This lesson plan was written by Brittney Simmons for a required course in the TESOL major called EDU 360. These days, English as a second language is taught in K-12 schools through content, which is another way of saying that students learning English as a second language learn English through their math and science and English language arts courses. Not an easy task! The consequence of this educational strategy is that, increasingly, ESL teachers are called upon to adapt the lessons of math and science and English language arts teachers so that the ESL students will get the most out of them.

The idea here, then, was that Brittney took an existing lesson and provided extra support for students who are English language learners. The original lesson would be taught in an English language arts class. Brittney’s assignment was to imagine that most of the students in the class were native speakers of English, and just a few were ESL. Brittney did a fantastic job of scaffolding the lesson for her target students- who are learners of English as a second language but who are reading, writing, speaking and listening in English at an advanced level. Brittney also freely added to and deleted from the original lesson, showing her ability to think creatively and strategically on behalf of ESL students, getting them the original lesson’s content in effective ways. Readers will especially enjoy reading this lesson plan because Brittney makes her own thinking as an ESL teacher clear as she works through the lesson.

Dr. Bruce Long Peng

**Lesson Title: Grammar Time**

Brittney Simmons

**Date:** February 9, 2012

**Lesson Duration:** 60 Minutes

**Brief Description**

The lesson Grammar Time is intended for 9th grade advanced students of ESL who are in classrooms with native speakers of English. This lesson is major adjustment to a lesson called Analyzing Grammar Pet Peeves by Susan Spangler ([http://www.readwritethink.org/classroom-resources/lesson-plans/analyzing-grammar-pet-peeves-1091.html?tab=4#tabs](http://www.readwritethink.org/classroom-resources/lesson-plans/analyzing-grammar-pet-peeves-1091.html?tab=4#tabs)). As such, its objectives and activities are different but its general goal is similar. The lesson details the adjustments that I would make in order to ensure that the ESL students get the most out of the lesson.

It is about the importance of using appropriate grammar. Through the understanding of pet peeves, students can learn how to spot their own grammar issues. In addition, students can recognize the importance of writing clearly. They will also come to realize that people might make assumptions about them based on their writing.

**Lesson Objectives**

- Develop students' understanding of pet peeves and grammar pet peeves.
- Develop students' understanding of grammar.
- Develop students' ability to find grammar mistakes and correct them.
- Develop students' awareness of people's attitudes and perceptions of grammar.
- Develop students' thoughts about writing clearly and using appropriate grammar.
MATeRIALS/RESOuRces

- Grammar Time worksheets
- Pen or Large markers for corrections
- Whiteboard
- Whiteboard markers
- Poster paper/large post-it paper for blown up texts & definitions
- Teacher questions
- Student journal papers
- Pet peeve comic strips
- Teacher letter
- Copy of teacher letter for students

IINSTRUCTIOuN

1. **Introduction to the Lesson** [10 minutes]

   a. **Review Journal Writing** [5 minutes]

   For the review activity and the next activity, the students' desks will be arranged facing the front of the class in view of the board. We will be using the front of the board for the majority of the lesson. All visuals will be blown up and posted on the board or they will be projected. Also, if we do any partner activities, the students will work with their neighbor (2-3 students), no large group. After the class is settled, I will begin the review.

   "Who can tell me what we did yesterday?"

   _A few students will raise their hands and inform the class that we worked in our journals yesterday. They may also mention that we used pictures to help trigger thoughts for our writing._ That’s right, I asked you all to look through magazines and newspapers and cut out an image, a picture. Then, I asked you all to write about the picture. I also asked you to give your writing a title.

   "What did I ask you all to do while you were writing?"

   _A student may respond that I asked them to write in complete sentences and watch their punctuation. I will repeat the students' response to the class._ While you all were writing, I asked that you take your time writing, pay attention to how you are writing, and to make sure you are using the correct punctuation so you can properly communicate or express your thoughts.

   b. **Introduce Agenda - Pet Peeves and Grammar** [5 minutes]

   Before the beginning of class, I will have the words 'pet peeves' and 'grammar' posted in the middle of the board. _Students will know that these will be the vocabulary we will be focusing on due to routine._ When students walk into the class, they will have some idea of what the lesson of the day will be. This will help activate their thinking concerning what they may or may not know about pet peeves.
and grammar. If the students know a lot about the vocabulary, then they may start running through information they know that is related to the word. If they do not know a lot about the vocabulary, then the presence of the word can trigger questions that they may have. Either way, having the words on the board will focus their attention on the topic of the lesson.

