1. In chapter ten, Farris discusses the large topic of grammar. First Farris talks about standard and non-standard English; Standard English is the most common and preferred use of the English language while non-standard English is used more with newscasts and documentaries. The issue arises when children learn to talk like the people around them and they learn to write the way they talk. Next, Farris covers the systems of grammar which includes traditional grammar; Latin based; structural grammar, which is descriptive, and transformational generative grammar, which is both syntax and semantics. Next, Farris discusses grammar instruction and how students should not be learning grammar by exercise textbooks but by incorporating grammar in their writing. It is important to integrate mini-lessons that cover punctuation such as periods, question marks, and exclamation points. Lastly, Farris talks about the revision process; it is important for students to be able to use editing marks to help them in revising their drafts.

2. “…children become aware of their own grammatical errors largely through writing” (p. 420). I like this quote because before this class my initial reaction on how to teach grammar was by exercise books and repetition. Now, I am convinced that I will guide my students but they will truly do the self learning and self correction and having a pressureless atmosphere is key to this success.

3. I really like how Farris includes resources. I have never had a book that is so detailed in their research and Farris is not afraid to suggest other resources. A perfect example is on page 433 when she introduces Ruth Heller and her series of language books which provides examples of parts of speech. I think this is great for me, a future teacher, and not only do I have Farris’ book but I have resources within a resource.

4. For each chapter Farris includes extra integration information and this chapter it can be found on page 423. Farris is very away of ELL and ESL students and what things a future teacher may encounter in a classroom. There are tons of examples and situational examples that are very realistic.

5. Today in class we reviewed our midterm questions and one thing I really liked was his attention to technology. I loved his pictures and animations because I know from prior experience that repetition of PowerPoint after PowerPoint can be very boring and the illustrations really made me focus on the topic. Also, I like how Dr. Walker doesn’t over use Powerpoint and isn’t repetitious with his teaching practices.

**Comments**

1. Grammar, mini-lessons, punctuation, and a review of revisions and editing; your summary is quite thorough.

2. I like your idea of guiding your students in their development of grammatical skills. Yes, this kind of teaching leads to a pressureless learning environment that builds achievement and understanding.

3. I plan on sharing my Ruth Heller books tomorrow! Enjoy!!!

4. I agree, Farris is a master when it comes to including ideas to reach the ELL students.
5. I appreciate your acknowledgment of my attempts to not overuse PP or hopefully any other teaching technique.

Thursday, 06/03/2008 4:35 PM by DAVID

1. Good summary, you covered all the main points covered in the chapter.

2. I thought the same way at first too, but now I see that writing and experience is the best way to teach and learn grammar.

3. I agree. This is a book I will definitely be keeping because of all the resources and examples it includes.

4. I cited this is one of my blogs as well. I think she includes excellent examples and ways to incorporate ELL and Special needs students into the language arts curriculum.

5. I think reviewing for the midterm was extremely helpful and I felt prepared and less nervous. I knew the answers and realized just how much I have learned so far.

Thursday, 06/19/2008 2:11 PM by Melissa

Christine (permalink)
Created on Monday, 06/02/2008 11:09 PM by Christine

1. Chapter ten of Farris is about grammar. Children come to school already having exposure to grammar even without being instructed. Most languages have their own grammar. Grammar and usage are often confused with one another. Grammar is the rules of word and sentence formation while usage is the selection of the appropriate word in a sentence as dictated by society. There are three grammar systems which include: traditional, structural, and transformational grammar. Traditional grammar is what is used in classrooms today. It is where the parts of speech and sentence types derived from. Structural grammar is the attempt to separate the study of structure from meaning. The theory of transformational generative grammar is that sentences can be transformed to make new sentences. This is where students take a few small sentences and turn them into longer sentences. Farris explains that students should not be taught grammar through textbook exercises. It is more effective to have students analyze sentences from children’s literature than it is from a textbook exercise. Grammar should be taught in short mini lessons where the students can bring their own examples to the lesson. Punctuation is the first part of grammar that children begin to understand. While teaching grammar, such as nouns, pronouns, verbs, adjectives, adverbs, and conjunctions, students should be encouraged to write often in pressureless situations to improve grammar. The revision process is also essential in learning about grammar. Students need to proofread their work to make sure everything makes sense. After proofreading, students can edit their work. Teachers should model how to proofread and edit by putting their own work on a projector and showing the students how to edit.

2. “By encouraging students to bring such examples to the mini lesson, they will be more eager to engage in the mini lesson.” (pg 416) I liked the idea of telling students what mini lessons will be done in class so that they can find material that relates to what they will be learning. When they bring their own material to the lesson they will be more interested in what the lesson is about.

3. I liked how this chapter talked about “slotting”. Instead of deciding a word by its meaning of being a person, place, or thing, the words are chosen by their function in the sentence. This was something I found interesting because it is something we did not do when I was in elementary school.

4. I learned the difference between grammar and usage in this chapter. As simple as it seems, the two terms can be confused with one another. Reading this chapter made that clear.

5. I enjoyed the mad libs activity that we did in class today. It reminded me of reading about “slotting” as I talked about in number four. The activity caused laughter in the class which is always good.
1. Your summary is super and I agree, we need to model our revision and edits for the students. We must show them that we too see writing as a process.

2. Yes, include the students' ideas and use show-and-tell-like methods to encourage the children to make the learning environment truly theirs.

3. A fine use of schema, use your past experiences that you enjoyed and learned from.

4. I am pleased that the text is teaching you content that you had not previously considered.

5. I agree, laughter lightens the load of learning and builds the learning community.

1. Your summary is really complete and informative. It's great that you kept everything to the point and short, yet included everything.

