GRAMMAR GALLERY®

Presenter:
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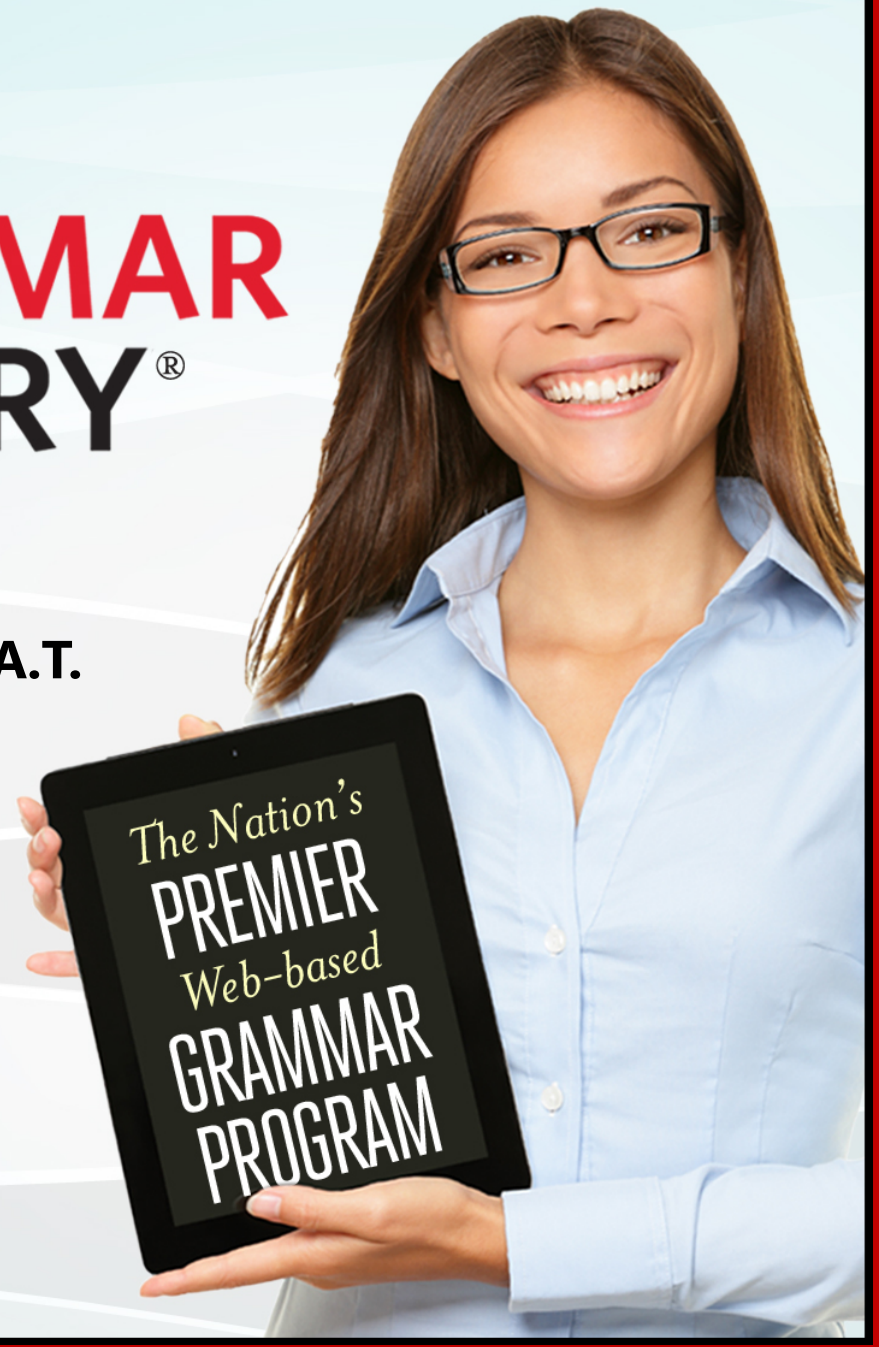
Co-Author

Dakota TESOL



Program Authors

Grammar Gallery was developed by Roberta Stathis, Ph.D., and Patrice Gotsch, M.A.T. in 2010.

Roberta lives in Las Cruces, New Mexico, and Patrice lives in Alexandria, Virginia.

Roberta and Patrice are the founders of The Teacher Writing Center, the publisher of Grammar Gallery.

We are both ESL teachers who have taught children and adults.

Why did we develop Grammar Gallery?

- We believe that systematic grammar instruction integrated into content-area topics enables students to develop academic language proficiency (BICS and CALP).
- A program accessible through the Internet can be continually updated and responsive to educator needs.
- A cost-effective program would allow areas with lower EL populations to provide targeted instruction.
- We wanted a program flexible enough for experienced teachers and structured enough for paraprofessionals.

Suggestion from a South Dakota Educator!

Farm Life is a topic in Level 1 of the Main Gallery.

George harvests his crops in the fall.

Molly sews clothes for her family.

The store sells homemade pies.

Jane uses technology to help manage her crops.

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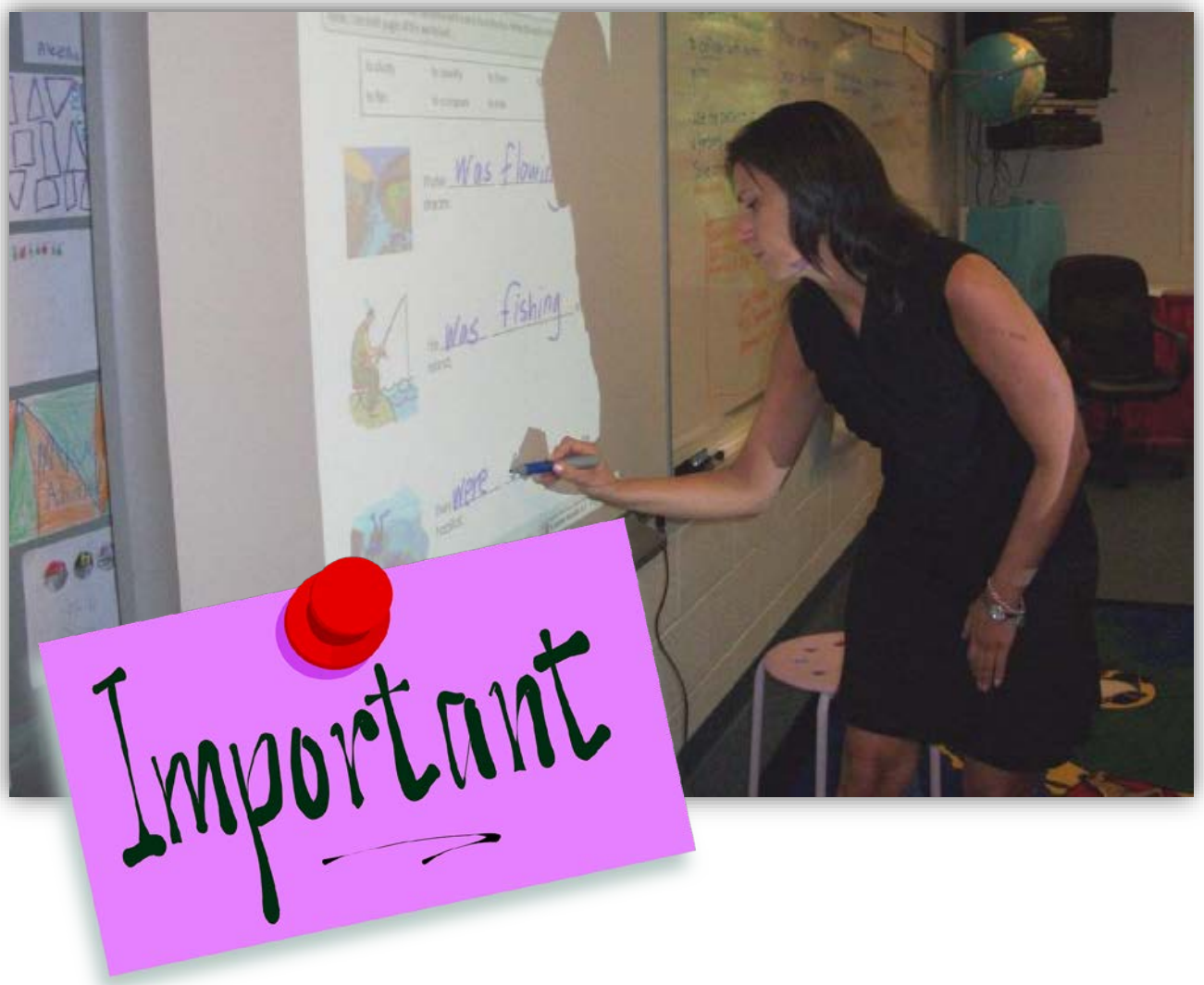
A Teacher-Delivered Program Accessed through the Internet

Grammar Gallery is a teacher-delivered program accessed through the Internet. It is not a self-paced program.

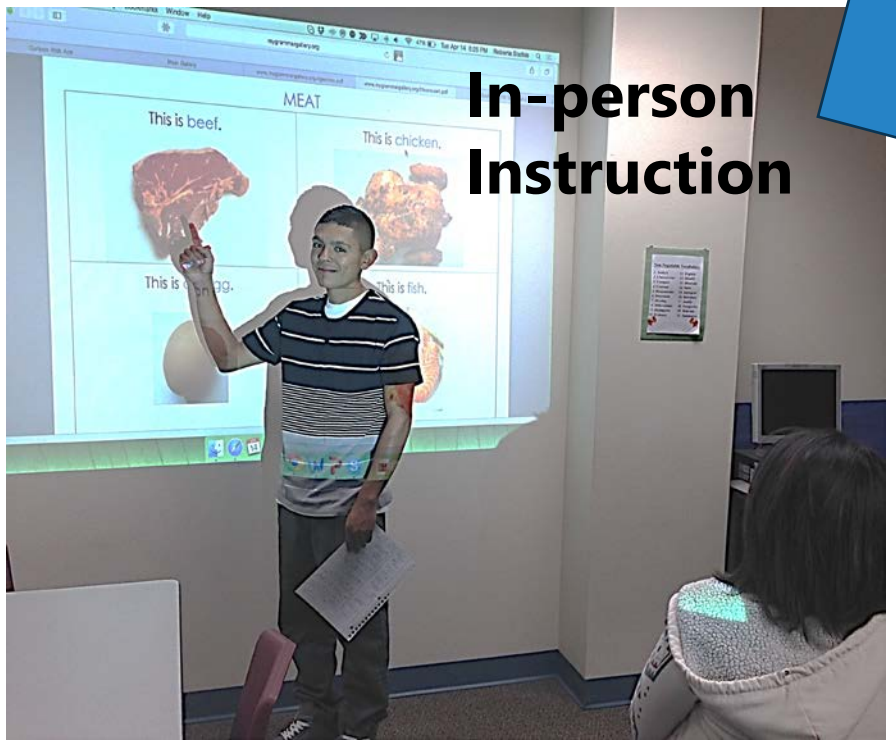
We believe that the teacher plays a critical role in the instruction of English learners.



Can Be Used in Face-to-Face or Virtual Instruction

Grammar Gallery is used in both **in-person <u>and</u> virtual instruction**.

All materials are accessed through a password-protected website.



Primarily

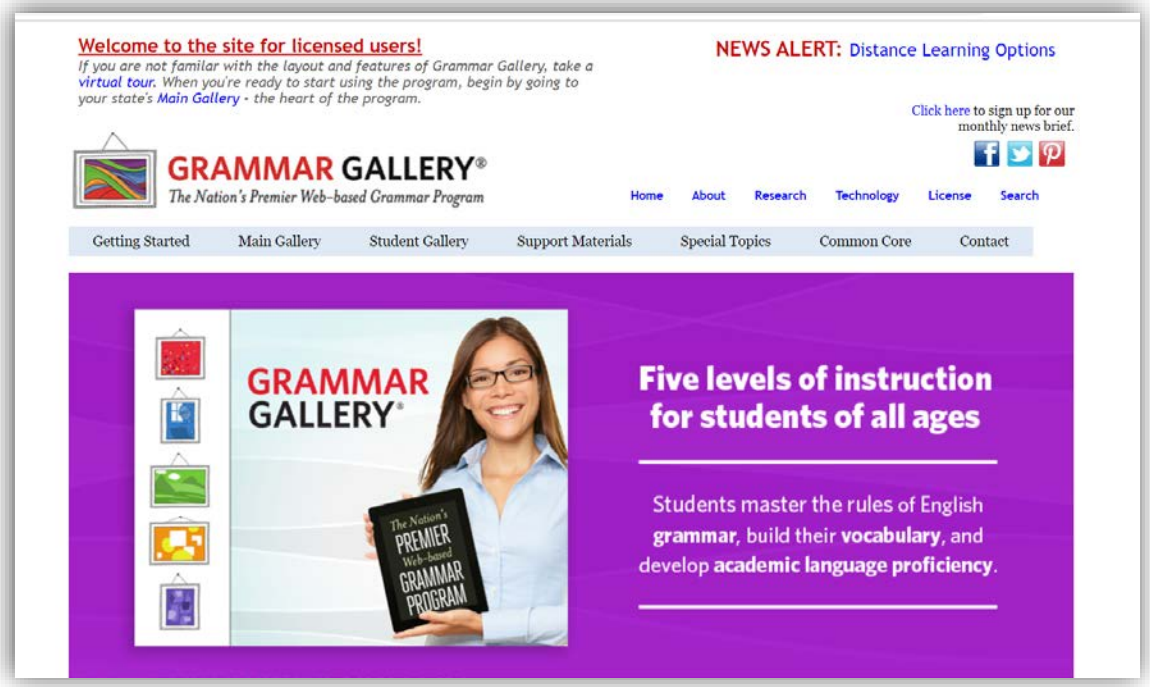
Accessing Grammar Gallery

https://www.grammargallery.org

Anyone can access

https://www.mygrammargallery.org/

Only licensed users can access



Who can use Grammar Gallery?

Grammar Gallery is designed for **K-12 students at the beginning to advanced levels** of English language proficiency.

Elementary

Middle

High

Organized by language level. Suggestions for adaptation for grade levels.

