

7/30/2014

# Grammar Guide

Basic Grammar with Purpose



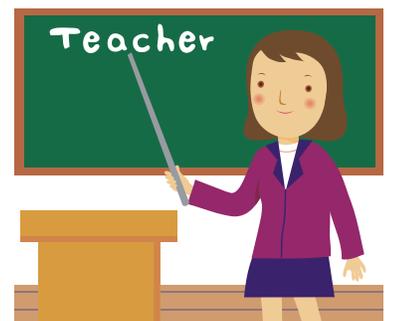
Amber Combellick

DOVE AND DISCOVERY PUBLIC SCHOOLS- DSA TULSA

# Contents

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Letter of Intent .....	2
Where to Begin .....	3
The Strategy: Grammar Basics- Steps to Success.....	4
The Fabulous Four.....	5
The Fab Four Footsteps .....	6
Example Footsteps .....	7
Phrases and Clauses.....	8
The Great Eight.....	9
<b>Tier One</b> .....	9
<b>Tier Two</b> .....	9
<b>Tier Three</b> .....	9
The Great Eight: Facts and Formulas .....	10
Creating Additional Bell Work Practices and Lessons.....	15



# Grammar Lessons

## Letter of Intent

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These materials have been compiled to support ELA teachers in the area of grammar instruction. Many secondary teachers have voiced concerns that students begin grammar in elementary school but then do not revisit it until the ACT/SAT test comes around. The occasional worksheet or DOL as bell work has been the ‘go to’ for elementary and secondary teachers alike. These materials are designed to help you create integrated grammar instruction that is functional and supportive of writing and reading instruction.

We have all seen the many grammar books boasting 150 WORKSHEETS or 5,000 PAGES of FUN. This is not either of those. This is a condensed guide of the basic grammar principles that students need to master. This is designed based on grammar materials from trainings I have attended over the summer and reading that I have done. I have listed my materials and resources so that you can continue this work and develop your own materials. Hopefully, this strategy, a hodgepodge of materials I have gathered this summer, will help beginning and seasoned teachers alike to teach grammar that reaches students intellectually and personally.

I have struggled with developing a process and lessons for integrating grammar in a meaningful way in my class. I believe, hopefully, that this is a common struggle for teachers. I want this resource to be your springboard to success. Feel free to share, modify, and develop your own materials based on what you find here.

As a new teacher, from out-of-state and right out of college, I have found that the teachers I have met from all over Oklahoma are invested in the education and success of our students. I have found teachers who are willing to share their life’s work and answer my tedious questions. I have found teachers that want to talk about teaching, strategies, and life. I have found the best support system through ELAOK and the Summer Convening program sponsored by the OSDE. I am eternally grateful.

Please feel free to contact any of the teachers who contribute to ELAOK to ask for suggestions, guidance, and support. Oklahoma’s ELA teachers, elementary and secondary alike, have heart!

Sincerely,

Amber Combellick  
Dove and Discovery Public Schools- DSA Tulsa

 [@luckystarteach](https://twitter.com/luckystarteach)

## Where to Begin

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### The Standards- Based on 7<sup>th</sup> Grade PASS

\*Standard 3: Grammar/Usage and Mechanics. The student will demonstrate appropriate practices in writing by applying grammatical knowledge to the revising and editing stages of writing.