2. I think any examples in the classroom motivate students, especially the teachers'. It is important as Dr. Walker mentioned that the students know everyone is capable of making mistakes, including the teacher.

3. This was also the first time I ever heard of slotting. We never it in elementary school either but I am glad I was exposed to it now.

4. I always found grammar to be confusing even up until this point. It is something that easily confuses younger students as well and should be taught with enough time that it could be well understood.

5. It was definitely fun doing the mad libs! I remember doing them when I was younger as a review of grammar!
listening, reading and writing, intertwined.

2. "By gaining familiarity with grammar, a child discovers how to speak and write more effectively, efficiently, and precisely" (p. 411). I think this is true like with anything, becoming more familiar with something, you get it better and do whatever it is with better knowledge. Things start flowing and connections are being made in the brain more.

3. I liked the Madlibs activity we did in class today. Adding laughter and another element of fun to learning is always a good idea! Having us do it, share it, and have some to take with us to share was nice too.

4. I enjoyed reading what teacher Kyra Fetchina had to say in the beginning about teachable moments and how to introduce skills. I will look up the book recommended for quotations.

5. I enjoyed the "I like" activity on page 421. Patterns and poems are wonderful for teaching. This will help them develop adjectives and phrases.

Comments

1. I like your term *intertwined* when it comes to grammar being taught using the various language arts. ELL students have a great deal to offer as many students can learn how different languages have differing rules related to grammar and sentence structures.

2. Yes, let's get the learning to flow as we all become familiar with the language and its usage.

3. Make learning experiences fun, fruitful, and often have students take something away with them.

4. Teachable moments catch the learning when it is fresh and the students are ready to learn something. These are magical times in the classroom.

5. Yes, the bug poem was inventive and clearly enjoyed by the students. Let's create patterns and use our parts of speech for writing poetically.

Tuesday, 06/03/2008 4:26 PM by DAVID

Samantha (permalink)
Created on Monday, 06/02/2008 10:38 PM by Samantha

1. Farris's Chapter 10 is all about grammar. As young as preschoolers use grammar. Farris defines grammar as the "structure of a language". Every single language has their own grammar. The more a child knows about grammar, the better their speech and writing will be. However, children can not grasp the whole idea of grammar until the ages of 11 or 12. There are 3 systems of grammar -- traditional, structural, and transformational. Teachers have to remember that grammar brings anxiety on children and should teach grammar in mini lessons. The next section is about teaching punctuation. Punctuation is the first convention of grammar that children understand. Periods, question marks, exclamation points, apostrophes, commas, and quotation marks are the punctuation which were described and had detailed information of their use. The revision process, which consists of proofreading and editing, was lastly discussed.

2. " However, to understand the rules of grammar, a child must be able to think in abstract terms. Most children fail to possess this cognitive skill until the age 11, or 12 or even later" (p.411). At first glance this quote puzzled me. I thought for sure that children under the age 11 would have the cognitive skills to understand such a thing as
grammar. But after thinking about it, I thought about Piaget's Theory of Cognitive Development and that children do not begin abstract reasoning in the formal operation until they are the age 11. At first the age 11 seemed too old for me, I figured children as young as maybe even 1st graders would be able to grasp the concept of grammar. I'm sure they do to some extent, but not at formal operation where they can think abstractly.

3. Going over the mid-term today, I felt was extremely beneficial. As Dr. Walker mentioned today, some people may not agree with this but after going through the test everyone pretty much knew all the correct answers anyway. He also mentioned how we did not cover all the material he would've hoped to and it would not be fair to just put it on the test without our knowledge. I find that under the right circumstances, showing of the exam before hand can be very beneficial for the students.

4. I appreciated the showing of School House Rock today. Not only did we watch it but Dr. Walker modeled the correct way of showing a video. It was a very good point to bring up that 'Fun Friday's' are not to be days when the teacher is tired and just puts in movies all day long. When showing a video it must also be beneficial and educational for the class. Also, Dr. Walker said only to watch I believe it was 7-10 minute clips and then ask questions and recap on what the children have learned, do not just play the whole movie from start to finish without pausing in between.

5. Doing the Mad Libs today in class was fun. I remember doing them in school! It is a good, fun way to get the students' minds working without them even knowing. They need to know the difference between adjectives, adverbs, nouns, verbs etc. It is fun at the end to see what actually makes sense in the story.

Comments

1. An all-inclusive review of the chapter focusing on the intricacies of writing relating to grammar and punctuation marks. Revision and editing are also important aspects to a writer's toolbox.

2. I agree with the levels of Piaget and think introducing grammar as part of writing and encouraging students to learn it in an integrated manner allows them to understand these advanced abstractions. Too much focus solely on grammar at too early an age is wasted instruction because many children are not developmentally ready yet.

