

High School English Diagramming a Sentence Flipped Lesson

Objective: The learner will acquire the skills for sentence diagramming and appreciate how it helps them understand English grammar.

"Diagramming gives you a tool to attack sentences globally, not in a fragmented approach. You get to see how parts interact. You see not only parts, but also their functions. When you diagram, you develop an eye for breaking down a sentence, so you can fix it more easily." – Paula H
from <http://www.redshift.com/~bonajo/diagram.htm>

The learner will be able to diagram a variety of compound and complex sentences and questions by the end of the unit, including sentences with a compound subject, compound predicate, direct object, indirect object, pronouns, appositive, adjective, adverb, prepositional phrase, gerund, understood subject, etc.

Models of Instruction The Cooperative Learning Model is great for creating in students intrinsic motivation, positive interaction, and an attitude of helping each other learn. It has been proven to increase intellectual activity, mastery of material, positive feelings, social skills, and self-esteem. However, practice is needed for students to learn how to work cooperatively, efficiently, and interdependently. It is important to use fairly straightforward and familiar cognitive tasks for the initial training, to change partners for various activities, and to introduce more complex cognitive tasks and more complex cooperative sets later.

The following cooperative structures are used in this lesson:

Jigsaw (in groups of four):

Each group member becomes a specialist for a different part of the assignment. The specialists from each group meet together to learn the material. Then, they return to their original groups and become the tutor for that part of the assignment.

Baton Relay (in groups of four):

Each group member starts with a difference sentence and does step 1. Then they pass their sentence clockwise, and do step 2 with the new sentence. Repeat with step 3 and step 4.

- Step 1: Circle the subject (noun or pronoun), underline the predicate (verb), and put parentheses around prepositional phrases.
- Step 2: Draw the skeleton of the diagram (just the horizontal, vertical, and diagonal lines), leaving spaces for the words.
- Step 3: Fill in the diagram with the words. Make sure no words are left out!
- Step 4: Check the diagram with the original sentence.

Sage and Scribe (in pairs):

Partner A explains how to diagram the sentence, while Partner B writes. Then they switch roles for the next sentence diagram.

Gallery Walk (work independently):

Students randomly choose one or more sentences, add their diagram answer on the paper, and post them on the wall. Students peer-review each other's' answers as they walk around the review and write their comments on the papers.

Correlation to Blooms Taxonomy and Marzano's Strategies

Several elements of Bloom's taxonomy are evident in this lesson. Students will be:

1. Creating—their own sentence and diagram in the Closure.
2. Evaluating—each other's diagrams in the Gallery Walk.
3. Analyzing—each other's diagrams in the Baton Relay.
4. Applying—their diagramming skills when diagramming new sentences in the Sage and Scribe.
5. Understanding—by taking notes from presentations, videos, and websites in the homework (Flipped Classroom Component).
6. Remembering—their knowledge of grammar and parts of a sentence in the "Grammar Ninja" game and the check for prior knowledge.

Furthermore, several of Marzano's instructional strategies are present in this lesson. This lesson will use:

- Summarizing and Note Taking—students take notes in the homework (Flipped Classroom Component).
- Setting Objectives and Providing Feedback—the teacher sets the objective in the beginning (in the Flipped Classroom Component) and give feedback through the homework check and while pairs and groups are practicing in class.
- Reinforcing Effort and Providing Recognition—the teacher provides feedback and recognition during the practice time.
- Homework and Practice—students do homework and practice with each other in class.
- Cues, Questions, and Advanced Organizers—sentence diagrams are advance organizers, and the puzzlers in the Closure give cues.
- Cooperative Learning—a variety of cooperative sets are used, in pairs, groups of four, and with the whole class.

Materials:

- 1 copy of the homework for each student
- 1 copy of the class activity for each pair of students, cut into strips of paper (there are two versions, one is in 2 columns to save paper). **Activity 1, 2 Column Version, Homework**
- 1 copy of the formative check, with each sentences cut onto a **strip of paper**
- 1 sheet of blank paper or colored paper for each student
- Tape to attach each student's sentence diagram on the wall

Lesson Description

1. The teacher engages students by playing the "**Grammar Ninja**" game (identifying parts of a sentence). Volunteers take turns on the computer while the class cheers.
2. The teacher introduces to the students the goals and objectives for the lesson next class.
3. Teacher checks for their prior knowledge by giving students sentences from the future formative check and having them circle the subject, underline the predicate, and label the nouns, verbs, adjectives, adverbs, prepositional phrases, etc.