As the students walk in hand out Teacher Questions:

1. What are pet peeves?
2. What is grammar?
3. Can you please give an example of grammar?
4. Why is grammar important?

These teacher questions will give students the opportunity to act like the teacher and ask me a question about the lesson. It will also help students focus on the topic being learned because it will make them a part of the lesson, and practice reading the vocabulary. Students may enjoy acting as the teacher. The teacher questions will be printed in a large font, so it can be posted up in the classroom to help student review what they learn as needed.

Today, we are going to continue focusing on our writing. However, this time we are going to focus on our grammar by looking at our pet peeves. As I say the key vocabulary words, I will emphasize them and point to them on the board. Some of you have noticed that I handed out the teacher questions. Remember, when I touch your shoulder (I will touch my own shoulder and then another student's shoulder to give an example) then you will read your question to the class. The teacher questions will help us learn the vocabulary and the importance of the lesson. Also, after I have answered the question, do not forget to pass the question on to a neighbor. Then, we will discuss the different attitudes or assumptions or judgments that people may have based on reading someone's writing. I am going to show you samples of writings, to see what some of our attitudes or assumptions are based on the writings. After the lesson, I am going to hand back your journal entries, so you can make grammar corrections. From this lesson you should understand that it important to pay attention to grammar, because people will make assumptions or judgments about from looking at your writing.

2. **Content of the Lesson** [45 minutes]

   a. **Introduce New Vocabulary: Pet Peeves** [7 minutes]

      Now, let us focus our attention on our new vocabulary words: Pet Peeves and Grammar. *I will point to the words as I say their names. Then, I will remove the word ‘grammar’ from the board so the students can focus only on ‘pet peeves.’ Now, I am going to say this word and I want you to repeat after me. I will take the vocabulary word ‘pet peeves’ off the board, and walk around the classroom showing the word to students as I repeat it ten times. After I say ‘pet peeves’ for the $10^{th}$ time, I will touch the shoulder of Teacher #1. Students should be familiar of how the Teacher Questions work, since we have used them in previous lessons.*

      Teacher #1 will ask, “What are pet peeves?”
If the student is struggling to read the question, I will help them. I will also repeat the question after it is asked. Also, I will take the question from the student because it will not be passed around.

Mr. Potter just asked me, “What are pet peeves?” By this time, I will have collected the question and walked back to the front of the classroom. I will post the vocabulary word onto the board so the class can see, but I will still point to it. Pet peeves are things that you find annoying or bothersome. You can also have more than one pet peeve.

For example, one of my pet peeves is people talking on their cell phones in a movie theatre. At this time, I will post the image of a person talking in a movie theatre. I find it annoying- it’s my pet peeve- when people talk on the phone during a movie. From the picture you can see that the people around the girl on her phone do not look happy. They are annoyed because they are trying to hear the movie but this person is talking during the movie.

“Raise your hand if this is one of your pet peeves. Do you find it annoying when people are talking on their phone during a movie?” A couple of people will raise their hands or nod theirs Now, I am going to show you a couple more examples of pet peeves. I will post the comics. The words ‘annoying,’ ‘annoyed,’ or ‘bother’ should be highlighted in the comics. I will read the comics out loud, explain them, and ask questions about them to assess the students’ understanding of the vocabulary word.

**Comic #1**

Remember, a pet peeve is something that a person finds annoying or bothersome.

“Can someone tell me what the woman’s pet peeve is? What does she find annoying, what is bothering her?”

Students will reply, “The man does not replace the toilet paper” or “The man leaves a sheet of toilet paper on the roll.” If students are off the mark, I will help point out the key words that define pet peeves and explain.

“Correct, the woman’s pet peeve is that her husband does not replace the toilet paper roll when it runs out. He just leaves one sheet of paper there.”

Okay let’s look at another comic.

**Comic #2**
I will just read the comic to the class.

“What is the woman’s pet peeve?”