3. Thank you for your supportive words related to the review of the mid-term.

4. Exemplary teaching practice that is not always heeded. Please remember to incorporate it into your teaching, too.

Tuesday, 06/03/2008 4:18 PM by DAVID

Ashley Post on June 2 2008 (permalink)

1. In Farris, chapter 10 deals with grammar. Just like the chapters we have already read, the chapter is explained very well. There are three different systems in grammar. **Traditional grammar** provides the parts of speech: nouns, pronouns, verbs, adverbs, adjectives, conjunctions, prepositions, articles, and interjections. Also with traditional grammar, the sentences are classified as simple, compound, complex, and compound/complex. It is broken down even further to the sentence types being classified as declarative, interrogative, imperative, and exclamatory. Next is **structural grammar.** This is where more focus is put on the syntax, structure of a sentence and semantics, the meaning of a sentence. Both of which are important. **Transformational generative grammar** is when a simple sentence can be transformed into a new sentence. It gave this example in the book: The bike is red. The bike has stripes. Now put the two together and you have The red bike has stripes or The bike is red and has stripes. The chapter then proceeds to discuss the teaching of grammar. It leads into the teaching of
punctuation, such as periods, question marks, etc. Don't forget that the parts of speech need to be taught as well and it's says that in grades K-2, the focus should be placed on how the word is used in the sentence. Students will gain more out of grammar instruction if they experiment with it on their own and recognize what works and what doesn't. At the end, Farris briefly goes into talking about the revision process. Basically, it says that when children review their work or the work of others, the students should pay attention to both content (ideas and organization) and mechanics, which is grammar, usage, and spelling.

2."...teachable moments," that is, teaching skills spontaneously as students ask questions or as errors occur" (pg. 409). Teachable moments are the best. The teachable moments allow the learning time to be broken up and less cut and dry. Children don't pay attention for long periods of time, so when the chance arises to say "Oh yes, remember when...", or "Remember when we talked about...well....", these are great opportunities to grab ahold of the children's attention again.

3. Today's class was really awesome! The School House Rock tape on the parts of speech is a really great invention. Although for some, the segment we watched was overwhelming, little kids soak every bit of that kind of stuff right up. I feel as though that it is a great way, along with your own teaching, to teach children whatever the particular subject with these resources. It's upbeat, the phrasing is catchy and again, children get right into it.

4. Another thing I liked about today's class was the Mad Libbs. I enjoyed doing these when I was younger and okay, I still LOVE to do them now. I believe that this could easily be used in the classroom to further expand the students' knowledge on the parts of speech. Not only does it familiarize the students with the parts of speech but it allows the kids to be some what silly and allows them to have a good time while still learning.

5. Reviewing for the mid term went very well. I mentioned to Dr. Walker after class that I feel as though I am learning more in this short period than I would have in a full, regular semester. The mid term is in two days and although we just started, we have learned so much. For me, with the help of the RDE's and the reinforcers in class, it has allowed me to retain almost everything I've learned. I'm ready for the mid-term, bring it on!!

Comments

1. Watch your misspelling of grammar. A nice overview of the three types of grammar and how it should be introduced and taught.

2. Yes, grab ahold of the children's attention by allowing "teachable moments" to occur. Here we meet the needs of the students in the moment.

3. Yes, it is complex. However, we rewind it and play it over and over and the students do soak the concepts in and learn about the parts of speech in a deep way.

4. Madlibs are fun and unique ways to review and to check the comprehension of the various parts of speech. Used incorrectly, the Madlib will not make sense.

5. Thank you for your vote of confidence that the RDEs are having a positive affect on your learning.

Tuesday, 06/03/2008 4:12 PM by DAVID

1. This is a clear summary of the chapter. I like how you highlighted the important topics.

2. I like seeing these "teachable moments" during classroom observation.
3. I also think the School House Rock videos are great. Kids can learn so much from these.

4. I enjoyed the mad libs activity too. I think this is something I will use in my classroom.

5. I agree. I have learned so much in the short time we have been in class and from doing the RDE's.

Monday, 06/09/2008 7:48 PM by Christine

Lisa (permalink)
Created on Monday, 06/02/2008 5:51 PM by Lisa

1. This chapter starts out by explaining the difference between grammar and usage. Farris says that grammar refers to the rules of language and usage refers to the preferred word choice by society. When students become more familiar with grammar and usage, their speaking and writing becomes more effective, efficient, and precise. Grammar is made up of patterns and rules. There are several different types of grammar: traditional grammar, structural grammar, and transformational generative grammar. Traditional grammar is derived from Latin and created the parts of speech, how sentences are classified, and the types of sentences. Structural grammar attempts to separate the study of syntax and semantics. Transformational generative grammar uses both the syntax and the semantics together. Teachers should teach grammar in short mini lessons and have the students analyze a sentence from children’s books, rather than their own writings. Teachers should start teaching grammar with punctuation, apostrophes, commas, and quotation marks. Grammar should be taught to ELL students in an oral manner before written. The chapter ends talking about editing. The teacher should demonstrate how to edit using her own writings. She can use the editing symbols and explain what each one is for.

2. “...grammar should not be taught in the artificial world of English grammar exercises but in the context of speaking and writing, which take place daily in the classroom.” (412) I like this quote because I feel that children will learn more when they are actually performing the task rather than doing written drill work. The will also give the student students a chance to learn grammar in different content.

3. I like how the chapter explains the order in which grammar should be taught. This helps me understand when the students should already know in each grade.

4. I think that a list of the editing symbols would be useful to pass out to the students. This way they can refer to it in the classroom and when they are writing at home.

5. I enjoyed playing with the tanagrams in class; it reminded me when I was in elementary school. It was also fun to try to put them together using peers directions. Actually putting them together rather than just reading the steps was easier to see if the steps were correct.
1. Very nice, complete summary. I like how you briefly explain about each of the three types of grammar.

2. I completely agree with you on this quote. Just make sure to reread your work, some mistakes in the last sentence. =)

3. I also agree. This kind of goes with how Dr. Walker explained today that nouns should be taught first then pronouns, then adjectives because they describe the noun and etc.

4. I agree, it can also help when doing peer editing in the classroom. Perhaps during a Type 4 writing.

5. I also wrote about the tanograms a few blogs back. I found them very fun as well.

1. I agree with Samantha, your summary is clear and focused around solid ideas. I like how Farris parallels Collin's work and expands into the other needed areas of the Language Arts.