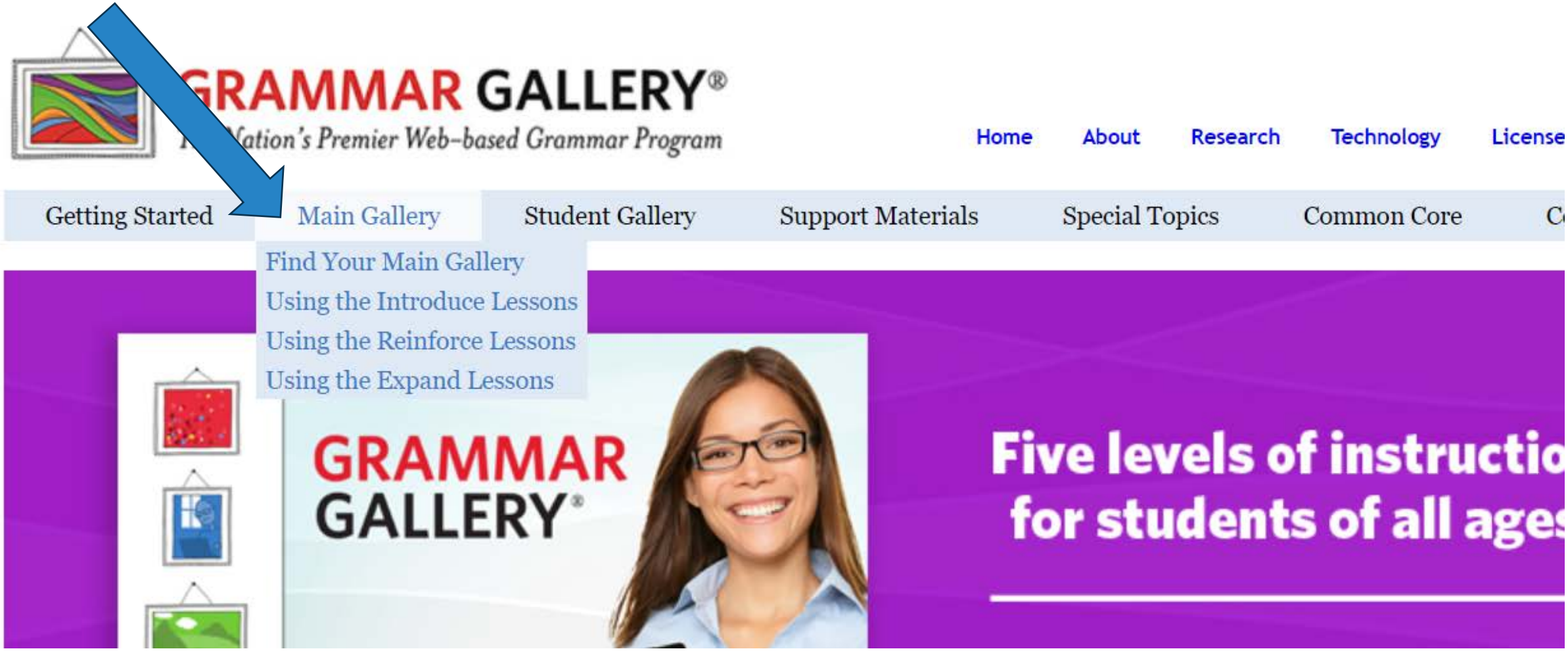
Audience Participation

What words or phrases come to mind when you think about **grammar instruction for English learners?**

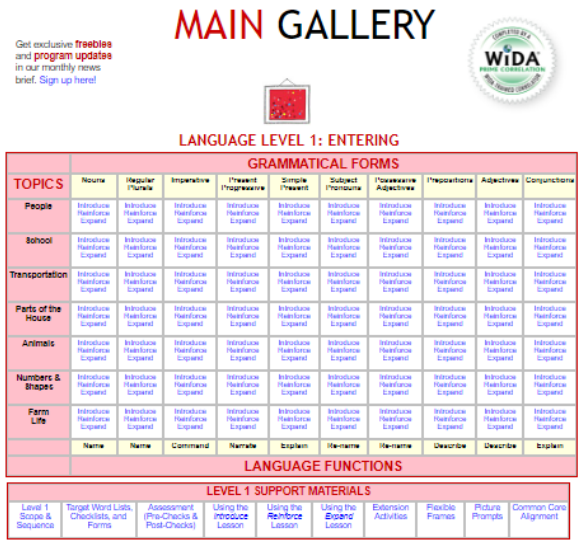
The Site for Licensed Users

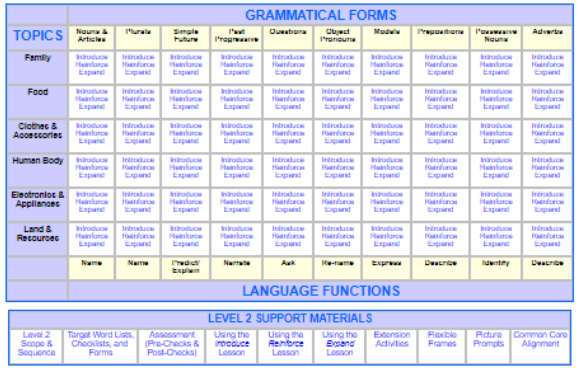
We'll look at the materials first, and then we'll go to the live website to see how to access these materials.

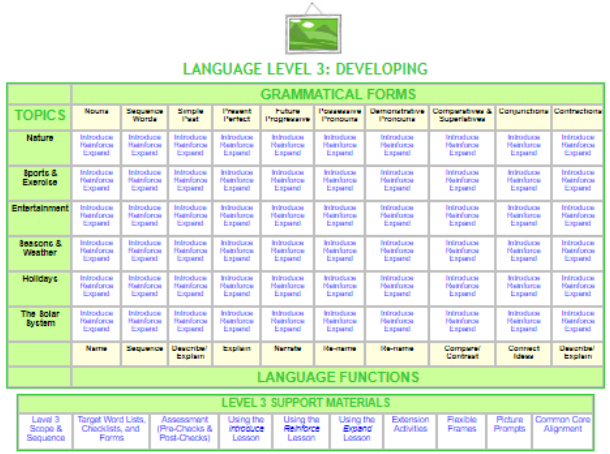
The Main Gallery: The Heart of the Program

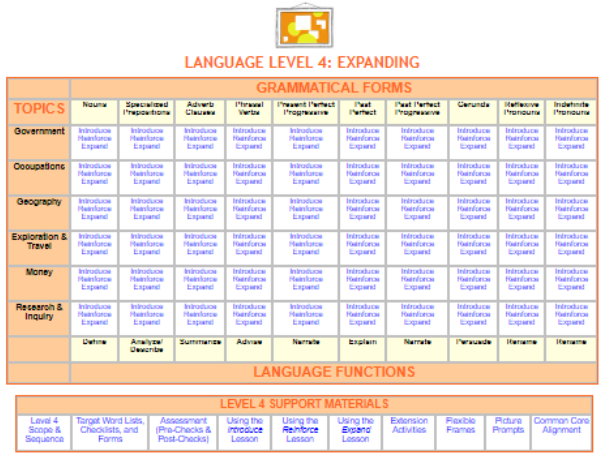


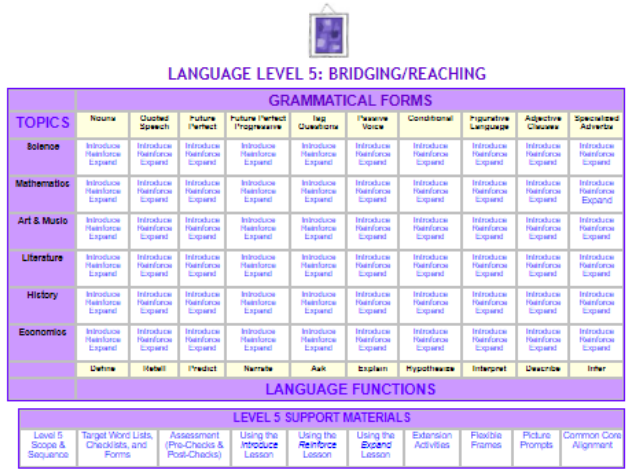
The Main Gallery – Organized by Language Level











The Main Gallery includes 900 downloadable resources organized by language proficiency level.

The Main Gallery

The Main Gallery is organized by language proficiency level, topic, and grammatical form and function.

On the right, you can see the resources included in Level 2 of the Main Gallery. Each level is set up the same way.

LANGUAGE LEVEL 2

	GRAMMATICAL FORMS									
TOPICS	**Nouns & Articles**	**Plurals**	**Simple Future**	**Past Progressive**	**Questions**	**Object Pronouns**	**Modals**	**Prepositions**	**Possessive Nouns**	**Adverbs**
Family	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand
Food	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand
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Land & Resources	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand
	Name	**Name**	**Predict/ Explain**	**Narrate**	**Ask**	**Re-name**	**Express**	**Describe**	**Identify**	**Describe**
	LANGUAGE FUNCTIONS									

LEVEL 2 SUPPORT MATERIALS									
Level 2 Scope & Sequence	Target Word Lists, Checklists, and Forms	Assessment (Pre-Checks & Post-Checks)	Using the *Introduce* Lesson	Using the *Reinforce* Lesson	Using the *Expand* Lesson	Extension Activities	Flexible Frames	Picture Prompts	Common Core Alignment

The Main Gallery

- Each **INTRODUCE** lesson focuses on **oral language**.
- Each **REINFORCE** lesson focuses on **reading**.
- Each **EXPAND** lesson focuses on **writing.**

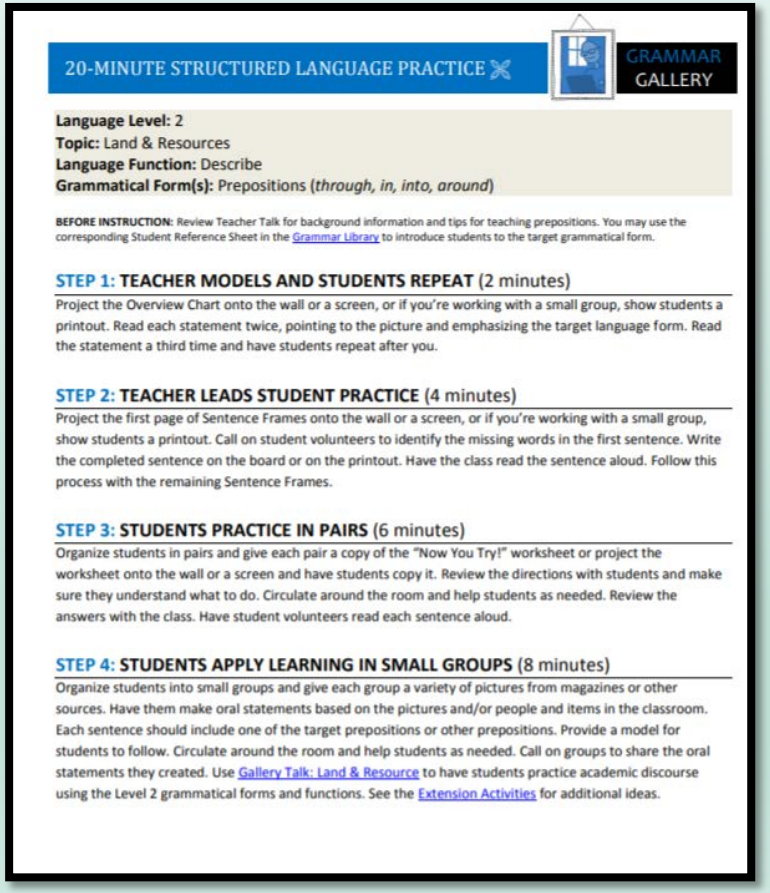
TOPICS	Nouns & Articles	Plurals
Family	Introduce Reinforce Expand	Introduce Reinforce Expand
Food	Introduce Reinforce Expand	Introduce Reinforce Expand
Clothes & Accessories	Introduce Reinforce	Introduce Reinforce

INTRODUCE LESSONS

Focus on oral language

Every INTRODUCE lesson is set up the same way. It includes a lesson plan and an overview chart that presents the target grammatical form in sentences focused on the target topic.

Lesson Plan



20-MINUTE STRUCTURED LANGUAGE PRACTICE — GRAMMAR GALLERY

Language Level: 2
Topic: Land & Resources
Language Function: Describe
Grammatical Form(s): Prepositions (*through, in, into, around*)

BEFORE INSTRUCTION: Review Teacher Talk for background information and tips for teaching prepositions. You may use the corresponding Student Reference Sheet in the Grammar Library to introduce students to the target grammatical form.

STEP 1: TEACHER MODELS AND STUDENTS REPEAT (2 minutes)

Project the Overview Chart onto the wall or a screen, or if you're working with a small group, show students a printout. Read each statement twice, pointing to the picture and emphasizing the target language form. Read the statement a third time and have students repeat after you.

STEP 2: TEACHER LEADS STUDENT PRACTICE (4 minutes)

Project the first page of Sentence Frames onto the wall or a screen, or if you're working with a small group, show students a printout. Call on student volunteers to identify the missing words in the first sentence. Write the completed sentence on the board or on the printout. Have the class read the sentence aloud. Follow this process with the remaining Sentence Frames.

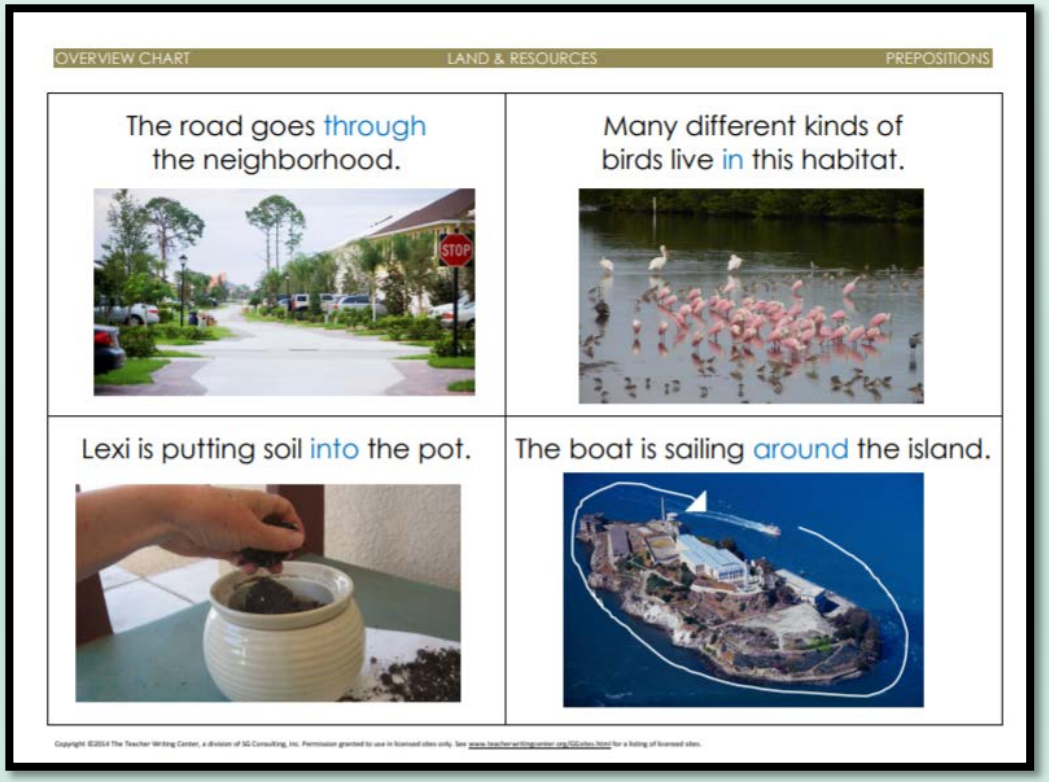
STEP 3: STUDENTS PRACTICE IN PAIRS (6 minutes)

Organize students in pairs and give each pair a copy of the "Now You Try!" worksheet or project the worksheet onto the wall or a screen and have students copy it. Review the directions with students and make sure they understand what to do. Circulate around the room and help students as needed. Review the answers with the class. Have student volunteers read each sentence aloud.

STEP 4: STUDENTS APPLY LEARNING IN SMALL GROUPS (8 minutes)

Organize students into small groups and give each group a variety of pictures from magazines or other sources. Have them make oral statements based on the pictures and/or people and items in the classroom. Each sentence should include one of the target prepositions or other prepositions. Provide a model for students to follow. Circulate around the room and help students as needed. Call on groups to share the oral statements they created. Use Gallery Talk: Land & Resource to have students practice academic discourse using the Level 2 grammatical forms and functions. See the Extension Activities for additional ideas.

Overview Chart



OVERVIEW CHART — LAND & RESOURCES — PREPOSITIONS

The road goes through the neighborhood.

Many different kinds of birds live in this habitat.

Lexi is putting soil into the pot.