After student replies, I will restate the pet peeve and point out the definition of pet peeves. The woman’s pet peeve is that her husband ‘fiddles with,’ or ‘plays with,’ his moustache. It annoys her or bothers her when he plays with his moustache.

Okay, let’s look at one more.

Comic #3

“What is the lady dinosaur’s pet peeve?”

The class will give their responses, and then I will discuss the picture. Then, I will read the comic. We know the lady dinosaur is annoyed that the other dinosaur is flossing his teeth at the table. Look how annoyed she looks because he’s flossing at the table.

Now that we have looked at some examples of pet peeves, and I have given you an example of my pet peeves, remember people using cell phones in movie theatres. What are some of your pet peeves? I will let students list a few of their pet peeves, and then I will move onto the next vocabulary word: Grammar. I will move the Pet Peeves to the side of the board along with Teacher Question #1 and the comics, so it is not in the center. I will also place Grammar into the center of the board.

b. Introduce New Vocabulary: Grammar [10 minutes]

Don’t forget the definition of pet peeves, because we’ll be using it later. Alright now, we are going to learn another vocabulary word: grammar. I will point to the word and say ‘grammar’ in a loud and clear voice. Each time I say the word, I will emphasize its pronunciation. On the count of three, I want everybody to say, ‘grammar.’ I proceed to count: one, two, three 'grammar'. I will ask them to repeat if a few students participated or if I hear a mispronunciation. Then, I will call on two or three students to say the word to keep students’ attention and focus. Again, while the kids are saying 'grammar', I will continue to point to 'grammar' on the board.

"Sydney, can you please say the word grammar." "Good!"

"Ashleigh, can you please say the word grammar."
"Good!"

Now, I’m going to give you 30 seconds to discuss with your neighbor what you think 'grammar' means. Then, we’re going to share our thoughts. While the students
I am going to talk about grammar. I will put at least 10 lines stemming from ‘grammar’ to give the students of an idea of how many answers I will be expecting. After about 20 seconds, I will tell the class that they have 10 seconds left before sharing.

Now, who can tell me what words come to mind when you hear the word ‘grammar’? Sharing responses will be voluntary. I will not pick on students to share their thoughts in order to avoid singling students who are still unsure about the word.

Some students might reply, "It is something you use when you are writing," or "period, question mark, comma." I will write the responses on the board in the lines stemming from ‘grammar’.

"Great, these are all related to grammar." As I am saying this I will walk over and tap Teacher #2 on the shoulder.

Now, I would like Teacher #2 to ask me a question. "What is grammar?"

That is an excellent question, Teacher #1 asked, "What is grammar?" It is important to repeat the question in case other students did not hear. Grammar is, "the study of the way the words of a language are put together and used for communication" (Wordsmith.com). It is kind of like glue holding the language together. I will say the definition and then I will post the definition on the board. I will repeat the definition again as I am pointing to it. After answering the question, I will ask Teacher #2 to pass the question to another student.

Teacher #3, what is your question?

Teacher #3 replies, “Can you please give an example of grammar?”

Before giving examples I will post or uncover the examples of grammar one by one. I will ask the student to pass the question to another student. Grammar is using appropriate punctuation and sentence structures in writing. For example: A. Use a question mark when someone is asking a question and use a period when making a statement. What is your name? I like to eat ice cream. B. Using a capital letter at the beginning of a sentence. Bob went to the store. C. Use an apostrophe when showing possession. The dog’s food is smelly. Ms. Simmons’ cat is green. Notice that the apostrophe comes after words that end in –s. D. Use ‘an’ before a vowel and ‘a’ before consonants. I ate an apple for lunch. I saw a fish in the pond. E. Use the correct verb tense in a sentence. The class walked to the lunch room (past tense). Jim runs to the bus stop in the morning (present tense).

Who is Teacher #2? A new student raises her hand. Ask your question again.

Teacher #2 asks, “What is grammar?”