2. Yes, let the students perform the grammar rather than just do drill and kill methods of learning.

3. A clear list of events to help students learn all there is to know about grammar and how to use it properly.

4. A good reference list of editing symbols, mark it.

5. Yes, the kinesthetic aspect is quite nice and often overlooked and classrooms. Viva la difference.

1. Yes, great summary. It is important to grab ahold of the main ideas and discuss the main points. I like how you did this and explained in brief but very specific detail about the types of grammar.

2. I agree. Just the drill work alone will not help the student with his/her grammer usage. Children do indeed need to talk, in moderation, but enough for dialouge to take place and for proper grammer to be "heard" rather than seen.

3. It is very helpful! With some things there is an order in which something should be taught. I like how this is pointed out.

4. Definetly! This is an awesome tool to have available for the students not only in their desk at school but for their take home folders. This is a great way for childern to become familiar with proper editing symbols.

5. I enjoyed the activity too. I remember using them when I was in school and right away I put it together because for some reason that was something that stuck. Great tool for the kids to use not only for shape recognition, but great for motor skills and a great way to have them use their imagination.
1. Chapter 10 begins by describing the difference between grammar, the rules of word and sentence formation, and usage, the preferred word choice or use by society. It is sometimes difficult for students to understand and use Standard English properly because of society's use of Non-Standard English. Many students hear standard English at school and then when they go home or out with their friends they encounter non-standard such as slang terms and words that have double meanings. This can often be confusing for children causing problems distinguishing between the two. There are also three systems of grammar including traditional, structural and transformational. Traditional grammar is Latin based, and this is where we get the different parts of speech from. Structural grammar is descriptive, and instead of classifying words according to their meaning, they are classified according to their function. Finally transformational grammar includes both the function of words and also their meanings. We also learn that grammar should be taught through mini-lessons and not be strictly book based. Research proves sticking to the book does not promote learning. Children need to be informed prior to the grammar lesson what they will be completing and encouraged to bring in examples from other children's literature books that they can use during the mini-lesson. Teaching punctuation follows the same rules. Students will only get better and understand punctuation through their own writing. We then go on to read that there are six parts of speech that children need to become familiar with in elementary school: noun, pronoun, verb, adjective, adverb, and conjunction. The chapter also discusses the difficulty that ELL students have with learning the English language and how they tend to say only one or two words for complete sentences at first. It is a long process for them to be able to get to the point of carrying on a full conversation and will take them years to be proficient in all areas of language arts. Finally we read about how important editing and proofreading are to the writing process. It is of equal importance to pay attention to both the content as well as the mechanics of the piece you are editing and when editing, think of yourself as a reader and drafter of the piece, not simply just the writer.

2. "...Children learn to talk like the people they see themselves as being. They learn to talk the way their friends talk" (p. 412) This quote relates right back to what Dr. Walker was talking about in class last week and that is the first thing that came to mind when I read this. Children are a product of their environment, and they will repeat things that they hear, both good and bad. This also refers to their grammar and speech as well. Each culture and race has their own way of speaking, including different slang terms and words that have multiple meanings. When children grow up speaking like this, they think this is what is right and when they go to school it is hard for them to learn and understand the difference between what is grammatically correct, and what they know to be correct.

3. I really enjoyed the review for the mid-term exam today. Not only because it takes a lot of stress away from taking what is normally such a stressful test, but because it is refreshing to know that reading the text has prepared me to take this exam. I am also guilty of not reading texts if I can get away with it but now I see the importance of the RDE's because even without the review, I feel as if I would have been fully prepared to take the exam because I know the material from reading the book.

4. Incorporating mad libs into your classroom is a really good idea in order to teach children grammar. I know when I was little I hated grammar and always having to do the problems in the book or worksheets over and over again. This helps students to get motivated and presents the material in a way they may have never seen before. I also really liked how we were able to read the mad libs out loud first and have fun with them instead of just filling them in and going right into a lesson on the parts of speech. The students were able to "play" first.

5. After reading the part in the chapter about proofreading and editing, I realized just how much I do not reread my papers or assignments before I hand them in, and understand what a bad habit that is. I think this is because I never had the opportunity when I was younger to use a one-foot voice in my classes and it is strange to hear myself talking out loud when editing a paper. But from all of the activities and writing we have done in class so far, I find myself becoming more comfortable with the process and hope to continue to do so with my future writing projects.

Comments

1. I like how in your summary you talk about how grammar should be taught in mini-lessons. I think that this is a good way to cover this topic. Grammar can be very tedious and students can lose interest fast.

2. I agree with this quote as well. Children spend more time with their family and friends then they do in language arts class. Therefore they will begin to talk they same way as them. This is
why we as teachers should model proper English as much as we can.

3. I liked the review. Not many teachers will do that for us. It’s nice that Dr. Walker recognizes that we stress over a test.

4. I personally have never done mad libs. It was a lot of fun and a nice relaxing way to review grammar with the students.

5. It is very important. I always find a few errors and I am glad a I read it over.

Monday, 06/02/2008 6:02 PM by Lisa

1. I like your idea of asking the student to think of themself in a dual role, that of the reading and the editor. Your summary is quite thorough and focuses on the mini-lesson concept nicely. I also try to use the ELL student to relate their experiences with foreign languages to the grammar of English. It is humbling for American students who only speak English to hear another language being spoken and used for communication.

2. We must assure our students of the accuracy of our teachings. Our English need to be impeccable in both verbal and written forms.

3. I appreciate your honesty related to reading and feel confident that everyone who is keeping up with the readings and their RDEs will earn superior grades on the mid-term.