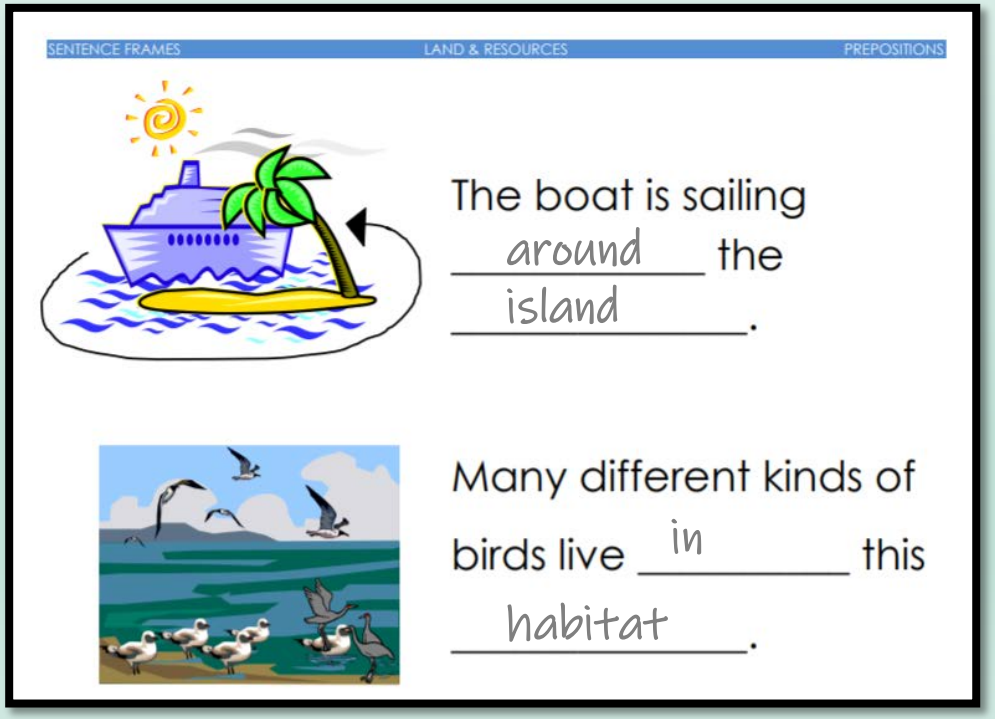
The boat is sailing around the island.

INTRODUCE LESSONS

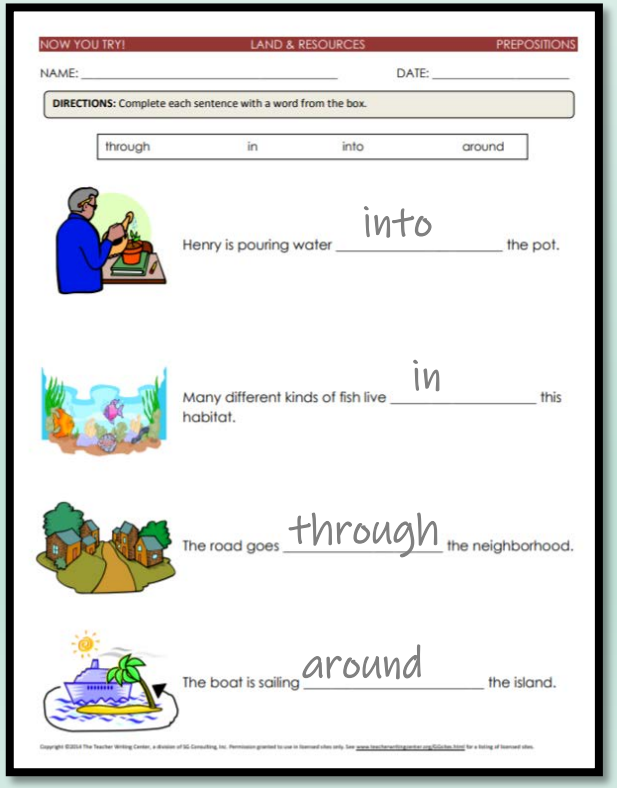
Focus on oral language

The INTRODUCE lesson also includes sentence frames and a student worksheet so students can practice and apply what they have learned.

Sentence Frames



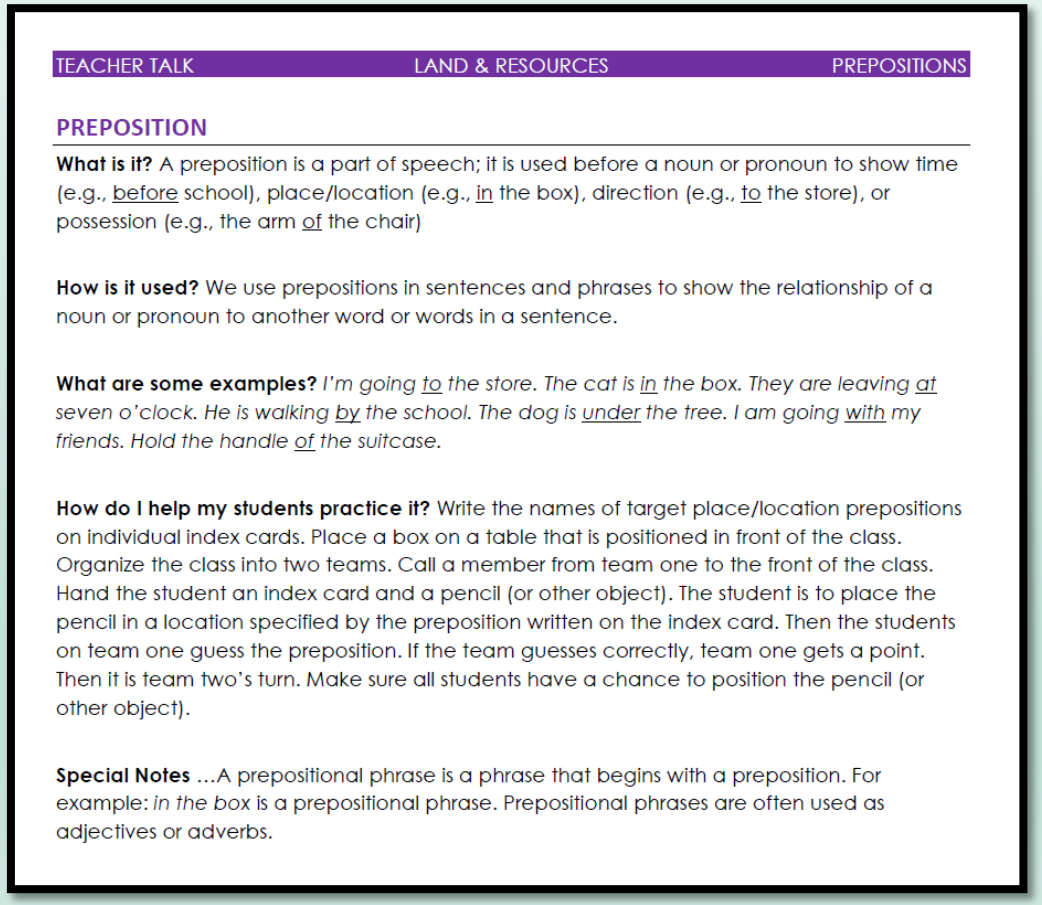
Student Worksheet



INTRODUCE LESSONS

Focus on oral language

Teacher Talk



TEACHER TALK | LAND & RESOURCES | PREPOSITIONS

PREPOSITION

What is it? A preposition is a part of speech; it is used before a noun or pronoun to show time (e.g., before school), place/location (e.g., in the box), direction (e.g., to the store), or possession (e.g., the arm of the chair)

How is it used? We use prepositions in sentences and phrases to show the relationship of a noun or pronoun to another word or words in a sentence.

What are some examples? *I'm going to the store. The cat is in the box. They are leaving at seven o'clock. He is walking by the school. The dog is under the tree. I am going with my friends. Hold the handle of the suitcase.*

How do I help my students practice it? Write the names of target place/location prepositions on individual index cards. Place a box on a table that is positioned in front of the class. Organize the class into two teams. Call a member from team one to the front of the class. Hand the student an index card and a pencil (or other object). The student is to place the pencil in a location specified by the preposition written on the index card. Then the students on team one guess the preposition. If the team guesses correctly, team one gets a point. Then it is team two's turn. Make sure all students have a chance to position the pencil (or other object).

Special Notes ...A prepositional phrase is a phrase that begins with a preposition. For example: *in the box* is a prepositional phrase. Prepositional phrases are often used as adjectives or adverbs.

The Teacher Talk page includes an explanation of the target grammatical form, including what it is, how it's used, examples, how to help students practice it, and special notes.

If the target form you are presenting in a lesson is unfamiliar to you, review the Teacher Talk resource BEFORE beginning instruction.

Moving from INTRODUCE to REINFORCE

LANGUAGE LEVEL 2

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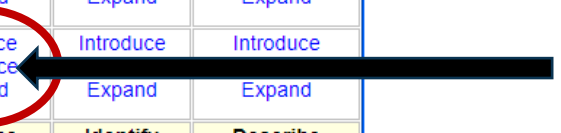

LEVEL 2 SUPPORT MATERIALS									
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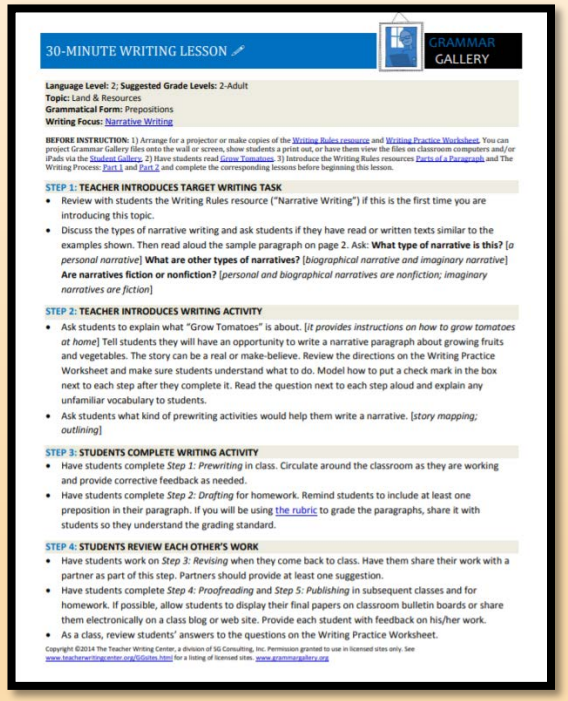
REINFORCE LESSONS

Focus on reading

Every REINFORCE resource includes a lesson plan, a fiction or non-fiction reading, academic vocabulary, critical thinking questions and a comprehension check.

Lesson Plan



30-MINUTE WRITING LESSON — GRAMMAR GALLERY

Language Level: 2; **Suggested Grade Levels:** 2-Adult
Topic: Land & Resources
Grammatical Form: Prepositions
Writing Focus: Narrative Writing

BEFORE INSTRUCTION: 1) Arrange for a projector or make copies of the Writing Rules resource and Writing Practice Worksheet. You can project Grammar Gallery files onto the wall or screen, show students a print out, or have them view the files on classroom computers and/or iPads via the Student Gallery. 2) Have students read Grow Tomatoes. 3) Introduce the Writing Rules resources Facts of a Paragraph and The Writing Process: Part 1 and Part 2 and complete the corresponding lessons before beginning this lesson.

STEP 1: TEACHER INTRODUCES TARGET WRITING TASK

- Review with students the Writing Rules resource ("Narrative Writing") if this is the first time you are introducing this topic.
- Discuss the types of narrative writing and ask students if they have read or written texts similar to the examples shown. Then read aloud the sample paragraph on page 2. Ask: **What type of narrative is this?** [*a personal narrative*] **What are other types of narratives?** [*biographical narrative and imaginary narrative*] **Are narratives fiction or nonfiction?** [*personal and biographical narratives are nonfiction; imaginary narratives are fiction*]

STEP 2: TEACHER INTRODUCES WRITING ACTIVITY

- Ask students to explain what "Grow Tomatoes" is about. [*it provides instructions on how to grow tomatoes at home*] Tell students they will have an opportunity to write a narrative paragraph about growing fruits and vegetables. The story can be a real or make-believe. Review the directions on the Writing Practice Worksheet and make sure students understand what to do. Model how to put a check mark in the box next to each step after they complete it. Read the question next to each step aloud and explain any unfamiliar vocabulary to students.
- Ask students what kind of prewriting activities would help them write a narrative. [*story mapping; outlining*]

STEP 3: STUDENTS COMPLETE WRITING ACTIVITY

- Have students complete *Step 1: Prewriting* in class. Circulate around the classroom as they are working and provide corrective feedback as needed.
- Have students complete *Step 2: Drafting* for homework. Remind students to include at least one preposition in their paragraph. If you will be using the rubric to grade the paragraphs, share it with students so they understand the grading standard.

STEP 4: STUDENTS REVIEW EACH OTHER'S WORK

- Have students work on *Step 3: Revising* when they come back to class. Have them share their work with a partner as part of this step. Partners should provide at least one suggestion.
- Have students complete *Step 4: Proofreading* and *Step 5: Publishing* in subsequent classes and for homework. If possible, allow students to display their final papers on classroom bulletin boards or share them electronically on a class blog or web site. Provide each student with feedback on his/her work.
- As a class, review students' answers to the questions on the Writing Practice Worksheet.

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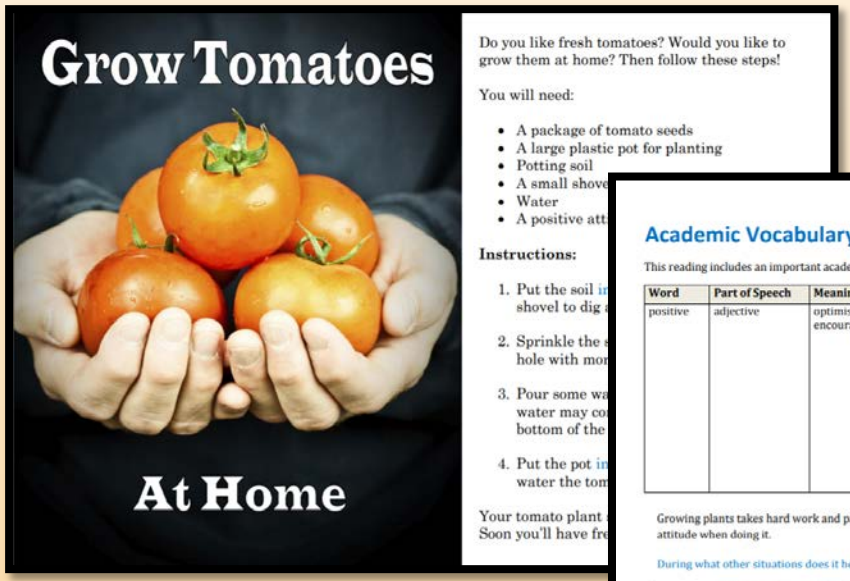
Reading



Grow Tomatoes

At Home

Do you like fresh tomatoes? Would you like to grow them at home? Then follow these steps!