1. Standard English Usage - Demonstrate correct use of Standard English in speaking and writing.
  - a. Recognize nominative, possessive, and objective nouns.
  - b. Recognize abstract, concrete, and collective nouns.
  - c. Recognize the principal parts of regular and irregular verbs.
  - d. Use the principal parts of verbs to form verb tenses.
  - e. Identify transitive, intransitive, and linking verbs.
  - f. Make subject and verbs agree.
  - g. Identify direct objects, indirect objects, objects of prepositions, predicate nominatives, predicate adjectives, and object complements.
  - h. Use nominative, objective, and possessive pronouns correctly.
  - i. Make pronouns agree with their antecedents.
  - j. Use correct pronoun reference.
  - k. Correctly form and use the positive, comparative, and superlative forms of adjectives.
  - l. Correctly identify and use interjections.
  - m. Correctly identify and use restrictive (essential) and nonrestrictive (nonessential) clauses, appositives, appositive, participial, and prepositional phrases.
  - n. Correctly use all conjunctions.
  - o. Distinguish commonly confused words (e.g., there, their, they're; two, to, too; accept, except; affect, effect).
2. Sentence Structure - Demonstrate appropriate sentence structure in writing.
  - a. Correct sentence run-ons and fragments.
  - b. Correct dangling and misplaced modifiers.
  - c. Differentiate between dependent and independent clauses.
  - d. Write simple, compound, complete, and complex sentences of varying lengths.
  - e. Write sentences with simple, complete, and compound predicates.
  - f. Indent paragraphs as necessary to conform to specified format.

### Objectives

The objective of this strategy is to go beyond the basic standards. Students will be able to demonstrate correct grammar and sentence structure. Beyond that, students will develop their own style of writing, understand the art of writing, and functionally use grammar in written and oral communication. Students will be able to apply what they learned to their own creative interests, collegiate pursuits, and career readiness.

# The Strategy: Grammar Basics- Steps to Success

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## Parts of Speech

The classic methods of teaching grammar try to get students to memorize the category of the part of speech and then apply that to their writing. Students are often asked, “What part of speech is \_\_\_\_\_?” Teachers are left hanging by students with glass eyeballs and open jowls. Teachers may also be using a DOL or bell work that asks students to correct improper grammar or label a part of speech. These lessons only employ students to remember and understand information for a short period of time. Students do not reach the higher levels of thinking and are not engaged in the lessons.

## Resources and Pedagogy

Before you begin, it is suggested that you are familiar with the following strategies and methods in order to maximize the success of your lessons.

- The common guides for learning objectives and thinking targets are Costa’s Levels of Thinking and Bloom’s Taxonomy of Learning (Revised). These two guides in conjunction will help you to engage students and create rigor in the classroom. Feel free to look for a combination guide or chart that will include Costa’s Levels of Questions and action verbs for Bloom’s Taxonomy.
- The 5 E Learning Cycle is an instructional lesson plan structuring model based on constructivist learning theory, which guides teachers to create or enhance lessons. Teachers should focus on the following stages of learning for student: Engagement, Exploration, Explanation, Elaboration, and Evaluation. For further explanation of each stage, explore online or look for a college teaching resource.
- AP (Advanced Placement) Strategies can be found in many AP materials from the College Board. Many of these are reading, writing, and oral language strategies and can be purchased at [apcentral.collegeboard.com](http://apcentral.collegeboard.com). Some of the materials included are derived from an AP Summer Institute (APSI) in Oklahoma City in 2014 presented by Christian Cicoria, St. Mary’s Hall San Antonio, TX. Even though these are strategies for AP classes, they can be used by all teachers to increase rigor and activity in the classroom.
- AVID (Advancement Via Individual Determination) is a program that schools can participate in to help middle-of-the-road students achieve college dreams. The AVID program has extravagant Summer Institutes and smaller trainings throughout the year. These strategies are very closely aligned to AP and mirror many of the same techniques.
- Don and Jenny Killgallon have many books and materials to support teachers in grammar instruction and writing composition. Some of the lessons and materials are based on their techniques in sentence-composition. Killgallon grammar focuses on taking sentences from reading that students are doing in class and applying it to their own writing. Students will practice and apply strategies to their own writing and understanding of parts of speech. The integration of writing, reading, grammar, and literature in their program is phenomenal. You can find more information at Heinemann.com where you can purchase their books, ebooks, and practice materials. <http://userpages.umbc.edu/~killgall/>
- Grammar Bytes at <http://www.chompchomp.com/menu.htm> is a great online resource that allows you to give students online assignments and print out materials. This site has grammar terms defined and videos to interest students.