4. I agree, there is enough to hate in the world without children hating school or learning. Let children play with the language and develop solid skills that last them through adulthood.

5. I am so happy to read that you are finding yourself as a writer to be more comfortable as your learn to improve both your skills and your teaching.

Tuesday, 06/03/2008 4:02 PM by David

Jen (permalink)
Created on Monday, 06/02/2008 3:24 PM by Jennifer

1.) Grammar is defined as the structure of a language and is considered a convention of language. Each language has their own type of grammar. Traditional grammar adheres to precise rules that is derived from the Latin language. Structural grammar is descriptive and separates syntax from semantics. Words are classified by their use or function instead of their meaning. Transformational generative grammar includes syntax and semantics but also consists of rules. Grammar should be taught as part of listening, speaking, reading, and writing through activities and examples provided by the teacher. Sharing examples with students helps them better understand grammar and how it can help them improve their own writing and speaking. Students need to be fluent in both their oral and written language which means they need to be knowledgeable about the rules of grammar.

2.) “…grammar should not be taught in artificial world of English grammar exercises but in the context of speaking and writing” (pg 412). I think this is something that schools need to keep in mind. Growing up I remembering how much I hated grammar exercises and while visiting today’s schools I have seen students still have to complete these boring exercises. I think that as teachers, we need to make learning not only meaningful and fun.
3.) I liked how this chapter connects English grammar with Latin. I took Latin in high school and I feel like it is important for us as teachers to be know where our language is derived and understand its origins.

4.) On page 417 is an example of student writing using exclamation points. I loved how she randomly placed them inside her sentence. As a teacher, this would show me that this student is ready to learn the proper way to use exclamation points. This could be turned into an FCA for the student’s next writing piece.

5.) I still love school house rock and was very excited to watch it today in class. I am determined to go out and buy it now because I feel like it is a great way to get students interested in grammar.

Comments

1. very detailed summary- good definitions to refer to and a good resource to use in the future. You really are straight forward and picked out the major points in Farris’ chapter.

2. I can totally connect with what you said about hating grammar exercises- I hope we don't all become those teachers and fall into teaching practices that we were taught with.

3. wow- thats really neat- I never had the option to take latin in highschool or else I would have. I think having that previous knowledge could be very benefical in your class and something neat you can add into your teaching practice- kids are fasinated by things like that.

4. I think that is something that could actually happen in your classroom- isn't it funny how you see something like that and automatically apply your new knowledge of FCA's!

5. I thought it was funny b/c I thought Dr. Walker was just bringing it in to show us a resource but he actually played it! I really want to buy it for my classroom too!

Monday, 06/02/2008 11:12 PM by Kylie

1. Good summary - you included the important parts of the chapter and did so in a concise way.

2. I too hated grammar exercises. I think that it is wonderful that this book stresses that grammar should be taught by doing, not by completing boring exercises.

3. I took latin in high school as well. I thought it was very difficult, but it helped me very much in my SAT’s and still helps me to understand words today. Many words are derived from Latin, and if you know the latin word this can give you clues to figuring out a word you might not know.

4. I love that there are so many connections between everything we do in this class!
5. I thought the same thing about going out to buy School House Rock! As soon as Dr. Walker mentioned it, I began to sing the songs in my head, and I realized that if I can remember them from 10 or more years ago, then this must be a great way to teach students!

Tuesday, 06/03/2008 9:19 AM by Zoe

1. I felt that your summary lacked some significant aspects from this chapter. Try to write more specifically to the pedagogy of how to instruct grammar.

2. Yes, I agree with you, learning must be productive and fun. Unmotivated students do not learn as well and master less than their motivated classmates.

3. Latin is the key to our language and many schools have stopped teaching it as a subject. What will future students do to unlock English with the key?

4. A fine way to develop an FCA appropriate for a student. Collins would be proud of your statement.

5. Neve just show a cassette and then not show the actual clip. Bring the learning alive and vary you teaching to reach as many learners as possible. I am pleased to note that so many students enjoyed and intend to use the Grammar Rock in their classrooms.

Tuesday, 06/03/2008 12:45 PM by DAVID

zoe (permalink)

Created on Monday, 06/02/2008 1:14 PM by Zoe

1. Chapter 10 discusses grammar, or the structure of a language. Every language has a grammar, defining the rules of word and sentence formation. When children become more familiar with grammar, they become better writers and speakers as well. There are three different grammatical systems that have been devised in the English language; traditional, structural, and transformational generative grammar. Traditional grammar is Latin based and prescriptive, structural grammar is descriptive, and transformational generative grammar incorporates both syntax and semantics. After explaining in depth the differences between these grammars, the chapter goes on to discuss grammar instruction and teaching. A good amount of the chapter is spent dealing with teaching punctuation, and there are specific details covering the teaching of periods, question marks, exclamation points, apostrophes, commas, and quotation marks. There are also some useful tips for teaching grammar to students who are English Language Learners, and the chapter closes with a section on the revision process.

2. "...children should write often in a pressureless situation, because time devoted to writing is more conductive to improvement of written language than time devoted to learning the concepts and terminology associated with grammar" (pg. 420).

I completely agree with this statement, and feel that it applies to many more areas of study than simply grammar. Children learn best by doing, not being told how to do. How can a teacher know what needs to be taught or focused on if they do not have real examples of work from the children?

3. I liked the example that was given in this chapter with the "I Like Bugs" poem. Sometimes it is easier for a student to think of adverbs or adjectives if they are given a format in which to place them. I sometimes had difficulties when teachers would just ask us to write a story with a specific number of adjectives or adverbs. I think the example given with this poem leaves enough room for children to still be creative, but enough of a format for students to not have difficulty with the assignment.