We just learned that grammar is “the study of the way the words of a language are put together and used for communication.” Grammar is like glue that holds the English language together.
c. **Grammar Letter Model** [15 minutes]

Now that we have learned about grammar and looked over a few examples, Teacher #4 can you please ask your question? *This time I will collect the question instead of asking the student to pass it.*

**Teacher #4 asks, “Why is grammar important?”**

The question is, “Why is grammar important? Before I answer this question, can anyone tell me why you think grammar is important? *After hearing a couple of responses from the class, I will tell the students why grammar is important and post it onto the board.* Grammar is important because it allows us to communicate better. Grammar helps make our message in our writing clear. Without grammar it can be difficult for people to understand another person’s writing.

When we are writing, it is important to use appropriate grammar, because we do not who will read our writing. We do not know what kind of grammar pet peeves a reader might have. Remember our vocabulary word ‘pet peeves’? These are things that annoy or bother you. If we write something using grammar that doesn’t make sense, it could bother the reader and readers might make assumptions or judgments about you.

My grammar pet peeves are run on sentences. *I will write post these on the board.*

**Run-on-sentence:** The sky is blue, and they are full of many white clouds and they look fluffy.

**Much better sentence:** The sky is blue, and it is full of fluffy white clouds.

Another grammar pet peeve I have is when people mix up there/their.

The word **there**, with an –ere- is used when showing direction. It is an adverb.

He parked the car over **there**.

The word **their**, with an –eir, is used to show possession. It is used as a possessive adjective.

The girls wanted to play outside, but they lost **their** shoes.

Okay, now that I have given you all examples of grammar pet peeves, you have 15 seconds to tell your neighbor what your grammar pet peeves are. Then, I will ask you to share. *The students will share with each other their grammar pet peeves. I will listen to make sure students are on track and understand. When we share, I will assess the students and make sure they are really grasping what a grammar pet peeve might be. If they students are suggesting non-grammar pet peeves, then I will give them more examples of grammar pet peeves. I will write a few of the students’ grammar pet peeves on the board.*
Now, I am going to read a letter I wrote to the class, which is posted in plain sight. I am going to read the letter three times. The first time I read the letter, I only want you to listen to how it sounds. The second time I read the letter, I want you to follow along and see if you can spot or recognize any grammar mistakes. Look for the grammar pet peeves. When I read the letter a third time, I want you make corrections to the letter.

Dear students,

What is your favorite color. my favorite color are green. I dont like the color blue because it makes me sad. Yesterday, I see Bobs dog weared a sweater green. also like trees because they have green leaves.

-Ms. Simmons

If I gave this letter to you, what would some of your thoughts be? Some students may say that it was difficult to understand, others may say that there are a lot of grammar mistakes. I would list some of their thoughts on the board. Then I would re-emphasize the importance of using good grammar. As you can see, my letter did not sound very good. Some of you thought I sounded weird, and some of you guys recognized the grammar mistakes I made. This is why using grammar is important.

Teacher #3 can you please ask your question. I will collect this question.

Teacher #3 asks, “Why is grammar important?”

The question is, “Why is grammar important? Grammar is important because it allows people to communicate better. Grammar helps make our messages in our writing clear. Without grammar it can be difficult for people to understand each other. If people have grammar mistakes in their writing, someone may make assumptions or judge them based on their mistakes, just like you thought I sounded funny or weird in my letter. My grammar mistakes made my message unclear.

I will now hand my letter to the students before the second reading so they can identify the grammar mistakes. I will read the letter a 3rd time, just so the students can have another look through the letter.

Before we correct the letter together, I am going to give you 2 minutes to compare your grammar corrections with your neighbor. Remember to think about grammar pet peeves. See if you both corrected the same grammar mistakes and which grammar mistakes you both missed. After 2 minutes, proceed to correcting the grammar mistakes as a class. I would correct the letter like a read-aloud, and I may ask students to help me as I correct too.

Now, let’s go through my letter together, and fix my grammar mistakes.

Dear students,

What is your favorite color. my favorite color are green. I dont like the color blue because it makes me sad. Yesterday, I see Bobs dog weared a sweater green. also like trees because they have green leaves.