# The Fabulous Four

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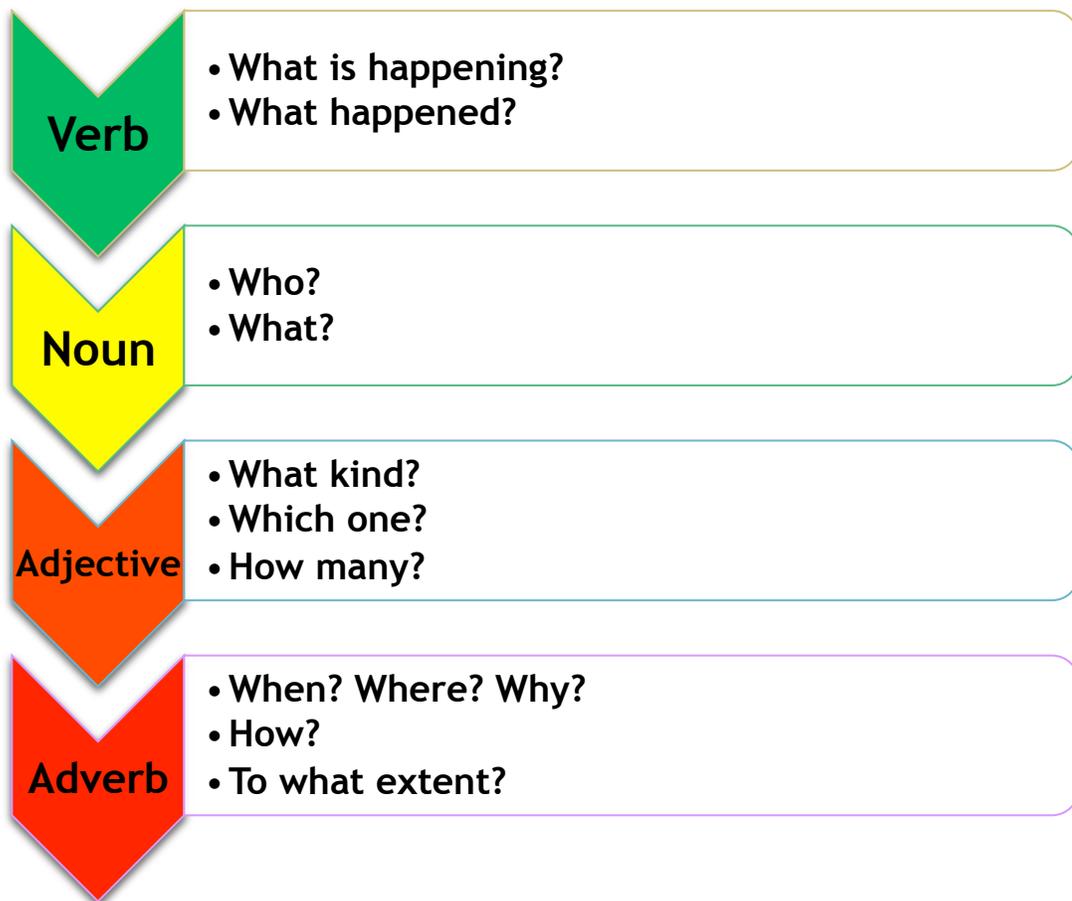
## The Beginning

Before students can get to phrases, clauses, and the intricate details of sentence variety, they need to master the four basic parts of speech. Verbs, Nouns, Adjectives, and Adverbs will be the basic four parts of speech. Students are often asked to label, list, and memorize these terms and examples. Students often do not know the purpose for these parts or know how to implement them in their own writing.

Implementing the strategies to comprehend the four basic parts of speech in reading and writing will solidify a student's confidence in his or her own learning and understanding of grammar.

## The Fab Four Basics

Teaching parts of speech like vocabulary words is part of the past. No longer shall we ask students "What is a noun?" These four parts of speech should be defined by the job they are doing in a sentence. Many words can act as different parts of speech depending on their placement. The following chart is a tool you can give students or have them inscribe them on a notecard.