4. I thought it was great how the text used Larry Bird, a role model to many, to illustrate that anyone can have
grammatical problems or misunderstandings. It is definitely true that being unsure of something like grammar can cause embarrassment, but it is also nice to know that you may not be alone in your lack of knowledge about something.

5. I like that each chapter given such specific and real-life examples of what is being taught. The actual samples of writing enhance the chapters so much. I think that this book does an excellent job of bringing the text to life, and keeping the reader’s attention.

Comments

1.) Great summary

2.) I know that I learn more from doing! I get way to bored if I am told what to do and normally I don't do what I am told.

3.) I agree

4.) I have never heard of Larry Bird before reading the text but I agree, it can be embarrassing to not be knowledgeable about something.

5.) The real-life examples help me see how important this information is going to be when we are teachers.

Assignments need not be complex to be instructional. Here we provide the framework of bugs and then students generate the adjectives and adverbs and practice the use of newly discovered vocabulary that they now can categorize under new labels, i.e., adjective and adverbs. They also get to create poems as final products that may and should be shared, discussed, and/or even assessed.

4. The philosophy behind your reflection is supported by the fact that I, you professor, write right along with you when we are creating a writing assignment. We must demonstrate that we are all works in progress.

5. Many of your classmates agree with you, as do I, the examples of students' work really provides us with a wealth of understanding. The samples are also very motivational.
Chapter 10 focuses mainly on grammar which is said to be an integral part of language. Grammar is not only the structure of our language, but every language as well. With grammar there are also the various systems of grammar which includes the basic patterns or rules. Theoretically, grammar, when applied, explains the natural knowledge of a language that is possessed by every native speaker of the language according to Farris. The three systems of grammar include traditional, structural, and transformational generative grammar. Traditional grammar is derived from the Latin language and is prescriptive. Structural grammar is descriptive while transformational generative grammar incorporates both syntax and semantics (surface and deep structure) according to the text. Next, Farris discusses grammar instruction which is best taught in shorter, smaller lessons. She also discusses an effective approach to teaching grammar in five steps. These steps include (1.) introducing children to passages from children's literature, (2.) presenting passages from the classroom teacher's own writing, (3.) presenting passages from an anonymous child at the same grade level, (4.) presenting passages from a self-confident student in the class, and (5.) presenting passages from all students in the class on a regular basis. With punctuation being the first convention children understand, it is taught through periods, quotation marks, exclamation points, apostrophes, commas, and quotation marks making up the essential punctuation marks. The next part of teaching grammar in the classroom includes the six parts of speech, nouns, pronouns, verbs, adjectives, adverbs, and conjunctions. Farris also states that grammar instruction is most effective when students are required to use inductive reasoning to discover what works and what does not.

"Grammar is at once the more controversial of the aspects of the language arts and the least understood." (Barbara Stoodt) (page 409)

This quote really caught my attention at the very beginning of chapter 10 because of how true it really is. Grammar is something that so commonly confused and misunderstood but also something that is the structural part of every language.

In reflection to chapter 10, grammar is something that was always slightly confusing to me no matter how well I did with English or language arts in school. In elementary school, I would sometimes get confused on the six parts of speech but do well with punctuation. I think I would have understood it more if more time was dedicated to it in the classroom. It is something students will use for the rest of their lives so it is important that they understand it clearly so it can be used clearly.

Last Wednesday, Dr. Walker discussed how if someone doesn’t clearly learn right from left by the third grade they will sometimes confuse it in their adult lives. I thought this was very interesting. I’m not quite sure when I was taught the difference between right and left but I’m sure it was before third grade. I still have to stop in think once and a while!

This really doesn't relate to anything we discussed but does relate to the writing process overall. My niece who is 3 years old always used to scribble (the first experiment writing!) every chance she got either on paper or even on the sidewalk with sidewalk chalk. Now she has actually begun writing full names including mommy, daddy, and even Aunt Tammy! Those words she can spell on her own, but if you give her a word and you spell it, she will write it. I think its excellent that she is writing and spelling at such a young age. Her handwriting is really impressive for a three year old too. Through watching her progress through the different stages, I know how important it was and is to let her experiment including letting her scribble!

Comments

1. I liked your summary because it hit on the main points of the chapter. After reading your summary, I wish I had included the 5 steps to effectively teaching grammar!

2. This is a strong and short quote that has an enormous amount of truth to it.

3. I agree, and think that instead of being taught so much as rules and worksheets, it should be stressed more
in real examples, like stories and the work of students.

4. I know several people who still sometimes get confused with their right and left. I think it definitely goes back to how clearly they learned their right from their left in elementary school.

5. I love to see what little kids do when they are given a chance to scribble or "write," and it is even more exciting when they actually begin to write words!

1. Your summary is quite masterful. Item one on the teaching grammar list is one of the questions on the mid-term. Yes, we must teach the students reasoning skills that will last them their entire lives. Teaching grammar in isolation does not encourage reasoning skills and is not effective instruction.

2. I love your words, "grammar is the structural part of every language" oh, how true. Let's all teach our students a second language and truly have them live with a different structure. What fun and how challenging!

3. Spend the right amount of time related to grammar instruction by infusing it into the learning in all subjects. That is why I requested that the writing prompts be integrated with other subjects.

4. Automaticity in directionality is a skill that can be taught to every child prior to the end of third grade. We just need to know that it is a priority for the students' developmental progression.

