

ESL LESSON

English Language Grammar Development for EL Parents

4th & 5th Grade ELLs, WEEK #1

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PART 1: INFORMATION & INSTRUCTION

With your assistance, the following routines will help to ensure that your English Learner (EL) continues to develop their ability to organize information and strengthen English listening comprehension skills. These developed abilities and skills can further increase potential for writing more effectively in the future as well. These lessons are uniquely developed in my classroom for my ELs, and may not found elsewhere on the internet or in textbooks. They are offered as an effective option when home-based learning is required. Please understand the following vocabulary before proceeding to teach the lesson and use examples as shown to guide you.

You must understand the following:

Pnt= Parent who is teaching their EL

EL= English Learner who is participating in the lesson

S= Subject that is being focused on in the sentence

V= Verb that shows action

N= Noun is an object (person, place, or thing used as part of the predicate)

T= Time is when something happens (hour, day, month, year, etc.)

A= Adjective describes the subject (S) or object (N)

PART 2: CONTENT

MATERIALS NEEDED: NONE. THIS SHEET IS NEEDED FOR GUIDANCE. THE ABOVE DEFINITIONS ARE FOR PARENTS' REFERENCE ONLY AND STUDENTS ARE NOT REQUIRED TO MEMORIZE THEM. HOWEVER, IF THE LESSON IS EXPANDED, THEN SENTENCE COMPONENTS MUST BE EXPLAINED AND CLEARLY UNDERSTOOD.

TECHNICAL LEVEL: NO TECH.

TEACHING ROUTINE

In the following routine, a single EL or several may be serviced, but a few is recommended. This is to be used as a fun challenge for cognitive development. This is done both ORALLY (by mouth) and AURALLY (by ear) only. To start, ask EL(s) to listen carefully to four ideas that you will state in order. **DO NOT** say any of the sentence components (V, N, S, A, or T) as you speak. This is only for your reference and to expand on lessons further along as an option.

EXAMPLE 1:

- **(Pnt) Say: "The bird (S) flew (V) to the tree (N)"**
- **(Pnt) Say: "The bird (S) was white (A)"**
- **(Pnt) Say: "The tree (N) was tall (A)"**
- **(Pnt) Say: "It happened yesterday (T)"**

At this point, you must say: "Put these four ideas together." Give instructions and state ideas again if there is no response from the EL(s).

The correct response must be stated as: **(EL) Response: "The white bird flew to the tall tree yesterday;"** Or, **"Yesterday, the white bird flew to the tall tree."** Make corrections when appropriate.

EXAMPLE 2:

- **(Pnt) Say: "The dog (S) ate (V) the biscuit (N)"**
- **(Pnt) Say: "The dog (S) was furry (A)"**
- **(Pnt) Say: "The biscuit (N) was rotten (A)"**
- **(Pnt) Say: "It happened last week (T)"**

The correct response must be stated as: **(EL) Response: "The dog ate the rotten biscuit last week;"** Or, **"Last week, the dog ate the rotten biscuit."** Make corrections when appropriate.

The following sample words may be used in varied combination as part of sentence components, or you may create your own:

<u>S</u>	<u>V</u>	<u>N</u>	<u>A</u>	<u>T</u>
Cat	Licked	Floor	Dirty	...last year
Fish	Swam	Ocean	Deep	...during lunch-time
Monkey	Jumped	Rock	Huge	Sundown
Elephant	Stomped	Peanut	Smelly	...at 4:00pm today
Jet	Flew	Cloud	Low	...this morning
Lion	Roared	Cage	Grey	...in the Summer
Shark	Bit	Boat	Small	...at noon

PART 3: EXTENSION OF ACTIVITIES & OPTIONS

OPTION 1: Adjectives (A) may be added three (3) times to either the subject (S) or object (N). Taking words from above, this application can be seen in the following:

EXAMPLE 3:

- **(Pnt) Say: "The elephant (S) stomped (V) on the peanut (N)"**
- **(Pnt) Say: "The elephant (S) was huge (A)" (1)**

- **(Pnt) Say: "The elephant (S) was Smelly (A)" (2)**
- **(Pnt) Say: "The elephant (S) was Dirty (A)" (3)**
- **(Pnt) Say: "The peanut (N) was small (A)"**
- **(Pnt) Say: "It happened at noon (T)"**

The expanded response must be stated by EL as: **"The huge smelly dirty elephant stomped on the small peanut at noon;"** Or, **"At noon, the huge smelly dirty elephant stomped on the small peanut."** Do not stop the lesson until someone produces the correct response.

OPTION 2: ELs may be asked to produce responses in writing instead of orally.

OPTION 3: ELs may be taught and asked to identify the basic sentence components (S,V,N,T,A)

OPTION 4: ELs may be asked to write their own list (in columns) for any of the sentence components...

EXAMPLE 4:

(Pnt) Say: "Write three verbs and three adjectives in two columns..."

(EL) Response:

<u>Verbs</u>	<u>Adjectives</u>
Ran	Heavy
Saw	Sick
Swallowed	Wet

OPTION 5: On paper, ELs may be asked to fill in blank (cloze) spaces with words that are appropriate to other sentence components.

EXAMPLE 5:

(Pnt) Say: "Fill in the blank spaces, and then make a sentence that is understandable..."

<u>S</u>	<u>V</u>	<u>N</u>	<u>A</u>	<u>T</u>
Cat		Floor		...last year
Fish	Swam		Deep	
	Jumped	Rock		Sundown
	Stomped		Smelly	...at 4:00pm today
Jet		Cloud		...this morning
		Cage		...in the Summer
Shark		Boat	Small	

(EL) Response:

1. The fat cat jumped on the painted floor last year.
2. The red fish swam toward the deep water just now.
3. The old cougar jumped on the huge rock at sundown.
4. The wild buffalo stomped on a smelly squirrel at 4:00pm today.
5. The Navy jet zoomed into the dark cloud in the morning.
6. The tiger shark pushed the small boat at sunrise.