# The Fab Four Footsteps

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## Planning

The following strategy should be used to help students test and analyze a word's function in a sentence. You can create your own sentences, use sentences from popular texts, or take sentences from classroom reading. The following is based on Christian Cicoria's "Parts of Speech Basics: Steps to Success". The student copy is color-coded for students who need visuals and colors to learn. Once students understand the steps and how they relate to finding the parts of speech, they will become experts! Higher grade level classrooms may only need one lesson on the Fab Four while lower grade levels may have multiple lessons and bell work practices.

## Footsteps

**Step 1:** Find the verb first:

- a) Ask "What is happening/what happened?" This pinpoints the VERB(s). Always begin with the verb and work your way out from there.

**Step 2:** Next find the "core" nouns and their jobs:

- a) Ask "Who verbed (insert the verb you found)?" This pinpoints a noun doing a very specific job: the SUBJECT(s).
- b) Ask "Subject verbed what?" This pinpoints another noun, doing a different specific job: the DIRECT OBJECT(s). Not every sentence has a direct object, but it can have more than one.
- c) Ask "Subject verbed what to whom?" This pinpoints yet another noun doing another specific job: the INDIRECT OBJECT(s). Not every sentence has an indirect object.

**Step 3:** Now that you have your nouns, look at each one.

- a) Ask "what kind?" or "which one?" in relation to each. This will pinpoint adjectives.

Adjectives have only one job—to describe nouns.

**Step 4:** Now that you have your nouns, verbs, and adjectives, look at each one.

- a) Ask "when?" "where?" "how?" "to what extent?" and "why?" This will pinpoint adverbs. Adverbs can also describe other adverbs. A sentence may not have any adverbs or adjectives, but it will always have a verb.

## Example Footsteps

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### Planning

Have students not underline or circle each Part of Speech, but label it with an indicator: v (verb), s (subject), io (indirect object), do (direct object), adj (adjective), and adv (adverb). If students use these steps properly they will always be able to work their way through a sentence and understand these parts. They can then look at their own sentences or sentences from a text to determine complexity and detail. Once students are used to the steps they will be able to do this without their chart but at first they will need scaffolding.

#### Step 1: Find the verb.

- a) Ask “What is happening or What happened?”

Yesterday, Simon happily gave his dog a big treat.



#### Step 2: Next find the “core” nouns and their jobs:

- a) Ask “Who is doing the action (insert the verb you found)?” This shows a noun doing a very specific job: the SUBJECT(s).

- b) Ask “Subject (insert the verb you found) what?” This shows another noun, doing a different specific job: the DIRECT OBJECT(s). Not every sentence has a direct object, but it can have more than one.

Yesterday, Simon happily gave his dog a big treat.

- c) Ask “Subject (insert the verb your found) what to whom?” This shows another noun doing another specific job: the INDIRECT OBJECT(s). Not every sentence has an indirect object.

Yesterday, Simon happily gave his dog a big treat.

#### Step 3: Look at all your nouns.

- a) Ask “What Kind?” or “Which one?” for each noun. This will reveal your adjectives, if you have any. Adjectives have only one job- to describe nouns.

Yesterday, Simon happily gave his dog a big treat.

#### Step 4: Look at your nouns, verbs, and adjectives.

- a) Ask “When?” “Where?” “How?” “To what extent?” and “Why?” This will find your adverbs. Adverbs can describe nouns, verbs, adjectives, and adverbs.

Yesterday, Simon happily gave his dog a big treat.

## Phrases and Clauses

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### Planning

The Fab Four and simple sentences lessons will vary in length depending on the skill and grade level of your students. For young beginning students, simple sentences and the Fab Four will be the core of grammar instruction; whereas intermediate and advanced students will move on to phrases and clauses quickly and this will be where the majority of construction occurs.

As a 7<sup>th</sup> Grade teacher, I will be covering the Fab Four and simple sentences for a few weeks at the beginning of the year. I will start with a few lessons that will take a few class periods and then continue with bell work, group practice games, and individual practice. I will assess the students' ability to use the chart and test words in a sentence. I will also assess how well students understand the Fab Four through imitation. Other Killgallon methods, like chunking, unscrambling, and combining, can be used in combination with this strategy. More on this later.

