and can stand on their own without a helping verb.

E.g. *The elephant **sat** on the stool.*

**Non-Finite Verbs** – cannot stand on their own and there are two types, *infinitives* and *participles*.



**Infinitives** – are verbs that can't stand on their own and don't refer to a subject. They are often preceded by the word 'to'.

E.g. *To **swim**, I must first find my cossies.*

**Participles** – are verbs that must combine with an auxiliary (helping) verb to make a complete verb. There are two types: present participles and past participles.

E.g. *I am **walking** quickly.*

The complete verb is 'am walking', 'am' is the auxiliary verb and 'walking' is the present participle. The present participle is made by adding 'ing' to the infinitive (to) "walk".

*I had **walked** quickly.*

The complete verb is 'had walked', 'had' is the auxiliary verb and 'walked' is the past participle. The past participle is made by adding 'ed' to the infinitive (to) 'walk'.