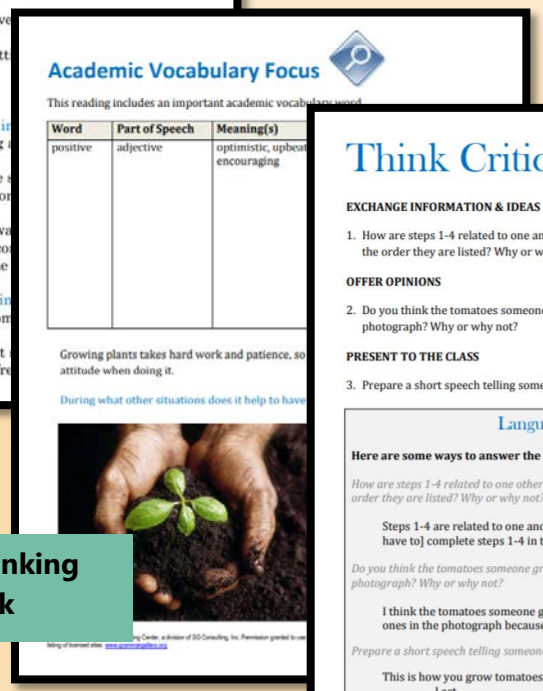
You will need:

- A package of tomato seeds
- A large plastic pot for planting
- Potting soil
- A small shove
- Water
- A positive att

Instructions:

1. Put the soil i shovel to dig
2. Sprinkle the hole with mo
3. Pour some w water may co bottom of the
4. Put the pot i water the to

Your tomato plant Soon you'll have fr



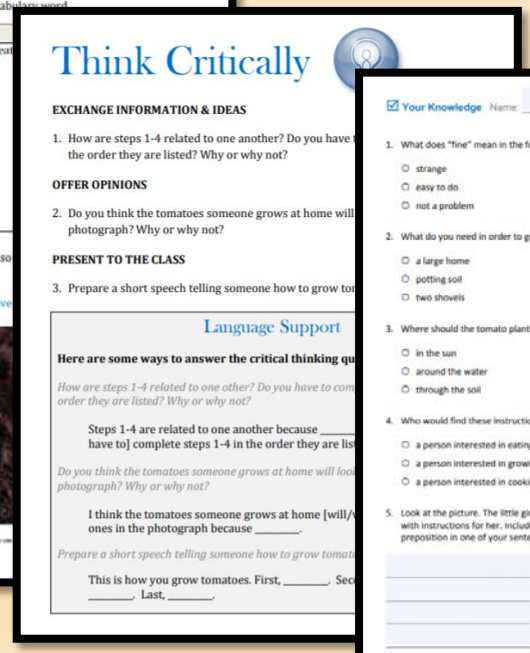
Academic Vocabulary Focus

This reading includes an important academic vocabulary word

Word	Part of Speech	Meaning(s)
positive	adjective	optimistic, upbeat encouraging

Growing plants takes hard work and patience, so attitude when doing it.

During what other situations does it help to have



Think Critically

EXCHANGE INFORMATION & IDEAS

1. How are steps 1-4 related to one another? Do you have t the order they are listed? Why or why not?

OFFER OPINIONS

2. Do you think the tomatoes someone grows at home will photograph? Why or why not?

PRESENT TO THE CLASS

3. Prepare a short speech telling someone how to grow to

Language Support

Here are some ways to answer the critical thinking qu

How are steps 1-4 related to one other? Do you have to com order they are listed? Why or why not?

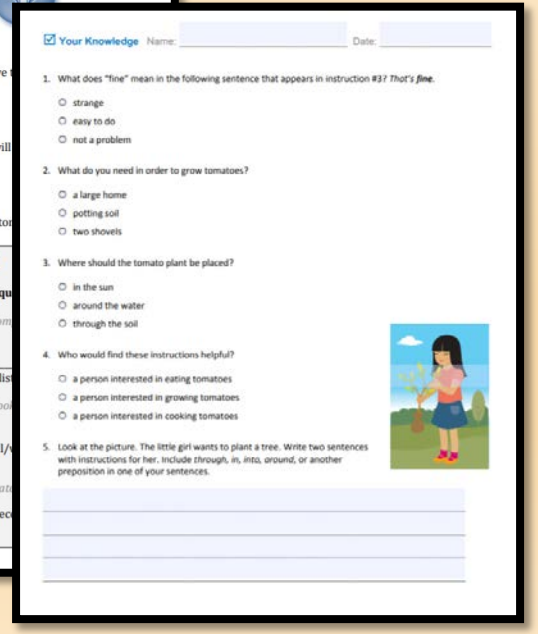
Steps 1-4 are related to one another because _____ have to] complete steps 1-4 in the order they are lis

Do you think the tomatoes someone grows at home will loo photograph? Why or why not?

I think the tomatoes someone grows at home [will/ ones in the photograph because _____.

Prepare a short speech telling someone how to grow tomat

This is how you grow tomatoes. First, _____. Sec _____. Last, _____.



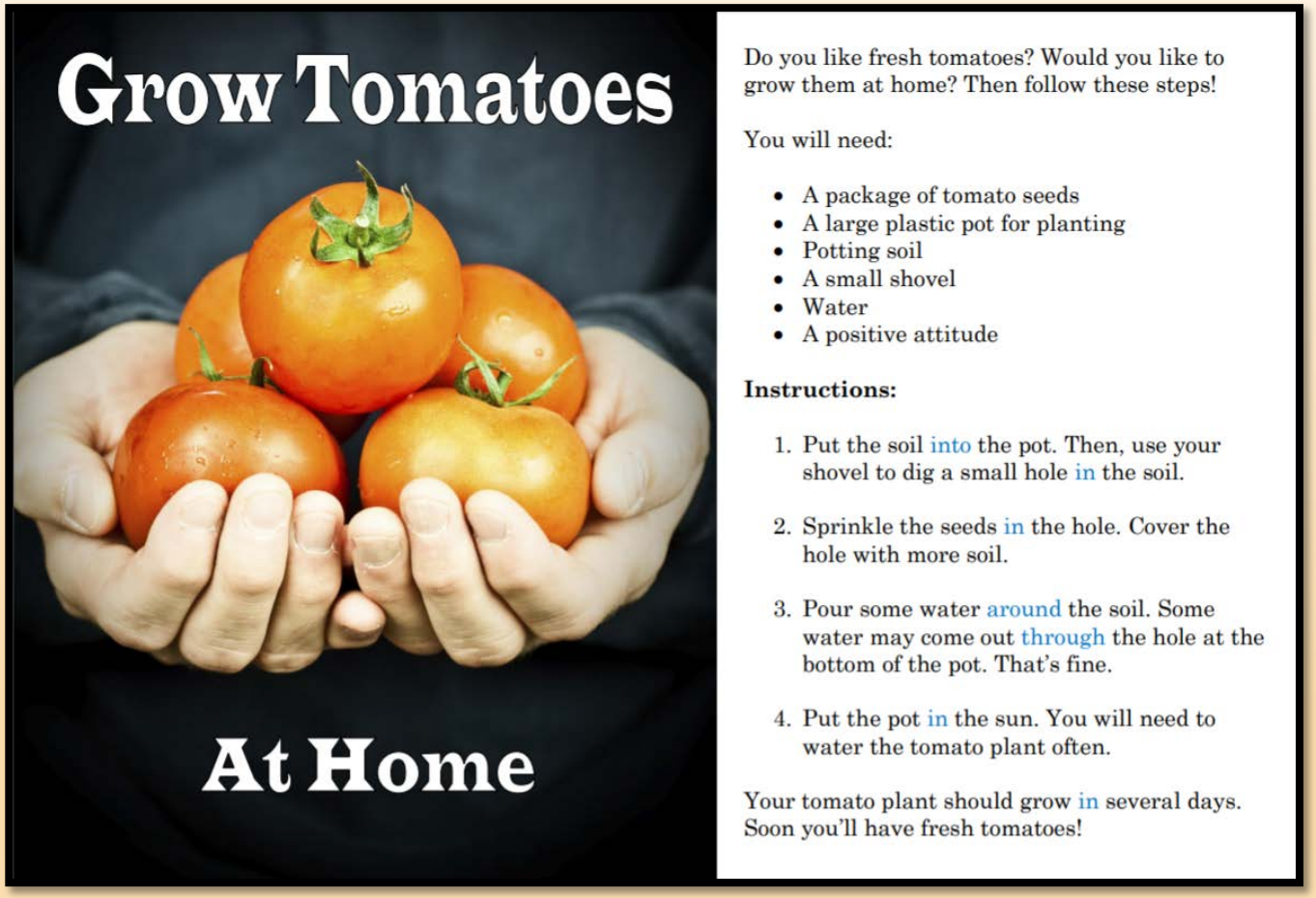
Your Knowledge Name: _____ Date: _____

1. What does "fine" mean in the following sentence that appears in instruction #3? *That's* ***fine****.*
   - strange
   - easy to do
   - not a problem
2. What do you need in order to grow tomatoes?
   - a large home
   - potting soil
   - two shovels
3. Where should the tomato plant be placed?
   - in the sun
   - around the water
   - through the soil
4. Who would find these instructions helpful?
   - a person interested in eating tomatoes
   - a person interested in growing tomatoes
   - a person interested in cooking tomatoes
5. Look at the picture. The little girl wants to plant a tree. Write two sentences with instructions for her. Include *through, in, into, around,* or another preposition in one of your sentences.

Academic Vocabulary Focus, Critical Thinking Questions, & Comprehension Check

REINFORCE LESSONS

Focus on reading



The REINFORCE lessons continue with a focus on the same grammatical form and vocabulary. In this reading about growing tomatoes, you can see the target prepositions in blue.

REINFORCE LESSONS

Focus on reading

Academic Vocabulary Focus

This reading includes an important academic vocabulary word.

Word	Part of Speech	Meaning(s)	Used in a Sentence
positive	adjective	optimistic, upbeat, or encouraging	When I'm having a bad day, I like being with people who are supportive and positive .

Growing plants takes hard work and patience, so it's important to have a positive attitude when doing it.

During what other situations does it help to have a positive attitude?

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Think Critically

EXCHANGE INFORMATION & IDEAS

1. How are steps 1-4 related to one another? Do you have to complete steps 1-4 in the order they are listed? Why or why not?

OFFER OPINIONS

2. Do you think the tomatoes someone grows at home will look like the ones in the photograph? Why or why not?

PRESENT TO THE CLASS

3. Prepare a short speech telling someone how to grow tomatoes.

Language Support

Here are some ways to answer the critical thinking questions.

How are steps 1-4 related to one other? Do you have to complete steps 1-4 in the order they are listed? Why or why not?

Steps 1-4 are related to one another because _____. You [have to/do not have to] complete steps 1-4 in the order they are listed because _____.

Do you think the tomatoes someone grows at home will look like the ones in the photograph? Why or why not?

I think the tomatoes someone grows at home [will/will not] look like the ones in the photograph because _____.

Prepare a short speech telling someone how to grow tomatoes.

This is how you grow tomatoes. First, _____. Second, _____. Third, _____. Last, _____.

Your Knowledge

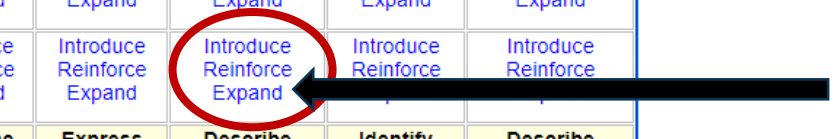
Name: _____ Date: _____

1. What does "fine" mean in the following sentence that appears in instruction #3? *That's* ***fine***.
   - ○ strange
   - ○ easy to do
   - ○ not a problem
2. What do you need in order to grow tomatoes?
   - ○ a large home
   - ○ potting soil
   - ○ two shovels
3. Where should the tomato plant be placed?
   - ○ in the sun
   - ○ around the water
   - ○ through the soil
4. Who would find these instructions helpful?
   - ○ a person interested in eating tomatoes
   - ○ a person interested in growing tomatoes
   - ○ a person interested in cooking tomatoes
5. Look at the picture. The little girl wants to plant a tree. Write two sentences with instructions for her. Include *through, in, into, around,* or another preposition in one of your sentences.

Moving from REINFORCE to EXPAND

LANGUAGE LEVEL 2

	GRAMMATICAL FORMS									
TOPICS	**Nouns & Articles**	**Plurals**	**Simple Future**	**Past Progressive**	**Questions**	**Object Pronouns**	**Modals**	**Prepositions**	**Possessive Nouns**	**Adverbs**
Family	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand
Food	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand
Clothes & Accessories	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand
Human Body	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand
Electronics & Appliances	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand
Land & Resources	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce Expand	Introduce Reinforce	Introduce Reinforce
	Name	**Name**	**Predict/ Explain**	**Narrate**	**Ask**	**Re-name**	**Express**	**Describe**	**Identify**	**Describe**
	LANGUAGE FUNCTIONS									



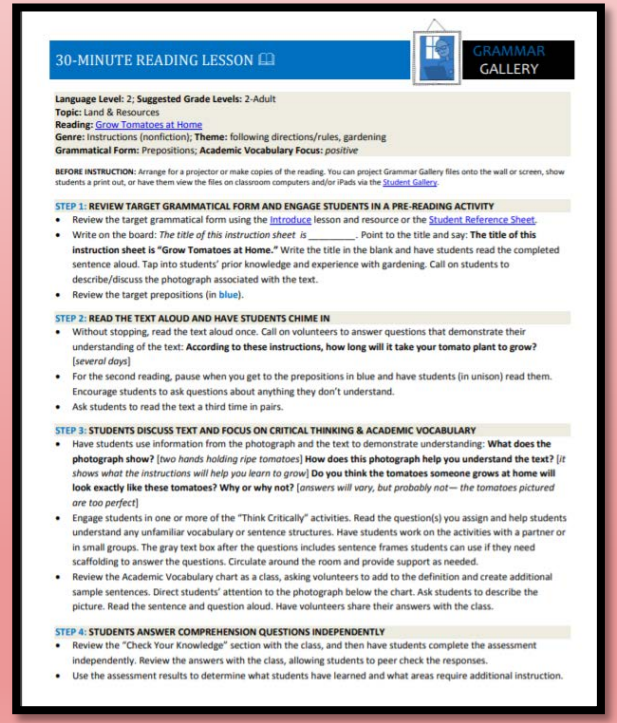
LEVEL 2 SUPPORT MATERIALS									
Level 2 Scope & Sequence	Target Word Lists, Checklists, and Forms	Assessment (Pre-Checks & Post-Checks)	Using the *Introduce* Lesson	Using the *Reinforce* Lesson	Using the *Expand* Lesson	Extension Activities	Flexible Frames	Picture Prompts	Common Core Alignment

EXPAND LESSONS

Focus on writing

Each EXPAND resource includes a lesson plan, a writing reference sheet, and a writing activity.

Lesson Plan



30-MINUTE READING LESSON 🕮 GRAMMAR GALLERY

Language Level: 2; **Suggested Grade Levels:** 2-Adult
Topic: Land & Resources
Reading: Grow Tomatoes at Home
Genre: Instructions (nonfiction); **Theme:** following directions/rules, gardening
Grammatical Form: Prepositions; **Academic Vocabulary Focus:** *positive*

BEFORE INSTRUCTION: Arrange for a projector or make copies of the reading. You can project Grammar Gallery files onto the wall or screen, show students a print out, or have them view the files on classroom computers and/or iPads via the Student Gallery.

STEP 1: REVIEW TARGET GRAMMATICAL FORM AND ENGAGE STUDENTS IN A PRE-READING ACTIVITY

- Review the target grammatical form using the Introduce lesson and resource or the Student Reference Sheet.
- Write on the board: *The title of this instruction sheet is* _____. Point to the title and say: **The title of this instruction sheet is "Grow Tomatoes at Home."** Write the title in the blank and have students read the completed sentence aloud. Tap into students' prior knowledge and experience with gardening. Call on students to describe/discuss the photograph associated with the text.
- Review the target prepositions (in blue).

STEP 2: READ THE TEXT ALOUD AND HAVE STUDENTS CHIME IN

- Without stopping, read the text aloud once. Call on volunteers to answer questions that demonstrate their understanding of the text: **According to these instructions, how long will it take your tomato plant to grow?** [*several days*]
- For the second reading, pause when you get to the prepositions in blue and have students (in unison) read them. Encourage students to ask questions about anything they don't understand.
- Ask students to read the text a third time in pairs.