### Phrases and Clauses

Once students are confident in their ability to recognize, utilize, and create descriptive basic sentences, then phrases and clauses will be the next step to help them develop more detailed, complex, sentences. When students are developing their understanding of phrases and clauses it is easier to find great literary examples that students can test, imitate, and expand.

There are eight basic phrases that students will be studying. Again, depending on the grade and skill level of your students, there is great flexibility in how you approach and introduce each group of phrases and clauses. They are listed and will be referred to in tiers; based on the standards and objectives for your classroom you may want to modify and change them. The following tiers and sentences have been adapted from Christian Cicoria's APSI.



## The Great Eight

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The **Fabulous Four** do not always work alone. Master writers and accomplished students use the Fab Four, punctuation, phrases, and clauses to create complex writing.

A **phrase** is a group of words, **without a working subject and verb**, working together as a single part of speech. Ex. “after the party” or “will be attending”.

A **clause** is a group of words with a working subject and verb. It can stand on its own as a sentence OR it can work as a single part of speech. Ex. “He attended the party” or “after he attended the party”.

### Tier One

**Prepositional Phrases:** On his way to the stadium before the game, Simon bought a Gatorade.

**Infinitive Phrases:** Simon, to test his mother’s patience, gave the dog a spoonful of peanut butter.

**Appositive Phrases:** Simon, the boy with the fair hair and slight smile, sat down beside him.

### Tier Two

**Participial Phrases:** Spinning the dog round and round on its back, Simon made him dizzy.

**Past Participial Phrases:** Simon, irritated by his mother’s criticism, decided to do even worse next semester.

**Adjective Clauses:** The test, which had seemed simple upon taking it, now looked difficult.

**Adverb Clauses:** Since the class had not expected the quiz, many in the class had failed it miserably.

### Tier Three

**Absolute Phrase:** Simon, his head throbbing with the pain of the blow, eventually crumbled to the ground crying.

# The Great Eight: Facts and Formulas

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## Planning

The accompanying PowerPoint will help you to lead students into beginning to work with phrases and clauses. They will first be asked to identify the types and jobs of the clauses or phrases. If your students are at a high grade and skill level they can easily box/group their own phrases or clauses. Phrases and clauses have many varieties, exceptions, and complications but remember you have time and the progression can be fast or slow depending on your class.

## Writing and Beyond

The skills that students are developing with the Fabulous Four and the Great Eight will help them not only to look at master writings or authors but will be able to analyze their own writing. When students go through and find they are using only prepositional phrases or only simple verbs, they can now revise with these basic grammar principles in mind.

Individual practice can be done with worksheets or bell work assignments; you might even want to look at the grammar books and worksheets that you have and modify them for these strategies. Remember, mini-lessons on modifiers, types of sentences, and more can be done within these bigger lessons. As described in some of the PowerPoints and worksheets, students will need scaffolding materials. These may take the form of flash cards, charts, graphs, or master worksheets. Gradually students can leave these behind as they become more confident.

## Phrase and Clause Cards

Each 'card' will have specific criteria for each specified phrase and clause. In addition, there will be a formula that will make it easier for students to quickly reference and recognize each type. Students will still need to use the Fabulous Four Footsteps in order to develop the Great Eight.

Once students develop confidence with the phrases and clauses they can look at and develop their own writing based on master sentences from class readings. Integration of the phrase and clause cards with Killgallon methods will help you to create integrated and authentic grammar lessons. When students apply these grammar skills to their own writing, magic will happen.

In the notes sections, students can write their own examples, you can use examples from a class text, or you can pull sentences from worksheets or resources you may have. You can also modify this to add your own examples or create a different format of scaffolding material for your students.