-Ms. Simmons
I would go through the grammar mistakes with the students, guiding them through the example. A student may notice these mistakes: The first sentence is a question, but it has a period. Therefore the period must be changed to a question mark. The second sentence needs a capital letter, and there is a plural verb used to describe a singular subject. There is also no apostrophe in the contraction ‘don’t.’ In the third sentence, a present tense verb ‘see’ is used when the event took place in the past, which means the verb must be changed to ‘saw’. Bob possesses the dog, so there needs to be an apostrophe between ‘b’ and ‘s.’ In addition, ‘weared’ must be changed to ‘wearing’. The order of ‘sweater’ and ‘green’ should be switched because in English adjectives such as green must precede nouns. The final sentence is fragment because it is missing a subject. Therefore, a subject must be inserted, and ‘I’ would make sense here.

d. Small Group Practice [13 minutes]

Okay, now I am going to give you a handout worksheet, "Grammar Time". Attached to the worksheet will be each student’s journal entry from yesterday. At this point I will hand out the worksheet. This worksheet will be turned in tomorrow. The more you complete in class, the less homework you will have for tonight. So use this class time to ask questions and finish this worksheet.

Okay, so I am going to read the directions first. I will read the directions for each part and explain further. With your neighbor, I want you to try to do 1-4 in class. For 5, 6, and 7, I want you to work independently. 7 says that you are to read the journal entry you wrote yesterday and correct the grammar mistakes. Make sure you pay attention to spelling, punctuation, and sentence structure. Makes sure your writing sounds clear, because we do not want people to make the wrong assumptions or judgments about us based on our writing. Take your time and read the directions and the passage carefully. Raise your hand if you have any questions. Let students work. Also, walk around and answer questions that students may have. I will also put the homework on the board: Finish Grammar Time and Correcting Journal for Grammar Mistakes.

3. Conclusion to the Lesson [5 minutes]

For this activity, I will ask students to move their desks back. They will be seated facing the board once again.

As the conclusion to the lesson, I will ask the students questions about what we learned today. I will also re-state the answer that the students say to the entire class. Students can use their surroundings or friends for help in answering any of the questions.

Okay, it is time to review what we learned. Let's see how many review questions we can get through before the bell rings. Yesterday we were able to review 4 out of 6 questions. Let's try to get 6 out of 6. Your homework is to finish the ‘Grammar Time' worksheet and fixing the grammar mistakes in your journal. I will point to the board because it will be posted there.
1. We learned two new vocabulary words- who can tell me what they are? Pet Peeves and Grammar

2. What does the expression ‘pet peeve’ mean? Give me an example. It is something that is annoying or bothersome. Students can name anything that they find annoying. Ex. People walking with untied shoes.

3. What does the word ‘grammar’ mean? Give me an example. Grammar is the glue that holds the English language together. Grammar is the study of the way the words of a language are put together and used for communication.

4. Why is grammar important? It is important for us to pay attention to grammar, because it is important to write clearly so people do not make harsh judgments about us.

5. Can someone give me an example of a ‘grammar pet peeve”? Students can name any of the examples used in class. For example, using their/there.

6. What kinds of grammar mistakes did we find in my letter? Students can name any number of mistakes found in the letter.

I will continue to ask more questions until the bell rings. Any questions that we did not get to, I will use for review in the next lesson. If I get to all questions before the bell rings, I will re-use the same questions for review.

ASSIGNMENTS/ASSESSMENTS

In order to measure student learning in this lesson, I have used a couple of assessments. The point of this lesson is to make sure that students understand the importance of paying attention to grammar, and making sure that they can spot grammar mistakes. In addition, the lesson also focuses on developing students' awareness of judgments that others might make based on their writing.

Throughout the lesson, I have mini-assessments, where I will ask students to identify the vocabulary. For instance, when learning the vocabulary word 'pet peeves', I asked the students to identify what was making the lady annoyed. I also asked the students to tell me their pet peeves. In addition, I followed a similar concept when the vocabulary word 'grammar' was introduced. I asked the students to list some of their grammar pet peeves. Asking the students to give their own examples and share them with the class allows me to understand if they are grasping the information. Moreover, it is easier for the student to remember their own examples than to memorize the teacher examples. As for a large assessment, I had students correct the grammar mistakes in the teacher letter. As we corrected the letter together, I was able to see if students were able to identify the grammar mistakes. The assessment also allowed me to determine if the students needed extra help in understanding the concept of grammar, as well as if they are prepared to identify their own grammar mistakes within their journals.