STEP 3: STUDENTS DISCUSS TEXT AND FOCUS ON CRITICAL THINKING & ACADEMIC VOCABULARY

- Have students use information from the photograph and the text to demonstrate understanding: **What does the photograph show?** [*two hands holding ripe tomatoes*] **How does this photograph help you understand the text?** [*it shows what the instructions will help you learn to grow*] **Do you think the tomatoes someone grows at home will look exactly like these tomatoes? Why or why not?** [*answers will vary, but probably not— the tomatoes pictured are too perfect*]
- Engage students in one or more of the "Think Critically" activities. Read the question(s) you assign and help students understand any unfamiliar vocabulary or sentence structures. Have students work on the activities with a partner or in small groups. The gray text box after the questions includes sentence frames students can use if they need scaffolding to answer the questions. Circulate around the room and provide support as needed.
- Review the Academic Vocabulary chart as a class, asking volunteers to add to the definition and create additional sample sentences. Direct students' attention to the photograph below the chart. Ask students to describe the picture. Read the sentence and question aloud. Have volunteers share their answers with the class.

STEP 4: STUDENTS ANSWER COMPREHENSION QUESTIONS INDEPENDENTLY

- Review the "Check Your Knowledge" section with the class, and then have students complete the assessment independently. Review the answers with the class, allowing students to peer check the responses.
- Use the assessment results to determine what students have learned and what areas require additional instruction.

Writing Reference Sheet

WRITING RULES
NARRATIVE WRITING
GRAMMAR GALLERY

Below is an example of a personal narrative.

Honor Roll

The **topic sentence**—the first sentence in this paragraph—establishes the situation and introduces the narrator.

Making honor roll in fifth grade wa
achievement in my life. It wasn't easy, *but*
On my first report card in fifth grade, I go
Cs. My teacher told me that I needed all *A*
the honor roll. I asked her what I could do
grades. She gave me great suggestions, *a*
studied more than I ever had before. I spe
my homework, *and* even did extra credit.
was learning more and more. *One day*, m
have a special announcement." My stoma
Suddenly, she held up a ribbon that said "
told me to come to the front of the class.
pounding as I stood up. "I did it!" I thoug
teacher handed me the ribbon and shook
work paid off, *and* I've never felt so proud

The **conclusion**—the last sentence of this paragraph— summarizes the story and provides closure for the reader.

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WRITING RULES
NARRATIVE WRITING
GRAMMAR GALLERY

What is narrative writing?

In narrative writing, the writer tells a story. The story can be *nonfiction* (the story really happened) or *fiction* (the story is made up).

What are examples of narrative writing?

Narrative writing can include:

Biographical Narratives - *nonfiction*
Sample writing prompt: *Share an important experience from the life of Cleopatra, the queen of ancient Egypt.*

Personal Narratives - *nonfiction*
Sample writing prompt: *Write about a memorable event from your own life.*

Imaginative Narratives - *fiction*
Sample writing prompt: *Use your imagination to write a creative story that includes a plot, setting, and one or more characters.*

What should be included in narrative paragraph?

✓ **Beginning**: In the beginning, you should include an introduction that explains the situation, introduces the story narrator and/or characters, and gets your reader interested in the story. Your topic sentence goes in the beginning section.

✓ **Middle**: In the middle, you should tell the story. This is the body of the paragraph. The body may include a sequence of events, dialogue, and/or description that conveys actions, thoughts, and feelings in an engaging way. Be sure to use transitional words and phrases to help the reader follow the sequence of events.

✓ **End**: in the end, you should give a conclusion that ends or summarizes the story.

Beginning
Middle
End

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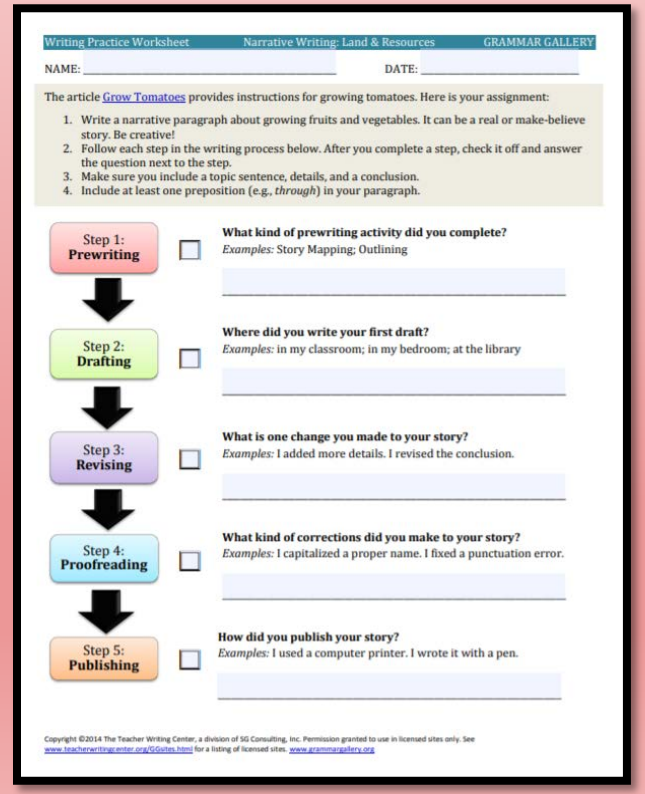
Writing Activity



Writing Practice Worksheet Narrative Writing: Land & Resources GRAMMAR GALLERY

NAME: _____ DATE: _____

The article Grow Tomatoes provides instructions for growing tomatoes. Here is your assignment:

1. Write a narrative paragraph about growing fruits and vegetables. It can be a real or make-believe story. Be creative!
2. Follow each step in the writing process below. After you complete a step, check it off and answer the question next to the step.
3. Make sure you include a topic sentence, details, and a conclusion.
4. Include at least one preposition (e.g., *through*) in your paragraph.

Step 1: Prewriting ☐ **What kind of prewriting activity did you complete?** *Examples:* Story Mapping; Outlining

Step 2: Drafting ☐ **Where did you write your first draft?** *Examples:* in my classroom; in my bedroom; at the library

Step 3: Revising ☐ **What is one change you made to your story?** *Examples:* I added more details. I revised the conclusion.

Step 4: Proofreading ☐ **What kind of corrections did you make to your story?** *Examples:* I capitalized a proper name. I fixed a punctuation error.

Step 5: Publishing ☐ **How did you publish your story?** *Examples:* I used a computer printer. I wrote it with a pen.

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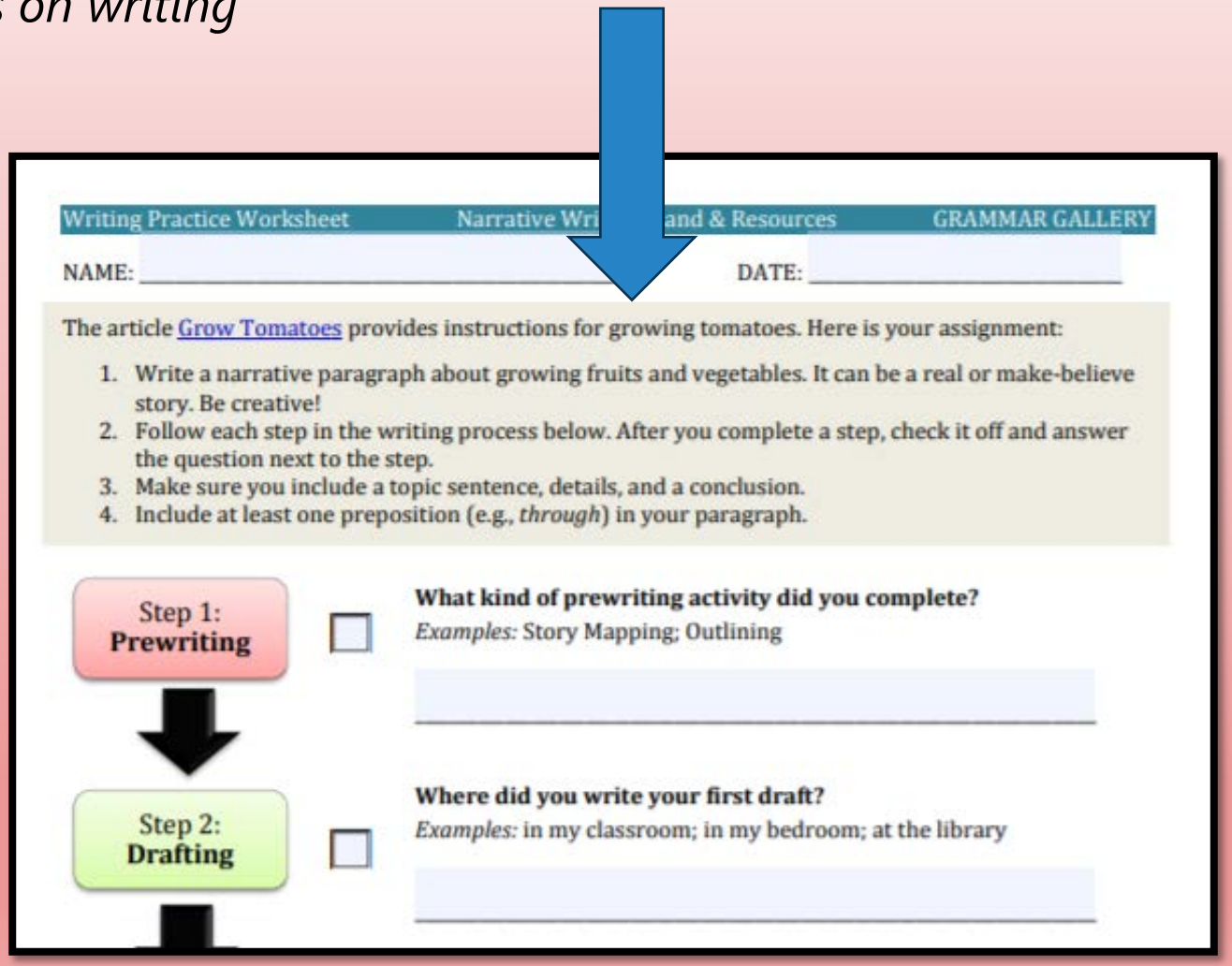
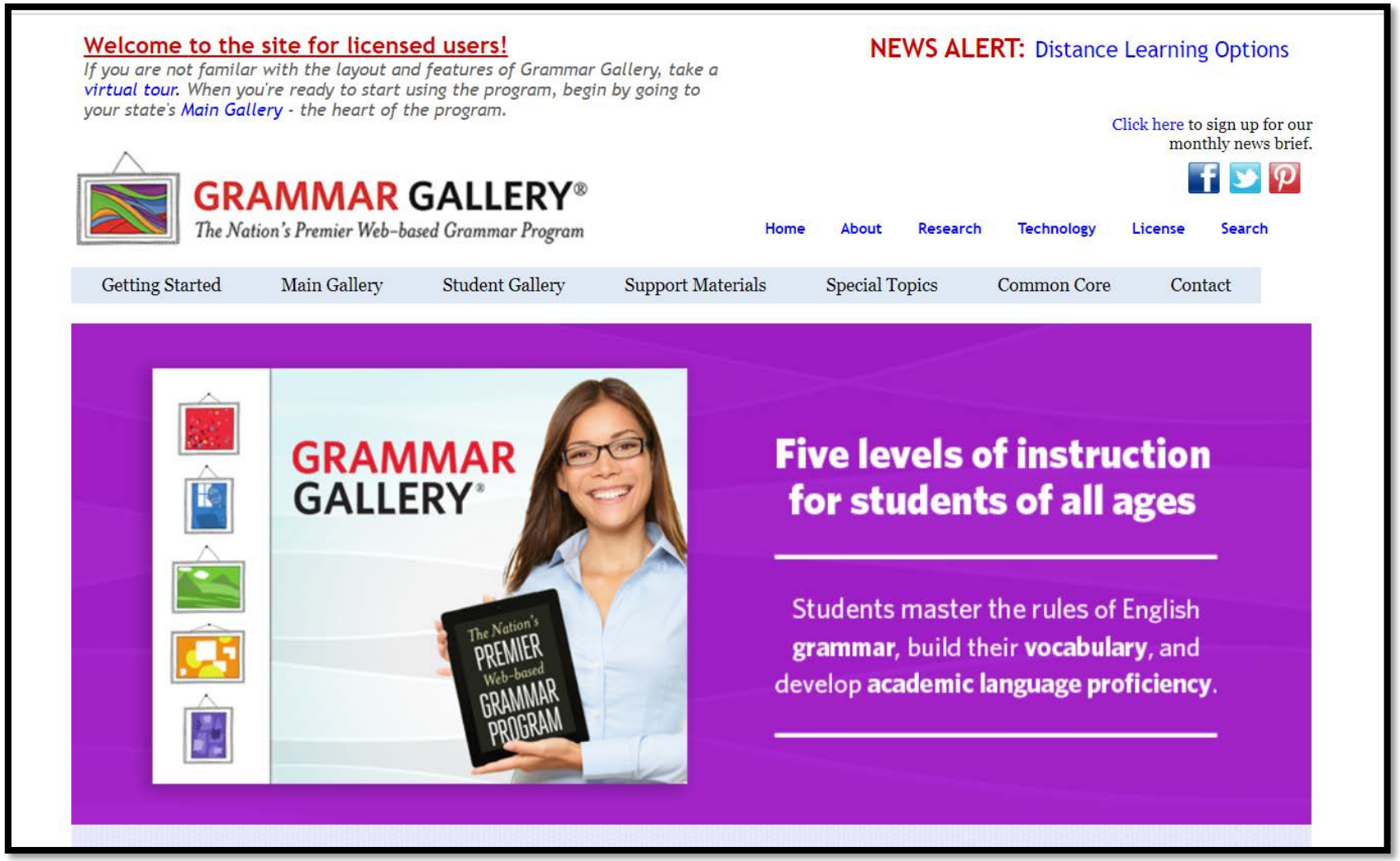
EXPAND LESSONS

Focus on writing



These resources address writing standards and the integrated use of language, and focus on the same grammatical form and vocabulary students learned in the corresponding INTRODUCE and REINFORCE lessons.

LET'S VISIT www.mygrammargallery.org



Let's see where you would find these resources on the site for licensed users.