## Prepositional Phrase

### Criteria:

1. Every Preposition
  - Goes before a noun or pronoun
  - Instead of like use as, as if, as though, or the way
  - Is not a verb
2. Every Prepositional phrase
  - Will begin with a preposition
  - has a preposition immediately followed by an object (whether modified or not)
3. Formula
  - preposition + object of the preposition + info
  - preposition + info + object of preposition

### Notes:

## Infinitive Phrase

### Criteria:

1. Every Infinitive
  - to + the simple verb form
2. Every Infinitive Phrase
  - begins with an infinitive
  - will include objects and/or modifiers (info)
3. Formula
  - Infinitive + info, object, or complement

### Notes:

## Appositive Phrase

### Criteria:

1. Every Appositive
  - is a noun (pronoun) that renames, explains, or identifies another noun
2. Every Appositive Phrase
  - has a noun that renames, explains, or identifies another noun
  - includes modifiers (info) for the noun
3. Formula  
noun + info OR info + noun

### Notes:

## Participial Phrases

### Criteria:

1. Every Participial
  - begins as a verb
  - has “-ing” on its tale, and has given up being a verb
  - is an **adjective**, which means it modifies (gives more info about) a specific NOUN in the sentence
2. Every Participial Phrase
  - begins with a verb + “-ing” and is followed by info
  - is an **adjective phrase** and describes a **noun** in the sentence
3. Formula
  - verb + ing + info

### Notes:

## Past Participial Phrase

### Criteria:

1. Every Past Participial
  - begins as a verb
  - ends in “-ed” or irregular past ending
  - is an adjective, which means it modifies (gives more info about) a specific NOUN in the sentence
2. Every Past Participial Phrase
  - Begins with a verb + “-ed” or irregular ending with added information
  - is an **adjective phrase** and describes a **noun** in the sentence
3. Formula  
Verb + ed (or irregular verb) + info

### Notes:

## Adjective Clauses

### Criteria:

1. Every Adjective
  - describes a noun
  - answers: *what kind? how many? which one?*
2. Every Adjective clause
  - has a subject and verb
  - begins with a relative pronoun (**who, whom, whose, that, or which**) or relative adverb (**when, where, or why**)
  - is an **adjective**
3. Formula  
relative pronoun or adverb + subject + verb

### Notes:

## Adverb Clauses

### Criteria:

#### 1. Adverb Clauses

- answer the same questions as any adverb would: When? Why? How? To what extent?
- are one element that helps make a sentence a complex sentence
- begin with a **subordinating conjunctions**
- the *more common subordinating conjunctions* include: after, although, as, because, before, even if, even though, if, once, since, so that, though, unless, until, when, whenever, whether, & while

#### 2. Hints: Sometimes an adverb clause can look like a prepositional phrase

- cover the preposition/subordinating conjunction
  - if what remains is a sentence -> adverb clause
  - if what remains is a noun or fragment of an idea -> prepositional phrase

#### 3. Formula

Subordinating conj. + subject + verb + info

### Notes:

## Absolute Phrase

### Criteria:

#### 1. Most **Absolute Phrases**

- often begin with a possessive noun (his, her, its, their, out, my, your) or an article (a, an, the) coming before a noun
- look incredibly similar to a sentence, but they lack a form of BE (am, is, are, was, were, be, being, been)
- modify the entire rest of the sentence
- sometimes 'animate' part of a more specific noun in the sentence

#### 2. Formula

Noun + participial/adjective + info

### Notes:

# Creating Additional Bell Work Practices and Lessons

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## From Your Classroom Text

For simple guided practice, bell work, or individual practice you can simply use sentences from your reading in class or you can find sentences from traditional grammar pages you may have. Students can ‘test’ the words and then create their own sentence in the form of the example. You can also have students imitate the sentence structure with their own writing. Students might also be interested in unscrambling parts of the sentences and putting together their own sentences using these parts.

## Example Lessons and Methods

Look to the Resources and Pedagogy section to find links to some sites where you can access activities and ideas for expanded lessons. You can visit the Killagllon webpage to find out more about their methods; you can also order their books at a local bookstore or online store. The following short list contains some sites that I have found to have good example activities and lessons.