5. I love how you are connecting your learning to your three-year old niece. Prior knowledge is the basis of great learning, use it when you can and teach your students to use it, too.

Stephanie (permalink)
Created on Sunday, 06/01/2008 1:24 PM by Stephanie

1. Farris begins chapter 10 by introducing the concept of grammar and usage. Grammar is known as the rules of word and sentence formation. Usage on the other hand refers to the selection of the appropriate word in the sentence as dictated by society. Grammar and usage are often confused for one another. There are two types of English; Standard and Non-Standard. Standard English is the most widely accepted, or preferred, use of the English language. Non-Standard English is what is spoken in society, meaning that there could be evidence of geographic, ethnic, and socioeconomic distinctions. These two types are often blended together and can become very confusing for the child. There are three systems of grammar; traditional, structural, and transformational generative. Traditional grammar is Latin based, and focuses on the parts of speech such as: nouns, pronouns, verbs, adverbs, adjectives, conjunctions, prepositions, articles, and interjections. It also focuses on simple, compound, and complex sentence types. Structural grammar is descriptive, and attempts to separate the study of syntax from the study of semantics. Transformational generative grammar incorporates both syntax and semantics, or surface and deep structure. The chapter moves on to talk about grammar instruction. Grammar is best taught in short mini lessons on particular grammar conventions, they can experiment with that convention in their own writing as well as in their reading of children's literature. The chapter then begins talking about teaching punctuation such as; periods, question marks, exclamation points, apostrophes, commas, and quotation marks. When teaching grammar in the classroom the main focus should be on: nouns, pronouns, verbs, adjectives, adverbs, and conjunctions. One good way to teach parts of speech is through poetry. Chapter 10 touches upon English Language Learners (ELLS) briefly, but gives different techniques and ways of approaching grammar for these students. The last portion of this chapter deals with the revision process, In the revision process, you have proofreading which is when a student reads their written draft and pays close attention to content and
mechanics. Also in the revision process is editing. By editing, the writer must reread with different lenses. The final portion of the revision process showed examples of different editing symbols.

2. "Editing requires the writer to reread with different lenses" (Pg. 425). I choose this quote because it is very true. As a writer you need to distance yourself and view the written piece as a reader would view it and not just the writers view. You need to ask critical questions and explore all possibilities for the piece that would in the end make it better.

3. I never experienced the story envelopes when I was younger. I think they are a great idea to use when writing stories. I know that sometimes it is hard for me to find a topic to write on or be creative with. So by using the different character names, settings, and problem envelopes, I feel that I would have had more creativity in my writing and fun with it as well. They make you think outside the box.

4. I liked how Dr. Walker had us peer edit other classmates papers. It showed us how the assignment could have been done differently, and what you and your partner should try to work on better for next time. I thought it was a very good idea that Dr. Walker passed out the tangrams again. He told us to follow our partners instructions to see if they made sense and explained all the steps correctly. Being a visual person it was good to actually put the pieces together as I read the directions, instead of just trying to see it in my head.

5. I really appreciated the part of the chapter that visually showed the different symbols for editing. I knew most of the symbols from previous classes and how different teachers have edited my papers with those symbols as well as some different symbols that they have learned. I feel that in the area that you teach, there needs to be a set symbol for each editing idea, that way the students get familiar with those symbols. I know that with different teachers using different editing marks, I did get confused sometimes with what they meant.

Comments

1. good summary, this chapter had a lot of information in it and clarified a lot of different important concepts associated with grammar. Very clean and concise summary of the important definitions.

2. I agree! I am really bad at rereading my work, I always do it really quickly and only once (if at all). For our writing prompts assignment I read it and then I looked at it again like 4 days later and found so many more things to change. When you take a break and go back to writing, it's easier to proofread.

3. I talked about the envelopes we used in class too, I thought they were a really creative way to make kids excited about writing and gives them a chance to help develop the writing prompt they will work on which will help motivate them more.

4. Peer-editing is always a good idea in the classroom, and it was good that we modeled it. I am such a bad editor, it is always easier for me to have someone else look at my writing because everyone reads and understands differently.

5. It really helps organize and make editing more efficient if everyone is editing with the same set of symbols and marks. I always used to hate when teachers would edit and grade my papers and there would be marks all over it that weren't explained, I felt like how is this supposed to help me be a better writer if I don't even know what the symbol means?

Monday, 06/02/2008 10:44 AM by Larissa

1. Your summary was very good, I feel like you had a clear grasp on the ideas of grammar and its usage. I like how you gave ways it is taught best.
2. I think this is true as well. The perspective you have on anything, for that matter has potential for change and exploring different possibilities is a wonderful concept I am glad you mentioned.

3. I never had these either and think they would be so fun and helpful! Motivation is a main key.

4. I am a visual person as well and know that peer-editing is a great tool to use. Student interaction like that is something I will take advantage of.

5. I agree it was confusing. Teachers should try to stick to the same method of what editing symbols are being used.

Monday, 06/02/2008 11:32 AM by Julie

1. I agree with Julie and Larissa, you really do conceptualize the content of this chapter masterfully. You ideas related to the numerous facts are laid out clearly.

2. I love the phrase looking at writing through a different lense. I have known teachers who provide the students with different colors of plastic sheets to view their writings. It is a novel approach and truly gets them to view their work through literally a different lense. Rethinking the possibilities is what makes writing so exciting to me personally.

3. The story envelopes are a fun way to mix up the learning and create writing prompts that are not so formal and forboding. I love the interactions that they envelops can produce, too.

4. Always try to meet the various learning styles of your pupils. Here we practiced peer-editing and also respected the visual learners by having them actually use the tangrams to prove that the expository essays truly did provide accurate instructions as to how to formulate a square using the seven pieces.