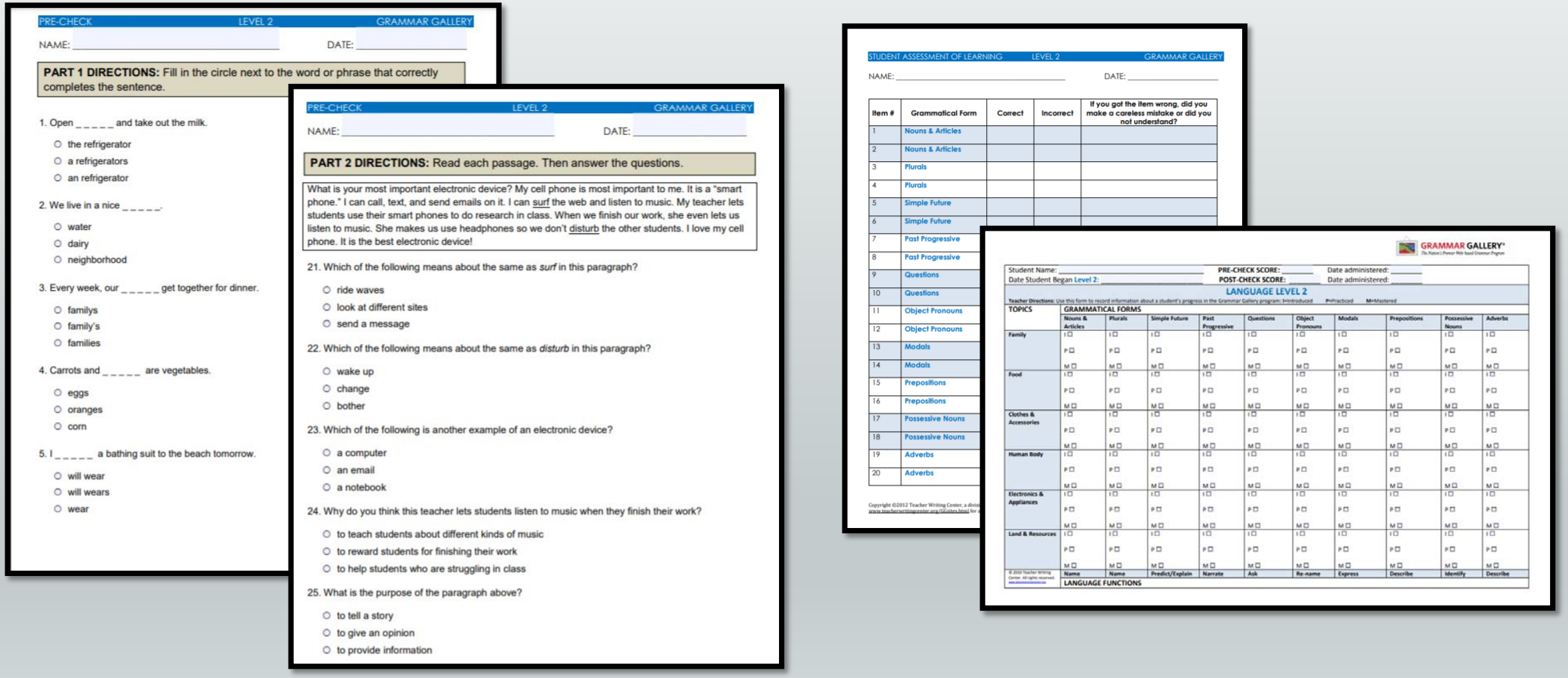
SUPPLEMENTAL MATERIALS

What else in included in the Grammar Gallery program? Good question!

Licensed users have access to a wide range of supplemental materials that integrate the same topics, forms, and functions found in the Main Gallery.

Let's take a look at some of them.

PRE-CHECK AND POST-CHECK ASSESSMENTS



PRE-CHECK LEVEL 2 GRAMMAR GALLERY

NAME: _____ DATE: _____

PART 1 DIRECTIONS: Fill in the circle next to the word or phrase that correctly completes the sentence.

1. Open _____ and take out the milk.
   - ○ the refrigerator
   - ○ a refrigerators
   - ○ an refrigerator
2. We live in a nice _____.
   - ○ water
   - ○ dairy
   - ○ neighborhood
3. Every week, our _____ get together for dinner.
   - ○ familys
   - ○ family's
   - ○ families
4. Carrots and _____ are vegetables.
   - ○ eggs
   - ○ oranges
   - ○ corn
5. I _____ a bathing suit to the beach tomorrow.
   - ○ will wear
   - ○ will wears
   - ○ wear

PRE-CHECK LEVEL 2 GRAMMAR GALLERY

NAME: _____ DATE: _____

PART 2 DIRECTIONS: Read each passage. Then answer the questions.

What is your most important electronic device? My cell phone is most important to me. It is a "smart phone." I can call, text, and send emails on it. I can surf the web and listen to music. My teacher lets students use their smart phones to do research in class. When we finish our work, she even lets us listen to music. She makes us use headphones so we don't disturb the other students. I love my cell phone. It is the best electronic device!

21. Which of the following means about the same as *surf* in this paragraph?
    - ○ ride waves
    - ○ look at different sites
    - ○ send a message
22. Which of the following means about the same as *disturb* in this paragraph?
    - ○ wake up
    - ○ change
    - ○ bother
23. Which of the following is another example of an electronic device?
    - ○ a computer
    - ○ an email
    - ○ a notebook
24. Why do you think this teacher lets students listen to music when they finish their work?
    - ○ to teach students about different kinds of music
    - ○ to reward students for finishing their work
    - ○ to help students who are struggling in class
25. What is the purpose of the paragraph above?
    - ○ to tell a story
    - ○ to give an opinion
    - ○ to provide information

STUDENT ASSESSMENT OF LEARNING LEVEL 2 GRAMMAR GALLERY

NAME: _____ DATE: _____

Item #	Grammatical Form	Correct	Incorrect	If you got the item wrong, did you make a careless mistake or did you not understand?
1	Nouns & Articles			
2	Nouns & Articles			
3	Plurals			
4	Plurals			
5	Simple Future			
6	Simple Future			
7	Past Progressive			
8	Past Progressive			
9	Questions			
10	Questions			
11	Object Pronouns			
12	Object Pronouns			
13	Modals			
14	Modals			
15	Prepositions			
16	Prepositions			
17	Possessive Nouns			
18	Possessive Nouns			
19	Adverbs			
20	Adverbs			

GRAMMAR GALLERY

Student Name: _____ PRE-CHECK SCORE: _____ Date administered: _____

Date Student Began Level 2: _____ POST-CHECK SCORE: _____ Date administered: _____

LANGUAGE LEVEL 2

Teacher Directions: Use this form to record information about a student's progress in the Grammar Gallery program: I=Introduced P=Practiced M=Mastered

TOPICS	GRAMMATICAL FORMS									
	Nouns & Articles	Plurals	Simple Future	Past Progressive	Questions	Object Pronouns	Modals	Prepositions	Possessive Nouns	Adverbs
Family	I ☐ P ☐ M ☐	I ☐ P ☐ M ☐	I ☐ P ☐ M ☐	I ☐ P ☐ M ☐	I ☐ P ☐ M ☐	I ☐ P ☐ M ☐	I ☐ P ☐ M ☐	I ☐ P ☐ M ☐	I ☐ P ☐ M ☐	I ☐ P ☐ M ☐
Food	I ☐ P ☐ M ☐	I ☐ P ☐ M ☐	I ☐ P ☐ M ☐	I ☐ P ☐ M ☐	I ☐ P ☐ M ☐	I ☐ P ☐ M ☐	I ☐ P ☐ M ☐	I ☐ P ☐ M ☐	I ☐ P ☐ M ☐	I ☐ P ☐ M ☐
Clothes & Accessories	I ☐ P ☐ M ☐	I ☐ P ☐ M ☐	I ☐ P ☐ M ☐	I ☐ P ☐ M ☐	I ☐ P ☐ M ☐	I ☐ P ☐ M ☐	I ☐ P ☐ M ☐	I ☐ P ☐ M ☐	I ☐ P ☐ M ☐	I ☐ P ☐ M ☐
Human Body	I ☐ P ☐ M ☐	I ☐ P ☐ M ☐	I ☐ P ☐ M ☐	I ☐ P ☐ M ☐	I ☐ P ☐ M ☐	I ☐ P ☐ M ☐	I ☐ P ☐ M ☐	I ☐ P ☐ M ☐	I ☐ P ☐ M ☐	I ☐ P ☐ M ☐
Electronics & Appliances	I ☐ P ☐ M ☐	I ☐ P ☐ M ☐	I ☐ P ☐ M ☐	I ☐ P ☐ M ☐	I ☐ P ☐ M ☐	I ☐ P ☐ M ☐	I ☐ P ☐ M ☐	I ☐ P ☐ M ☐	I ☐ P ☐ M ☐	I ☐ P ☐ M ☐
Land & Resources	I ☐ P ☐ M ☐	I ☐ P ☐ M ☐	I ☐ P ☐ M ☐	I ☐ P ☐ M ☐	I ☐ P ☐ M ☐	I ☐ P ☐ M ☐	I ☐ P ☐ M ☐	I ☐ P ☐ M ☐	I ☐ P ☐ M ☐	I ☐ P ☐ M ☐
	Name	Name	Predict/Explain	Narrate	Ask	Re-name	Express	Describe	Identify	Describe
	LANGUAGE FUNCTIONS									

GALLERY TALK

IDIOM ROOM

IDIOMS SEASONS & WEATHER LEVEL 1

Susan is **under the weather**.

under the weather = feeling sick

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IDIOMS SEASONS & WEATHER LEVEL 2

NAME: _____ DATE_____

❶ Joe asked Ken to play a video game, but Ken had to **take a rain check**.

take a rain check = to get something or do something at a later time

❷ *Tomas invited a few friends over for dinner. He bought all the ingredients he needed to make pasta with vegetables. He also planned to serve his famous strawberry cake for dessert. Unfortunately, in the afternoon, Tomas started feeling sick. He texted his friends and said he would have to take a rain check.*

What did Tomas mean? Explain your answer to a partner.

❸ **Who is most likely to take a rain check for the beach?**

A. Paulo, who loves swimming
B. Cecilia, who doesn't have a bathing suit
C. Walter, who likes to surf
D. Sonya, who enjoys picnics by the water

❹ **On a separate piece of paper, complete this sentence: *My friend asked me to _____, but I had to take a rain check because _____.***

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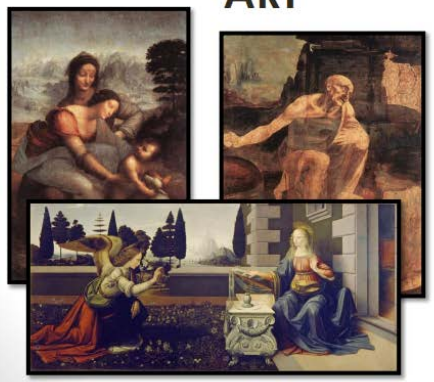
WISE WORDS

"Water is the driving force of all nature."

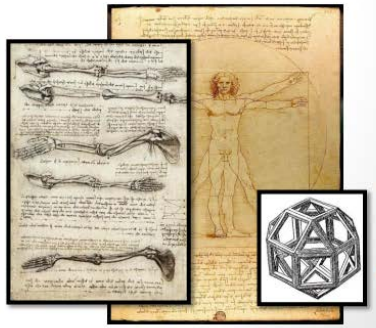
~ *Leonardo da Vinci*

Leonardo d
"Renaissanc
could do m
see some of

ART



MATH & SCIENCE

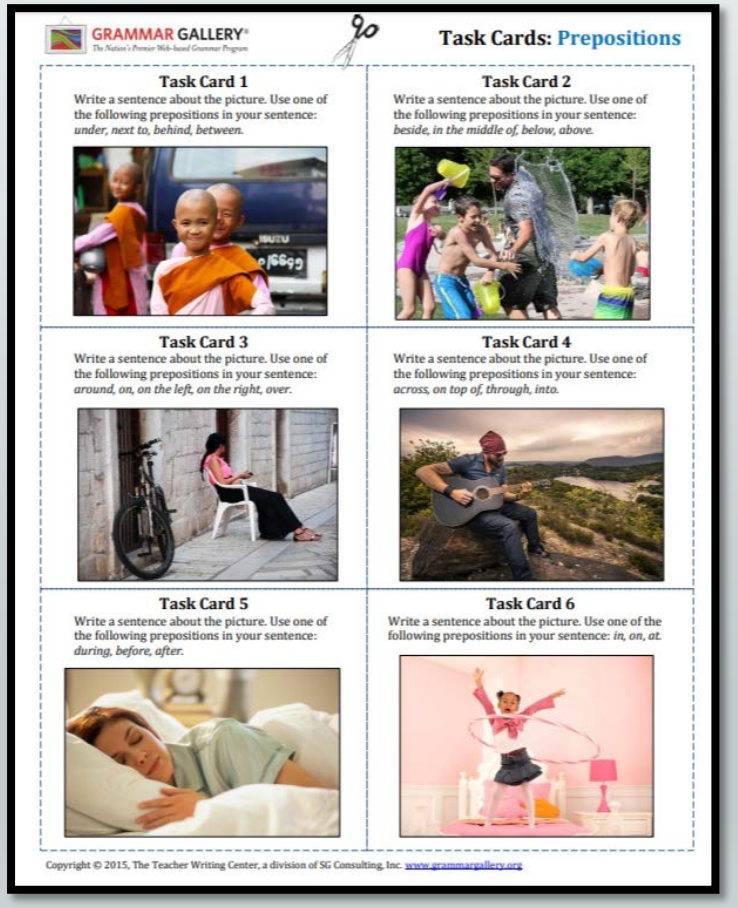


What do you see in all the pictures?

Mona Lisa

The Last Supper

TASK CARDS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Task Cards: Prepositions

Task Card 1
Write a sentence about the picture. Use one of the following prepositions in your sentence: *under, next to, behind, between.*

Task Card 2
Write a sentence about the picture. Use one of the following prepositions in your sentence: *beside, in the middle of, below, above.*

Task Card 3
Write a sentence about the picture. Use one of the following prepositions in your sentence: *around, on, on the left, on the right, over.*

Task Card 4
Write a sentence about the picture. Use one of the following prepositions in your sentence: *across, on top of, through, into.*

Task Card 5
Write a sentence about the picture. Use one of the following prepositions in your sentence: *during, before, after.*

Task Card 6
Write a sentence about the picture. Use one of the following prepositions in your sentence: *in, on, at.*

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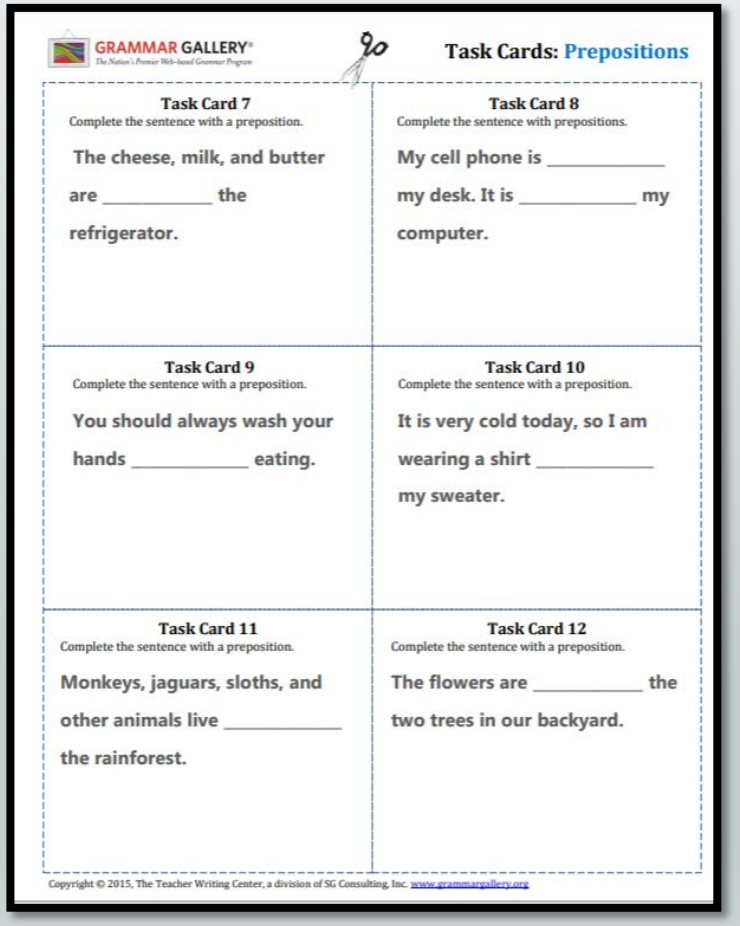
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Task Cards: Prepositions

Task Card 7
Complete the sentence with a preposition.
The cheese, milk, and butter are _____ the refrigerator.

