Grammar that Doesn’t Stink

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Jacob Carr

goBOLDedu@gmail.com
goboldedu.com

@MrCarrOnTheWeb

CORE Butte High School
Chico, California
What is “8 p*Arts?”

- Practice the 8-parts of speech
- Produce paragraphs quickly
- Increase vocabulary skills in writing
- Based on low-stakes repetition
- Silly is great!
- Highly permutable

<table>
<thead>
<tr>
<th>Three Word Sentence</th>
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<table>
<thead>
<tr>
<th>Verbs</th>
<th>Adverbs</th>
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<table>
<thead>
<tr>
<th>Write a Paragraph using at least ONE of each part of speech</th>
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<table>
<thead>
<tr>
<th>Nouns (one proper)</th>
<th>Adjectives</th>
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<table>
<thead>
<tr>
<th>Conjunctions</th>
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<table>
<thead>
<tr>
<th>Pronouns</th>
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</table>
Write a Paragraph using at least ONE of each part of speech:

Tom, an astute chicken, quickly raced to point the way.
My photography teacher challenged me to get a picture of something that is other worldly, so I thought of this lake. Lakes, or water, can be great in pictures so of course this is where many other students also gravitated toward. In the mountain range in Nevada lies a recluse lake, though. Only a couple of my classmates were there; and unfortunately for them, none could get a more perfect picture than I. So clear and blue it could almost reflect my soul with that exquisite texture. Alas, if only I had a cabin on that lake, but I don’t; nor will I probably ever. With one final look at the real thing, I turn to my car. I drive home to email the picture to my favorite teacher, in peace.
Repeat frequently toward mastery for a few weeks, or even the whole semester changing the criteria until they “get it fast.”

Think “über quick bell-ringer”
Don’t penalize for practice!

Parts of speech, view the following resources:
What’s Next?
Sentence p*ARTS
<table>
<thead>
<tr>
<th>Title the Picture</th>
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<table>
<thead>
<tr>
<th>Imperative</th>
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<table>
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<tr>
<th>Declarative</th>
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<table>
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<tr>
<th>Interrogative</th>
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<table>
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<tr>
<th>Exclamation</th>
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</table>

**Write a sentence with an imbedded quotation.**

**Write a sentence using a gerund**
Write a sentence with a semicolon
Mama duck stood near the storm drain; the babies had fallen in.

Write an appositive sentence
Mama duck, who seemed worried, looked down into the drain.

Interrogative
Why would she lead them toward the storm drain?

Declarative
Mama duck marched her babies across the street.

Exclamation
Not that way!

Imperative
Stop those ducks!

Title the Picture
Here Comes Ducklings!
Write a sentence using an integrated quotation.

Write a sentence using parallel structure.
Sentence pARTS Eduprotocol!

Easily printable!

8-pARTS Grammar Eduprotocol

Write a sentence to be the same as the one above it. Draw a picture to go with the sentence.

<table>
<thead>
<tr>
<th>Nouns</th>
<th>Verbs</th>
<th>Adjectives</th>
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</table>

Type of Sentence:

- Impressive
- Declarative
- Interrogative
- Exclamation

Now that you’ve drawn, write sentences about your drawing using each type of sentence below:

- Imperative:
  - Climb the building.

- Declarative:
  - Thor is better than ironman.

- Interrogative:
  - Why did Stan Lee make Marvel?

- Exclamation:
  - Stan Lee is awesome!
Once they’re comfortable navigating frames...
Your Name: Ruben #10

Imperative
Don't fall into the ocean.

Declarative
What a beautiful ocean.

Interrogative
Is that a whale?

Exclamation
That's a big whale!

Title the Picture
The legend of humpback whales

Use there and their correctly
Their over there.

Write an appositive
Joey, who is tall, is good at researching.

Fantastic!

Write a sentence with a semicolon
I want a salmon; they're delicious.

Plural Possessive
The sea animals' belong to the ocean.

Singular Possessive
One of the sea animal's are my friend.

We will work on these a bit more.

Dialogue - Character #1

"Look over there is it a tower?" he said

Character #2

"No it looks like an animal." he said

Are you sure about it?" he said

Character #1

"Then why is it rising up." he said

Character #2

I want to explore what's the thing and Josh wants to explore more of the ocean.

Write a complex sentence:
I want to do more research, they're fun.
THOUGHT JOT: Looking at the visual prompt. What thoughts come to mind that you might write about?

NOUNS CAP
the name of a person, place, thing, or idea
meat
butchers
kitchen

ADJECTIVES
 modifies or describes a noun or pronoun
white
cut

VERBS
expresses action or being
stretching
dancing
cutting

ADVERBS
 modifies or describes a verb, an adjective, or another adverb
oddly
fashionably

PRONOUN
a word used in place of a noun
they

PREPOSITION
modifies or describes a verb, an adjective, or another adverb
over

PREFIX
word part placed before a word, base, or another prefix to modify a stem’s meaning
unpredictably

SIMILE OR METAPHOR
A simile says that one item is like another using “like” or “as.” A metaphor compares two things, but the
without “like” or “as.” A metaphor says that one item IS the other.

