

EEL Week 1 Lesson Plan

* **On board:**

List the 8 parts of speech - leave up for entire class
Cupcake Chart

* **Introduction** - introduce myself to the students.

- * 3 parts of class: Grammar, Math (Nat'l Number KnockOut), and composition (IEW)
- * 1st, 2nd, and 3rd yr students - some students are completely new, others have already been through a year or two

* **Expectations** of students:

- * Raise hand to speak, don't talk over one another, don't disrupt others in class
- * We are here to encourage one another!
- * No making fun of my spelling!

* **Incentives:**

Water Balloon Fight: each time you participate (answer question, come to board, etc.) you can earn a pebble. At end of class, tell me how many you have; can earn up to 7 points per class. For every 5 pebbles, you earn a balloon!

----- LESSON 1 -----

Ask the kids if they've seen the "Preview" or "Coming Attractions" at the movie theater. That's what this week AND next week are going to be for our first class of Essentials (EEL). We are going to be doing a "coming attractions" class for 2 weeks, so sit back, eat some popcorn, and enjoy the show.

For some, this might be your 2nd or 3rd viewing, so it all makes sense and you can anticipate what's going to happen next.

If it's your first year, then just remember: these are just PREVIEWS, not the movie itself. The real "movie" begins on week 3!

BEFORE going on, introduce 8 parts of speech song(<https://www.youtube.com/watch?v=inRV1MWRscQ>)

MAP: We have a roadmap - Chart A, and we are going to fill it out together today.

- But first, let's let our students have 3 minutes to try to fill out as much as possible (perhaps pass out popcorn in baggies?)
- For first year students, they can copy from a completed Chart A for practice.

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- While they work, let's get out the EEL guide for moms.

Essentials is like Bowling:

- explain how bowling leagues work; 1st week, they take your score and that's your "baseline." Every week after, you are not competing against OTHERS, but YOURSELF! Example, if you bowled a "100" on first week, you were trying to beat YOUR score of 100, not anyone else's score.
- Since we have students with different experience levels of Essentials, it's important for the newer students to realize that those students were once in your shoes!

Roadmap - Chart A:

- This is our map - it tells us what we are going to study each week, and each week we will be going "further" on our map.
- Since I said this was our "preview" week, we are going to go over the entire map *quickly,* hitting the highlights and making you want to learn more!
- So, each week at the start of class, I'm going to tell you where we are on the map. (I have a large 2ft by 3ft poster of Chart A, and at the beginning of class each week, I circle the structure, circle, and pattern we will cover that day.)
 - With a real map, I would start with country, state, town, street, address
 - With this map, I start with Structure, Purpose, Pattern and then I also add what part of speech.
 - Cupcake analogy: So, what does this map have to do with writing? Well, we are going to be studying sentences. And all sentences can be CLASSIFIED into 112 possible combinations. Any sentence you can think of will fall under one of the 112 possible combinations.
- Cupcake analogy....
 - Structures = flavors (Vanilla, chocolate, strawberry, Choc-straw swirl) **note it goes from "boring" to "exciting and complicated"**
 - Purpose = purpose of cupcake (birthday, anniversary, 4th of July, Friday); denoted by a little "flag" you put on last; will translate to punctuation you put on end of sentence!
 - Pattern = toppings (chocolate sprinkles, rainbow sprinkles, heart shaped, M&Ms, nuts, cherry, chopped up candy bar) **Again, simple to complicated)**
 - Have kids name off different cupcakes, or how they would like theirs....
 - How many possibilities.... show the math....

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- pick one flavor, one frosting, 7 toppings = 7 different cupcakes.
 - Same for SAME flavor, different frosting = 7 different cupcakes
 - Same for SAME flavor, dif frosting = 7
 - SAME flavor, 4th frosting = 7
 - So, for that ONE flavor and ONE frosting, we have $7+7+7+7 = 7 \times 4$
 - Since we have 4 flavors, each flavor can make 7×4 different cupcakes... thus, $7 \times 4 \times 4 = 112$
- What is the point (other than making me wish I had a cupcake right now?!?)? To show how Chart A is a shorthand way of listing 112 different CATEGORIES of sentences!
 - So, if we were a baking class and we were going to study one cupcake each week, I could tell you this way:
 - Structures = flavors will be *strawberry*
 - Purpose = frosting will be *rainbow*
 - Pattern = toppings will be *chopped up candy bar*
 - But, we are studying sentences. So, the board at the beginning of class will look like this:
 - Structures = Complex
 - Purpose = Imperative
 - Pattern = S -Vt -IO - DO
 - BONUS: Have parents open their guide to page 18/20, and figure out what week I just named.... (week 15)
 - Just like we named off cupcake possibilities, have kids name off possible sentences... number them with tally marks on board... then tell them "We only have X to go to get to 112, and we only have <x> minutes of class yet... should we keep going? Someone's already done it - see chart B, Chart G, Chart M, and Chart P! (Pages 402...)"

8 parts of speech song - Jumping Jacks

- Have moms/students circle on Chart A as we discuss....
 1. Structure: How is it built? See top of page 26 (28)-
 - A. Simple = independant clause (IC = house) - **draw on handout**
 - A. Explain what a clause is: A group of words that contains both a subject and a verb. (Week 13);

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B. Explain what independant means.

C. Explain what subordinate means

Examples of clauses that are dependent vs. independant.

B. Compound = at least 2 I.C.'s joined by FANBOYS (Coordinating Conjunction)
- **draw on handout- 2 houses, FANBOYS fence**

C. Complex = at least 1 IC (box) and 1 Subordinate clause (SC) - **draw on handout - house with 2nd story**

D. Compound-Complex = at least 2 ICs and at least 1 SC - - **draw on handout - 2 houses, fanboy fence and at least one house has 2nd story**

2. Purpose - intent or function; 4 possibilities: tell someone something - relay information. **Batman texted me. Batman texted me! Batman texted me? Text me.**
3. Pattern - seven unique arrangement of words - look at the list. What do they all have in common? S and V.... the pattern is determined by the **subject** of the sentence combined with the **predicate** (Salt + Pepper)
 1. SUBJECT: who or what the sentence is about)
 2. PREDICATE (includes the verb, and tells what the subject is doing or being)

Mark an "S V" on each pattern - they all start the same way!

Have kids pull out laminated Chart A. Let's see how much we can fill out.

- kids can draw houses on "structures"
- Explain the shortcut "DIXI" for purposes; also, write punctuation
- All patterns start with an S-V
- We know 8 parts of speech!

- **8 parts of speech song - marching**

- To be a real sentence, it must have ALL "5 parts of a sentence".... write " bruce wayne lives in Batman's attic " on board.
- Looking at Chart A, bottom left box: Does this sentence...
 - have a subject? (Yes, Bruce Wayne)
 - have a verb? (Yes, lives)
 - Start with a Capital Letter? (No, change to Bruce Wayne, proper noun)
 - Have an end mark? (No, add period)
 - make sense? Yes!

Memorization takes time, but must be done over time, not all at once, for it to stick.

Don't try to memorize the charts by working on it for 50 minutes on one day - it won't

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work. Work on it a little - just 5 or 10 minutes - each day. This is a skill you will need in Challenge, and College, and in any endeavor that requires remembering something.

HOMEWORK:

Moms: Read over Lesson 2, find youtube's **8 parts of speech song**

Kids: Each day, copy charts A & B, memorize

3rd year kids - try to stump us! Bring in a sentence that you diagramed (could be from newspaper, a book you're reading, etc.)

Song: 8 parts of Speech by Missy Wilson on YouTube (**Do again, whispering**)