Task Card 8
Complete the sentence with prepositions.
My cell phone is _____ my desk. It is _____ my computer.

Task Card 9
Complete the sentence with a preposition.
You should always wash your hands _____ eating.

Task Card 10
Complete the sentence with a preposition.
It is very cold today, so I am wearing a shirt _____ my sweater.

Task Card 11
Complete the sentence with a preposition.
Monkeys, jaguars, sloths, and other animals live _____ the rainforest.

Task Card 12
Complete the sentence with a preposition.
The flowers are _____ the two trees in our backyard.

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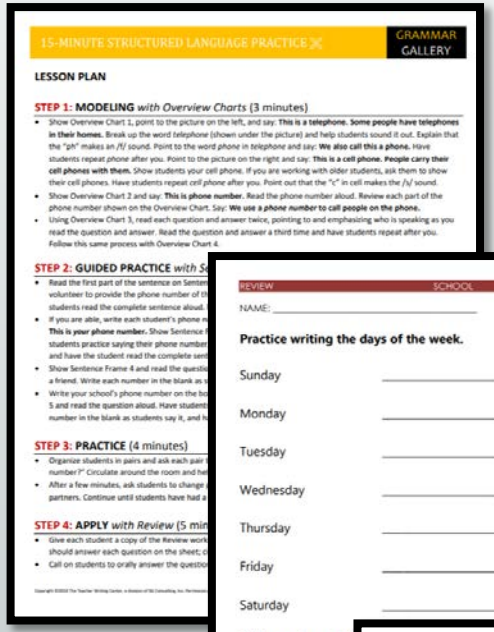
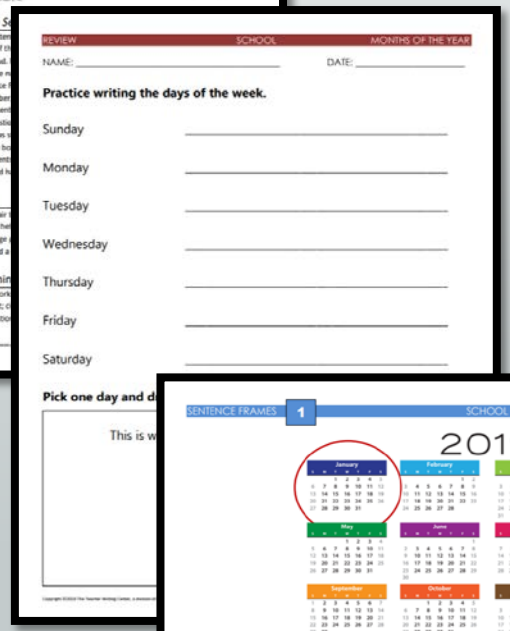
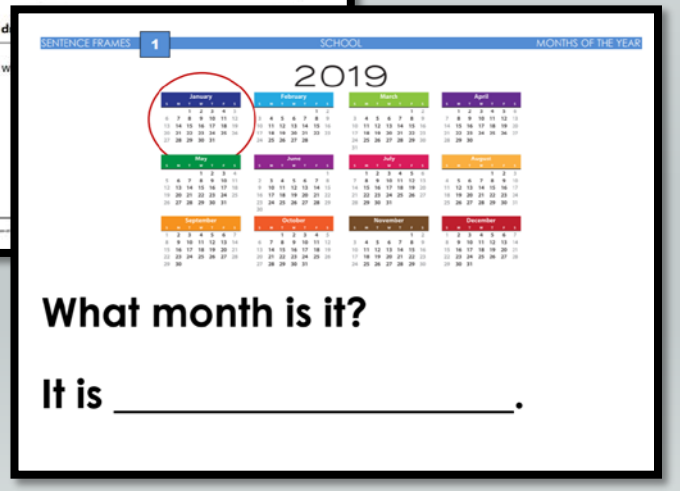
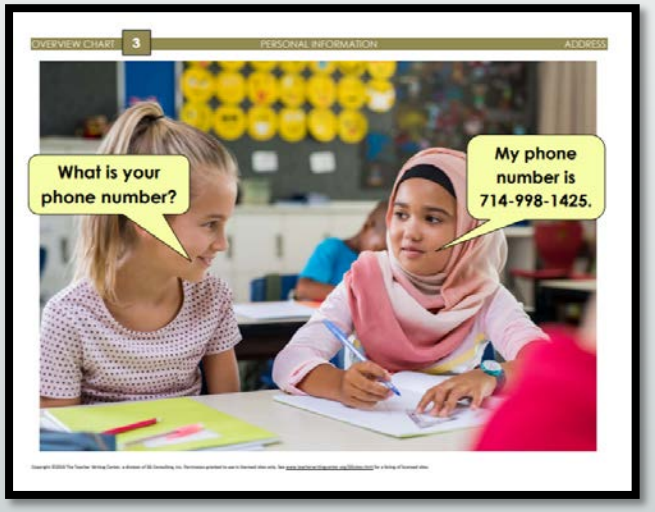
NEWCOMER MATERIALS


15-MINUTE STRUCTURED LANGUAGE PRACTICE
GRAMMAR GALLERY
LESSON PLAN
STEP 1: MODELING with Overview Charts (3 minutes)
STEP 2: GUIDED PRACTICE
STEP 3: PRACTICE (4 minutes)
STEP 4: APPLY with Review

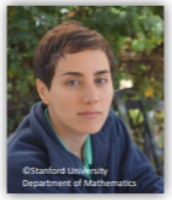

REVIEW SCHOOL MONTHS OF THE YEAR
NAME: DATE:
Practice writing the days of the week.
Sunday
Monday
Tuesday
Wednesday
Thursday
Friday
Saturday


SENTENCE FRAMES 1 SCHOOL MONTHS OF THE YEAR
2019
What month is it?
It is _____.



ACADEMIC VOCABULARY SERIES

ACADEMIC VOCABULARY FOCUS: *achieve* GRAMMAR GALLERY



Maryam Mirzakhani is an Iranian-American mathematician and professor at Stanford University. In August 2014, she became the first woman in 78 years to win the "Nobel Prize of Mathematics." The award recognizes what Mirzakhani has **achieved**, especially in the field of geometry.

Word	Part of Speech	Meaning	Word History	Other Forms
achieve	verb	1) to successfully complete or accomplish something; 2) to reach a goal	from the Latin *ad caput*, meaning "to come to a head"	*achievement* (noun)

achieve

Choose one meaning of this word and draw/insert a picture of it.

Name other words that mean about the same thing.

Name other words that have the opposite meaning.

Write a sentence or question that includes this word.

Fast Fact

Each year, the Grammy Lifetime Achievement Award is presented to performers who "have made creative contributions of outstanding artistic significance to the field of recording." Winners include Michael Jackson, Dolly Parton, The Rolling Stones, Aretha Franklin, and Elvis Presley. Do you think it's important to recognize the achievements of entertainers? Why or why not?

ACADEMIC VOCABULARY FOCUS: *passive* GRAMMAR GALLERY

These people are protesting a government policy, using **passive** resistance. They are not using violence. Gandhi, Martin Luther King, Jr., and Cesar Chavez all believed in passive resistance rather than violent protests.

Word	Part of Speech	Meaning	Word History	Other Forms
passive	adjective	1) without energy, not active; 2) acted upon by influences	from the Latin *passivus*, meaning "capable of feeling"	*passiveness*, *passivity*, *passivist* (noun); *passively* (adv)

passive

Choose one meaning of this word and draw/insert a picture of it.

Name other words that mean about the same thing.

Name other words that have the opposite meaning.

Write a sentence or question that includes this word.

Figurative Language

If a person is **passive-aggressive**, he/she expresses negative or aggressive feelings in an indirect or passive way. The person isn't outwardly hostile but shows displeasure indirectly. For example, a passive-aggressive person might call a friend's engagement ring "cute" or say, "maybe you can get a bigger diamond later." Psychologists say people act passive-aggressively because they don't feel they can be open and honest. Have you ever experienced passive-aggressive behavior from someone? What happened? How did you respond?

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ACADEMIC VOCABULARY FOCUS: *chart* GRAMMAR GALLERY

A noun – names a person, place or thing

This **chart** provides information about nouns. A noun names a person, place, or thing.

Word	Part of Speech	Meaning	Word History	Other Forms
chart	noun	a sheet of information	*chart* comes from the Latin *charta*, meaning "paper, card, map"	*charter* (noun)
	verb	1) to make a map of an area; 2) to keep track of		

chart

Choose one meaning of this word and draw/insert a picture of it.

Name other words that mean about the same thing.

Name other words that have the opposite meaning.

Write a sentence or question that includes this word.

Figurative Language

If something is **off the charts**, it's much better than what is expected or typical. *Jody's dance performance was off the charts. Everyone stood and applauded when she finished.* What have you done that was off the charts?

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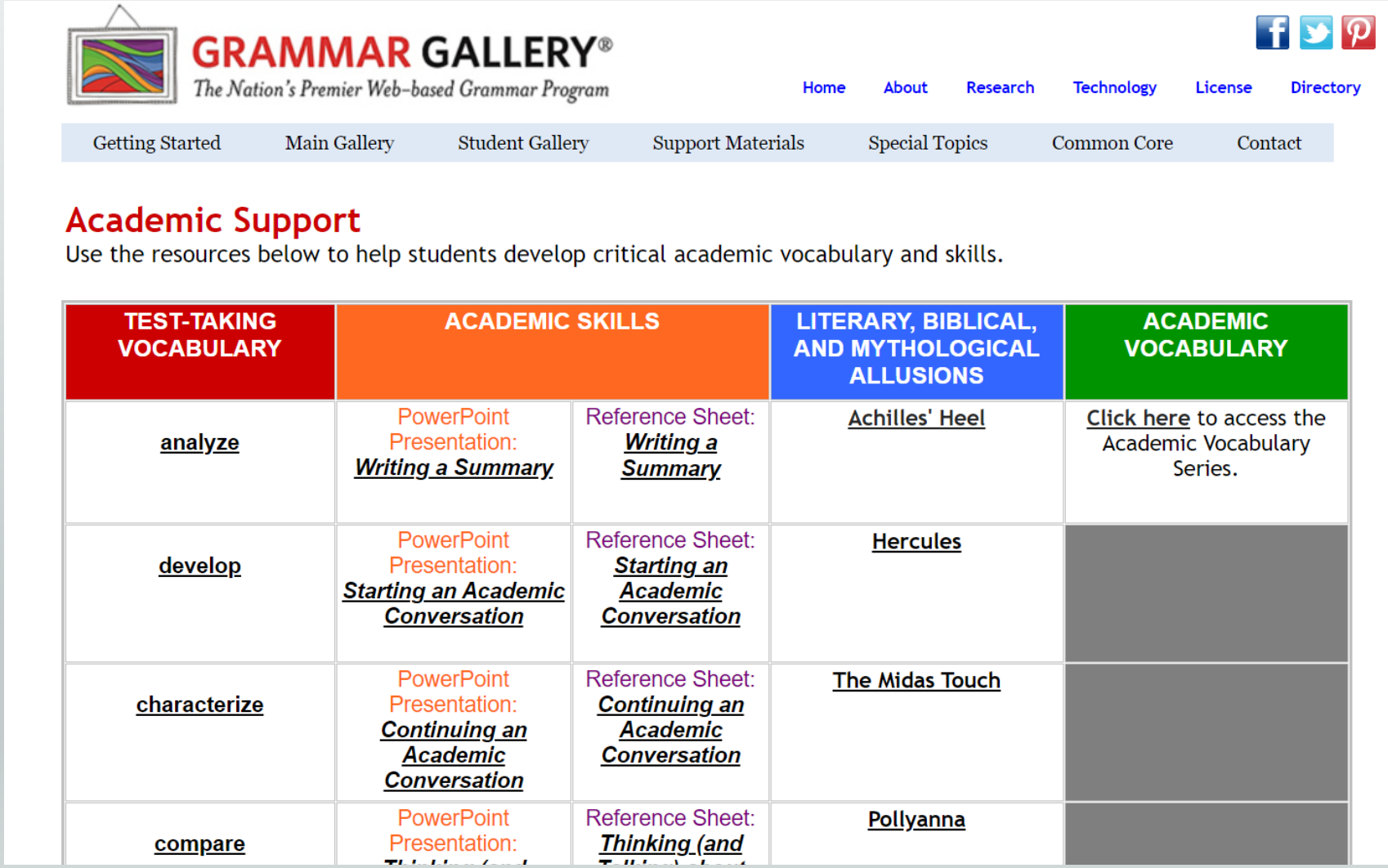
ACADEMIC SUPPORT



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Academic Support

Use the resources below to help students develop critical academic vocabulary and skills.

TEST-TAKING VOCABULARY	ACADEMIC SKILLS		LITERARY, BIBLICAL, AND MYTHOLOGICAL ALLUSIONS	ACADEMIC VOCABULARY
analyze	PowerPoint Presentation: *Writing a Summary*	Reference Sheet: *Writing a Summary*	Achilles' Heel	Click here to access the Academic Vocabulary Series.
develop	PowerPoint Presentation: *Starting an Academic Conversation*	Reference Sheet: *Starting an Academic Conversation*	Hercules	
characterize	PowerPoint Presentation: *Continuing an Academic Conversation*	Reference Sheet: *Continuing an Academic Conversation*	The Midas Touch	
compare	PowerPoint Presentation:	Reference Sheet: *Thinking (and*	Pollyanna	

TEST-TAKING VOCABULARY

TEST TERMS | GRAMMAR GALLERY

analyze

PRONUNCIATION: (AN-l-ahyz)
PART OF SPEECH: verb
DEFINITION: to study or examine closely

*Researchers study data and **analyze** trends.*

DISCUSS WITH A PARTNER
You wouldn't need a magnifying glass to analyze the trend shown in this graph. Why do you think the artist included a magnifying glass in the cartoon?

Here's how to analyze a written work:

1. Review the text completely. What is it about? What is the thesis or main idea?
2. Examine each part of the text separately and think about how the parts relate to each other.
3. Make a judgment about the text. You are like a judge, and a judge must have evidence to support an opinion or a decision.

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TEST TERMS | GRAMMAR GALLERY

NAME: _____ DATE: _____

Some test questions will ask you to **analyze** a literary passage. Remember to:

- ✓ Read the test question and the possible answers.
- ✓ Read the passage carefully.
- ✓ Eliminate responses you know are incorrect.
- ✓ Refer back to the passage and consider the remaining answers.
- ✓ Choose the best answer.

Now You Try!

Excerpt from *The Gift of the Magi* by O Henry

(1) "Jim, darling," she cried, "don't look at me that way. I had my hair cut off and sold because I couldn't have lived through Christmas without giving you a present. It'll grow out again--you won't mind, will you? I just had to do it. My hair grows awfully fast. Say `Merry Christmas!' Jim, and let's be happy. You don't know what a nice-- what a beautiful, nice gift I've got for you."
(2) "Isn't it a dandy, Jim? I hunted all over town to find it. You'll have to look at the time a hundred times a day now. Give me your watch. I want to see how it looks on it." Instead of obeying, Jim tumbled down on the couch and put his hands under the back of his head and smiled. "Dell," said he, "let's put our Christmas presents away and keep 'em a while. They're too nice to use just at present. I sold the watch to get the money to buy your combs."

1. What is dialogue?

- ○ an agreement to exchange gifts
- ○ a conversation between characters in a novel or story
- ○ a character's inner thoughts in a novel or story
- ○ a comparison between two things that are not alike

2. Why is this dialogue significant?

- ○ It shows that Della and Jim are foolish.
- ○ It reveals the extent of Della and Jim's love for one another.
- ○ It is important for the reader to know how Della feels about gifts.
- ○ It shows you must give presents at Christmas.