At Home

Students are given the homework assignment the previous class, where they take notes from websites, presentations, and/or videos to prepare them for the in-class practice and application. The teacher puts students in groups of 4 and encourages each group to divide the work. There are a total of 52 types of sentences to take notes on, and each type has a symbol next to it (\$, %, ^, &).

Part 1: Read this **linked website** and diagram your answers to the two sentences at the bottom of the

webpage.

Part 2: Take notes on **one** of the following: - **Powerpoint presentation** or the three screencasts linked below:

- **Screencasts: part 1** ,
- **Screencast part 2** , and
- **Screencast part 3**
- Click on "**The Basics of Sentence Diagramming** (Part One)" or "... (Part Two)"

In Class

1. Teacher checks that students have done the preparation for class by looking over their answers to the two sentences in step 1 of the homework. If they have not done these, or they are done incorrectly, then they will be sent to a computer station in the back of the classroom to do that part of the homework before they join the rest of the class. The teacher encourages them to work quickly, since the delayed start to their classwork means they may have to finish the classwork on their own at home.
2. In the following activities, the teacher will circulate the room and provide help, give feedback, and reinforce effort by choosing correct diagrams from groups to post on the board and giving bonus points. The diagrams posted on the board will also help students who are stuck and need help with a diagram.
3. In a Jigsaw, students check the notes they took on the homework in their specialist groups. Then they return to their original groups and tutor each other.
4. In a Baton Relay, students diagram sentences in Part 1 #1-12 of the class activity.
5. In a Sage and Scribe, students diagram sentences in Part 1 #13-32, 36-38, and 50 of the class activity.
6. In a Sage and Scribe, students diagram sentences in Part 2A #1-2 of the class activity.
7. In a Baton Relay, students diagram sentences in Part 2B #1-8 of the class activity.
8. In a Sage and Scribe, students diagram sentences in Part 2B #9-13 and Part 2C #1 of the class activity.
9. Students peer-review each other's answers as they walk around the review and write their comments on the papers.

Formative Check:

Each student pulls one strip from Practice Sheet #1 and one strip from Practice Sheet #2. They write the sentence on a blank sheet of paper, diagram the sentence on the paper, and post it on the wall. Students peer-evaluate each other's diagrams in a Gallery Walk.

Re-Teach:

If a student needs a stripped-down version of the notes, the following websites gives basic steps for diagramming, examples, hints, and links.

- <http://www.redshift.com/~bonajo/diagram.htm#how>
- <http://www.ateg.org/grammar/tips/t16.pdf>
- <http://www.english-grammar-revolution.com/english-grammar-exercise.html> (not all answers are given)

If a student needs help with grammar basics, this website gives examples, videos, and quizzes on verbs, nouns, adjectives, adverbs, pronouns, connectives, and how to distinguish between these different word types.

- <http://www.bbc.co.uk/skillswise/topic-group/word-grammar>

Closure:

Students will summarize their learning by diagramming the "puzzlers" on the following websites. There are 4-5 clues to each puzzler: the sentence, hints about the parts of the sentence, and a skeleton for the diagram that has the parts of the sentence written in it. Then students can create their own puzzler with an original sentence (at least 10 words long), several clues, and the skeleton diagram with the parts of the sentence written in it, as well as the answer.

http://www.english-grammar-revolution.com/puzzler_answers.html

Assessment or Summative Evaluation:

Students will be assessed at the end of the unit through a summative evaluation like a quiz or a test.

Accommodation(s) for Special Populations of Students

The teacher may provide a set of notes (from the links in the homework or in the reteach). The teacher may also modify assignments by providing the blank skeleton of the diagram for the students to fill in.

The teacher may provide more challenging sentences to diagram from grade-level appropriate novels. For example, students may diagram sentences from the first paragraph of a novel by Charles Dickens. The following website has 250 "Daily Diagrams" with answers that quickly move from easy to very challenging.

http://www.german-latin-english.com/daily_diagrams_archives.htm