5. We must be promoters of common teaching practice and requesting that everyone who instructs students within a school system uses a common set of editing symbols is not unreasonable. Students then do not need to be confused by different teachers utilizing different symbols for the same written error. Attempt to be a change factor in your school system if this does not exist!

Tuesday, 06/03/2008 12:21 PM by David
1. Chapter 10 in the Language Arts text discusses grammar and its role in language development of children and their writing. Farris defines grammar as dealing with the rules of language, and he is careful to differentiate between usage which is word choice. The first battle teachers deal with when teaching grammar is standard vs. non-standard English. Standard is the proper language and grammar accepted widely in schools but non-standard is the language that children are widely exposed to in society. The subtle differences between these styles tend to blend and cause confusion. There are three systems of grammar that drive instruction and these areas are traditional, structural, and transformational generative. Traditional grammar is what in the past has been most widely validated in the classrooms, through this system came the parts of speech along with sentence structures and types. However the formula for teaching traditional grammar has been a "cookbook method" and grammar instruction had very little real world relation. Structural grammar is the second grammatical system and is more descriptive in nature, instruction separates syntax and semantics and words are classified for their function not their type. Finally, transformational generative grammar calls for students to practice combining sentences beginning with a very basic "kernel sentence" and expanding on ideas and words to create more complex natural writing. Farris goes on to explain how grammar should be taught in the classroom; by avoiding textbook exercises that have very little for the students to relate to and to keep lessons in grammar short and focused. Students should be given notice to prepare themselves for grammar lessons and handouts should provided afterwards as a reference. The first concept of grammar that students will grasp is punctuation, because it is noticeable in both written and oral language. Farris discusses different punctuation to focus instruction on and also the six parts of speech with which elementary students should be familiar. Nouns, pronouns, verbs, adjectives, adverbs, and conjunctions are all terms that students should become familiar with and comfortable using in their writing. Farris includes a section on ELL's because of their tendency to become frustrated with the grammatical structure and differences between their own language and English. The chapter concludes with a description of proofreading and editing and the importance of doing both, and the benefits of allowing peers to do this with a checklist.

2. "Research findings also point out that grammar should not be taught in the artificial world of English grammar exercises but in the context of speaking and writing, which take place daily in the classroom" (p. 412).

I chose this quote because it reminded me of my horrible experiences learning grammar throughout my education. Any grammar instruction I had was in elementary-middle school and it was exactly what research says shouldn't be done. It was exercise oriented without any real guidance or relation to my writing at all. I remember hating grammar and being embarrassed because of how it seemed to hold back my writing. As soon as I reached high school level I began taking AP English classes, which at my high school ignore grammatical instruction, I have been able to avoid really understanding grammar since eighth grade so I'm a little nervous at teaching it myself now.

3. Peer editing is discussed at the end of this chapter and I think that it really does add something beneficial to the writing process having a classmate read your work. I know for me oftentimes I skip over my writing or don't proofread very closely. Having someone look over your work helps me see where I need to focus more in my writing and also helps the editor think about their own work. I like that we modeled this idea today in class with the tangram writing.

4. The section on ELL's was very detailed and accurate. I am taking ESL classes towards a certification and I remember on the first day when hearing that while ELL's may be able to achieve a social language capability after a couple of years, this is very different from academic language and it takes longer to develop this language. Preteachers need to understand this because of the growing diversity they will find in their classrooms and in order to teach grammar to ESL students in your class to their benefit.

5. I really loved that different prompt activities we did in class today with the envelopes and also the idea of using pictures to stimulate student writing. It is repetitive for students to be given a prompt to write about
everytime, but if you make assignments more interesting like Dr. Walker showed us children will be more motivated and more likely (in my opinion) to produce writing that they will be proud of.

Comments

1. A most wonderful summary of a difficult chapter. Grammar is essential but should be taught integrated with writing and reading and ot as a stand-alone subject. I will share Mad-libs and Grammar Rock as some fun examples that teach and allow for practice.

2. Teach these skills as they are needed by each student or groups of students. Don't focus entire lessons on grammar but fuse it into the lessons you teach in writing and reading.

3. Thank you for recognizing the modeling of the practice of peer-editing that is promoted by both Collins and Farris. Use it and encourage it in your classes, too; it is great learning and social, also.

4. Many times, ELLs comprehend the grammar easier than English-speakers, especially if they learned the two languages simultaneously rather than separately. They have a foundation in one language that they can refer to when needed. (If you don't understand, ask me to explain these important concepts in class for everyone to hear and learn.)

5. Thank you again for the lovely compliment. Yes, we must differentiate our teaching so that our students do not become bored and turned-off to learning, and heaven forbid, to writing all together.

Friday, 05/30/2008 10:45 PM by DAVID

1. Very good summary, you touched on all the main points of the chapter and explained some of the more complex topics in greater detail.

2. I agree 100% with you, I hated grammar all through out school because all we did were those exercises on it. High school, they did not focus too much on grammar so I have forgotten a great deal. I am also nervous of teaching it because I feel I do not know or remember as much as I should.

3. Very good observation. Since what you have written is already in your own words, you glide over some simple spots and don't pay attention as closely. I have also found that peer editing most times helps find errors in my writing that I have just skipped over.

4. That is a very good point, as upcoming teachers we do need to focus more on this because diversity in the classroom is growing greatly.

5. I also liked this assignment. I have never done an assignment like this before and I feel that it would keep writing fun and creative in the classroom.

Sunday, 06/01/2008 1:33 PM by Stephanie