3. Which adjective best describes Jim and Della's actions?

- ○ careless
- ○ conceited
- ○ greedy
- ○ unselfish

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ALLUSION ACTIVITIES

UNDERSTANDING ALLUSIONS GRAMMAR GALLERY

Achilles' Heel

Alicia has a good job and earns a large salary, but she is always in debt. Shopping is her Achilles' heel. When people use the phrase "Achilles' heel," they are referring to a mythical Greek warrior from the Trojan War. This is called an allusion—an indirect reference to something else.

The ancient Greeks told many stories about gods and goddesses. These Greek myths explain their ideas about how the world began and why natural events occur. These myths often focus on the ideals of ancient Greek society—courage, honesty, selflessness, and strength.

The *Iliad* is one of the best known Greek myths. It tells about the Trojan War, a war between the Greeks and the city of Troy. Achilles, a Greek warrior, was one of the heroes of this war.

Achilles had a definite advantage in combat. According to Greek myth, no arrow or spear could penetrate any part of his body, except his heel. When he was a baby, the story goes, Achilles was dipped into the River Styx. This action protected his entire body from harm, except for his heel, which was left unprotected when he was being dipped.

In the *Iliad*, Achilles kills one of the greatest Trojan warriors in fierce one-on-one combat outside the gates of Troy. At the end of the Trojan War, however, a Trojan prince shoots an arrow into his heel, killing Achilles. The phrase "Achilles' heel" refers to a person's fatal flaw or greatest weakness.

FIND & SORT Find all the nouns in the text above and organize them into three categories: *people*, *places*, and *things* (which includes ideas and qualities).

DEFINE Define the following words using context clues in the text.

myth: _____ *conflict*: _____

_____ _____

DETERMINE What is the main idea of this text? Write your ideas below.

_____

_____

_____

_____

DISCUSS Everyone has an Achilles' heel. What is yours? Discuss with a partner.

UNDERSTANDING ALLUSIONS GRAMMAR GALLERY

The Midas Touch

Carolina wanted to earn money. She knew her friend Franco was just the person to help her. Once his neighbor paid him $25 to collect the pecans that had fallen off his tree, and then Franco sold the pecans for $40 to a bakery. "Franco has the Midas touch," Carolina said. The "Midas touch" is an allusion to a legendary king who was given the power to turn anything he touched to gold. This is called an allusion—an indirect reference to something else.

The ancient Greeks told many stories about gods, goddesses, and the regular people they interacted with. Some of these Greek myths teach lessons about life. One of the stories is about Midas, a legendary king in ancient times. According to the myth, Midas had done a favor for one of the gods. In return, the god said he would grant Midas any wish. Midas replied, "I want the power to turn anything I touch to gold." "Are you sure?" asked the god. "Yes, that's the power I want." And, his wish was granted.

Midas touched some fruit, and it turned to pure gold. Then he touched a chair, and it turned to gold. He was delighted with his new power. He called out to his daughter, "Come, see what I can do." He took her hand, but she seemed very heavy all of a sudden. When he looked at her, he realized he had turned her into gold. Eventually, the god agreed to take away this power, but "the Midas touch" has come to describe anyone who has the ability to make money with ease.

FIND & SORT Find all the nouns in the text above and organize them into three categories: *people*, *places*, and *things* (which includes ideas and qualities).

DEFINE Define the following words using context clues in the text.

grant: _____ *eventually*: _____

_____ _____

DETERMINE What is the main idea of this text? Write your ideas below.

_____

_____

_____

DISCUSS What do you think is the lesson this myth teaches? Have you or someone you know ever wished for something and then regretted it? Discuss with a partner.

UNDERSTANDING ALLUSIONS GRAMMAR GALLERY

David and Goliath

The insurance company refused to pay Greg's medical bills for his broken arm. The company said the accident was Greg's fault, so he should pay the bills. When Greg's friend Angel heard about the situation, he said, "That's too bad, but there's nothing you can do." Greg said, "Oh, I'm going to fight this." Angel said, "Good luck. You're definitely David fighting Goliath. "David and Goliath" is an allusion to a story in the Bible. An allusion is an indirect reference to something or someone else.

A story in the Bible* describes an epic battle between a giant warrior and a young shepherd boy. According to the story, two groups of people were at war—the Philistines and the Israelites. Each group sent one person to fight a battle that would decide the outcome of the war.

The Philistines sent Goliath into this battle. Goliath was said to be more than nine feet tall and the Philistine's strongest warrior. The Israelites sent David, a shepherd whose only experience was in taking care of sheep and goats. David was the underdog in this contest, and everyone expected Goliath to kill the young boy. However, David shot a stone from his slingshot, which hit Goliath's forehead, killing him immediately.

The story of David and Goliath has become synonymous with a contest between a smaller, weaker challenger and a larger, stronger opponent.

FIND & SORT Find all the nouns in the text above and organize them into three categories: *people*, *places*, and *things* (which includes ideas and qualities).

DEFINE Define the following words using context clues in the text.

warrior: _____ *shepherd*: _____

_____ _____

DETERMINE What is the main idea of this text? Write your ideas below.

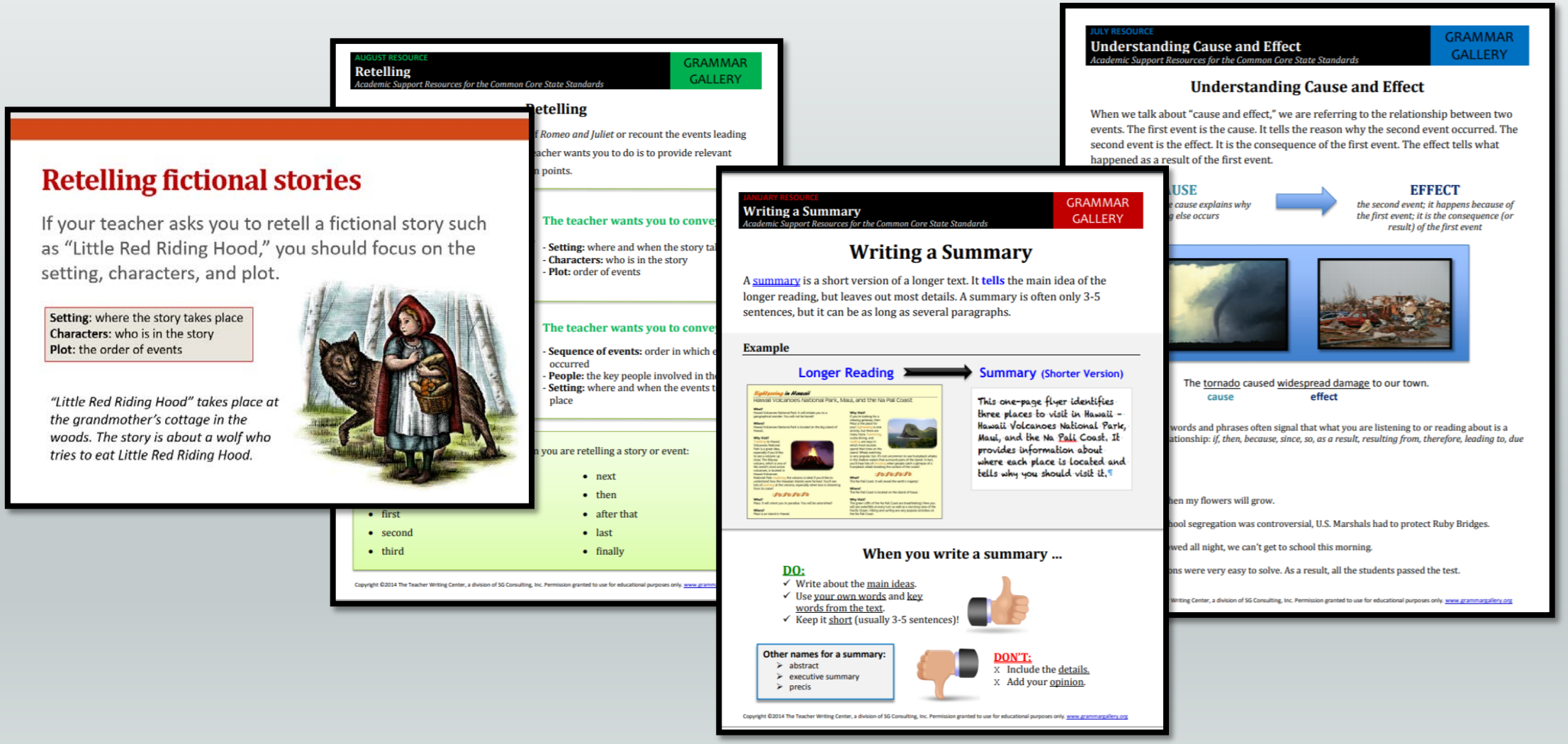
_____

_____

DISCUSS Do you agree that Greg was in a David and Goliath fight? Who is Goliath? Who do you think will win this fight? Discuss with a partner.

*The story of David and Goliath appears in the Hebrew Bible and the New Testament of the Christian Bible.

ACADEMIC SKILL BUILDERS



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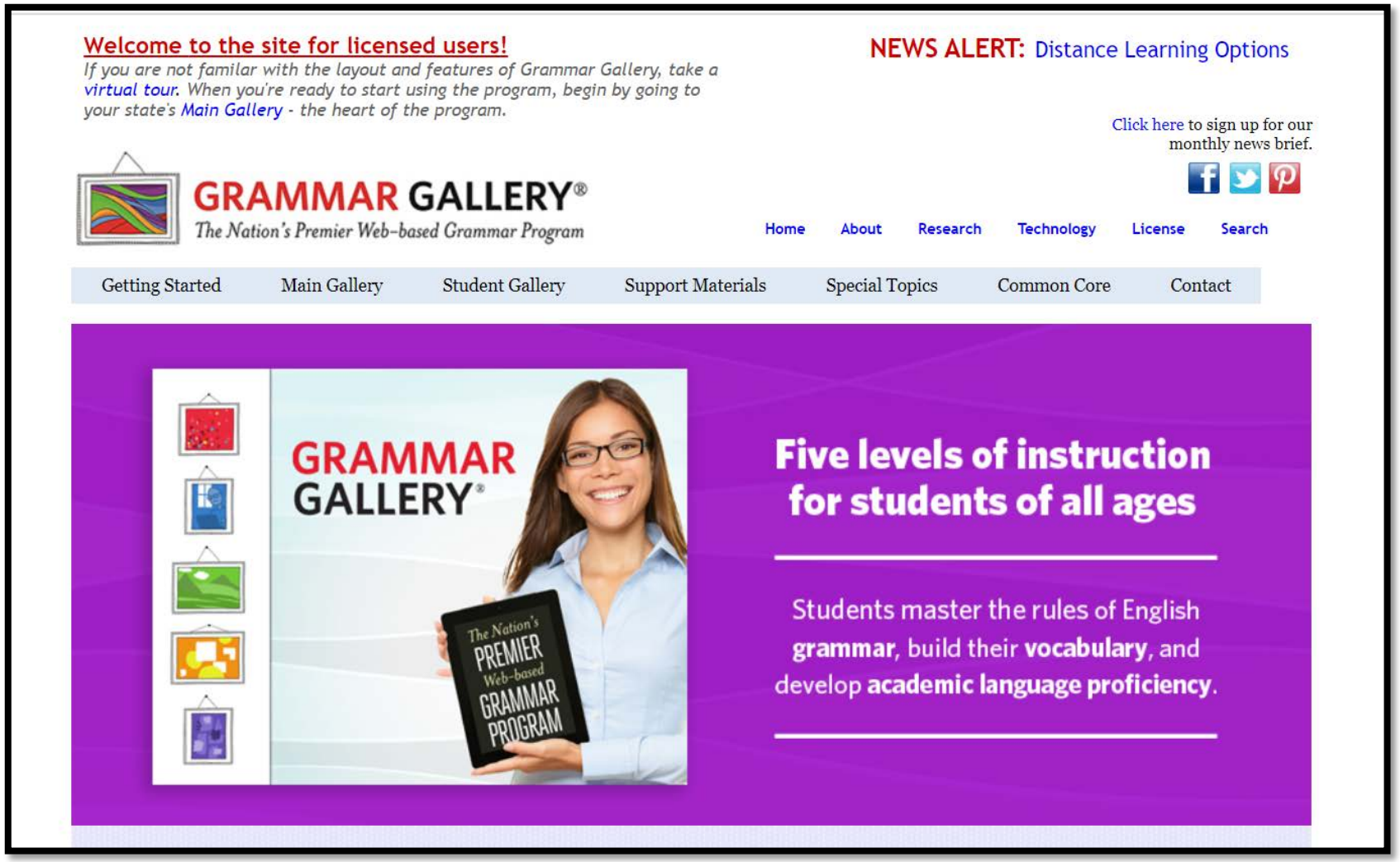


Let's see where you would find these resources on the site for licensed users.

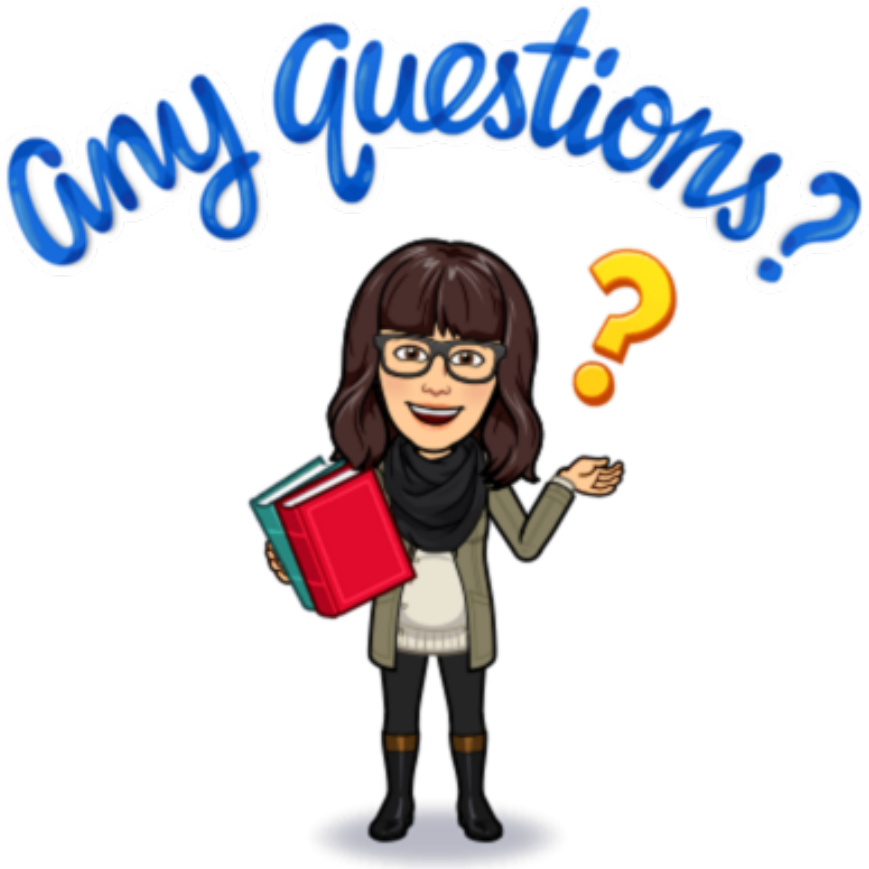
FINAL NOTES and Q & A

I encourage everyone to sign up for a free trial.

We don't require a credit card, and there's no obligation to purchase the program after your free trial.

We know education dollars are limited, and we believe it's important for you to fully explore the program to make sure it meets your needs.

I also want to mention that Grammar Gallery does NOT collect any student data.



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