SUFFIX
word part placed after a word, base, or another prefix to modify a term’s meaning

Write a paragraph using each part of speech and examples of figurative language. After
writing, code each part of speech and example of figurative language.

The workers worked in the factory slowly and steadily, with their pure white uniforms
and blue rubber gloves, cutting the thinly sawed meat. The butchers continued
cutting willingly in the kitchen, when Joe suddenly yelled “Meat Dance!” All the workers
turned and stared at him. He started shaking his hips and sliding around the blue tile
floor like a professional ice skater. Bob jumped on the table and yelled with Joe, “Meat
Dance!” They oddly performed an interesting duet, dancing their arms and legs and
fingering meat around. “Karate Chop!” yelled Jack, who used to do karate. Then, all the
workers got out of there chairs, dumped the meat bins from the table to the floor, and
got on the table and used it as a stage. First, Ed had a fashion show, fashionably
walking down the table, pretending it was a runway, their uniforms were as white as
snow. They jumped on meat buckets on the ground, and the workers were as flexible
as gymnasts*. They performed a series of Rockette kicks, led by Ron, who had longed
to be a boy Rockette, tap dancing unpredictably down the floor, and even danced on
their slippery toes like ballerinas. Some workers got out flutes and trumpets, having longed
to be musicians, and one man got out a conductor’s baton, and they began to play a
loud, blaring tune, and a man that had longed to be an opera singer began to sing like
he was the most famous singer in the world. All of the workers that hadn’t danced yet
started snapping their hands and dancing at a fast pace. When the party was truly
over, Ralph jumped on the table and all of the musicians stopped playing, the conductor
dropped his baton on the ground, the singer broke off mid breath, and the dancers all
paused mid kick. Ralph sang so loud that it resonated through the walls, “I Quit!” There
was a brief moment of silence and all of the workers paused, mouth open. Short after,
all the workers, laughed, sang, and danced, and slowly made their way out the door,
singing and yelling “I retire,” and “I quit,” and some people even heard, “I am going to go
follow my dream!” 2 hours later, their boss went into the meat room only to find it empty
with meat everywhere, tables scattered, forgotten instruments, and a giant sign of “We
Quit” written in meat juice on the window. The boss put his hand down on the table,
bedraggled, only to be cut with a very sharp knife. “Ouch!” he cried, and sighed, “Time
to find a new crew!”
<table>
<thead>
<tr>
<th>Kernel</th>
<th>Declarative</th>
<th>Compound (FANBOYS)</th>
<th>Singular Possessive</th>
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<tbody>
<tr>
<td>because...</td>
<td>Imperative</td>
<td>Complex</td>
<td>Plural Possessive</td>
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<tr>
<td>, but...</td>
<td>Interrogative</td>
<td>Interrogative Response (Yes/No)</td>
<td>Their, There, or They’re</td>
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<tr>
<td>@@MrCarrOnTheWeb JACOB CARR</td>
<td></td>
<td>Introductory Clause</td>
<td>Appositive</td>
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# Primary/Secondary Source Document Analysis

<table>
<thead>
<tr>
<th>Source: Primary or Secondary</th>
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## Three Word Summary

1. 

2. 

3. 

## Evidence/Details

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## Historical Context:

What do you know about the topic? 
What do you NOW know about the topic after seeing this source? 

## Communication:

What is the point of view of the author? 
Is there a bias? 

## Conclusion: Claim

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## Write a short DBQ paragraph

Claim: 
Quote/Evidence: 
Analysis: 
Quote/Evidence: 
Analysis: 
Conclusion: 

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Chris Flores

@mrcoachflores Follows you

Middle School History | Instructional Coach | EdTech Enthusiast | 
OCCUE Board Member | 
Costa Mesa, California | Born May 21 | 
Joined November 2013

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<tr>
<th>Three</th>
<th>Word</th>
<th>Gist</th>
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**Historical Context:**

What DID you know about the topic?

What do you NOW know about the topic after seeing this source?

---

**Communication**

- What is the point of view of the speaker?

- **Claim**

---

**Evidence/Details/Quote:**

Textual evidence are details from the source that supports your argument, thesis or claim.

1. From the textbook: “Many Jews were forced to relocate. When the Romans destroyed the Jewish religious capital of Jerusalem, many Jews fled Jerusalem and took refuge at Masada. Others fled to the northern parts of Judea near the Galilee. In Yavneh, a city 14 miles south of modern Tel Aviv, Yohanan ben Zakkai established a school to study the Torah and established a tradition of learning under scholars known as rabbis. This tradition became the Judaism we know today.”
Reading Summary Protocol

Rewrite the thesis:

Add 5 important icons or emojis you could use to sketchnote this:

5 Questions you have while reading:

That are the main points?

Write a paragraph summarizing the material:
How do you build these slides?
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Write an appositive sentence

Write a sentence using a gerund
Grammar and Vocabulary
Weekly Independent Study Practice

Time permitting:

Emoji Power Paragraph

https://byrdseed.com/emoji2/