### Sentence Composing for Elementary School-

- [Heinemann.com/shared/onlineresources/e00223/sentcompelemsample.pdf](http://Heinemann.com/shared/onlineresources/e00223/sentcompelemsample.pdf)

### Story Grammar for Elementary School-

- [Heinemann.com/shared/onlineresources/e01246/teachguidestorygramrev.pdf](http://Heinemann.com/shared/onlineresources/e01246/teachguidestorygramrev.pdf)

### Grammar for Middle School-

- [Heinemann.com/shared/onlineresources/e00956/sample.pdf](http://Heinemann.com/shared/onlineresources/e00956/sample.pdf)

### Sentence Composing for Middle School-

- [Heinemann.com/shared/onlineresources/0419/SentCompMiddlesample.pdf](http://Heinemann.com/shared/onlineresources/0419/SentCompMiddlesample.pdf)

### Grammar for High School-

- [Heinemann.com/shared/onlineresources/e01046/sample.pdf](http://Heinemann.com/shared/onlineresources/e01046/sample.pdf)
- [Docs.Google.com/a/dsatulsa.org/viewer?a=v&pid=sites&srcid=ZGVmYXVsdGRvbWFpbnxraWxnYWxsb25ncmFtbWFyfGd4OjE2ZmE1MzU4OTY5NTcyOTM](https://docs.google.com/a/dsatulsa.org/viewer?a=v&pid=sites&srcid=ZGVmYXVsdGRvbWFpbnxraWxnYWxsb25ncmFtbWFyfGd4OjE2ZmE1MzU4OTY5NTcyOTM)

### Phrases and Clauses Practice with Killgallon Methods-

- [JenksPS.org/pages/uploaded\\_files/Phrase%20and%20Verbal%20Packet%202012%20Student%20Copy.pdf](http://JenksPS.org/pages/uploaded_files/Phrase%20and%20Verbal%20Packet%202012%20Student%20Copy.pdf)
- [Montgomery.kyschools.us/userfiles/1501/Classes/686/sentence%20composing%20using%20the%20first%20day.pdf](http://Montgomery.kyschools.us/userfiles/1501/Classes/686/sentence%20composing%20using%20the%20first%20day.pdf)
- [Barren.k12.ky.us/userfiles/1248/Classes/9534/Sentence%20Composing%20-%20Snow.pdf](http://Barren.k12.ky.us/userfiles/1248/Classes/9534/Sentence%20Composing%20-%20Snow.pdf)

# The Fabulous Four



The term “Parts of Speech”

- refers to the **building blocks** of sentences
- includes **verbs**, **nouns**, **pronouns**, **adjectives**, **adverbs**, **prepositions**, and **conjunctions**.
- The Fabulous Four: **verbs**, **nouns**, **adjectives**, and **adverbs**.

Brain teaser: Which Part of Speech is the word ‘brand’?

This sentence:

His **brand** new computer has a virus.

This sentence:

That **brand** of cereal is more expensive.

How about this sentence?

He **branded** his sister’s doll with a permanent marker.

And finally:

He likes **brand** names more than he likes saving money.

Can you tell what Part of Speech **brand** takes in each sentence? Do you know how to explain and use the Fab Four parts of speech?



## Back to Basics

- A Part of Speech is **determined by the job** the word, phrase, or clause is doing in a particular sentence.
- A word in one sentence can do a completely different job in a different sentence.
- To “**Test**” a word, a phrase, or a clause, see what **Question** it answers from your **Fab Four Chart**.

#Always begin with the verb and work your way from there.

\*\*Always begin with the verb and work your way from there!

# The Fabulous Four Footsteps

**Example Sentence: Yesterday, Simon happily gave his dog a big treat.**

**Step 1:** Find the **verb**.

a) Ask “What is happening or What happened?”

**Yesterday, Simon happily gave his dog a big treat.**

**Step 2:** Next find the “core” **nouns** and their jobs:

a) Ask “Who is doing the action (insert the verb you found)?” This shows a noun doing a very specific job: **the SUBJECT(s)**.

b) Ask “Subject (insert the verb you found) what?” This shows another noun, doing a different specific job: **the DIRECT OBJECT(s)**. Not every sentence has a direct object, but it can have more than one.

**Yesterday, Simon happily gave his dog a big treat.**

c) Ask “Subject (insert the verb your found) what to whom?” This shows another noun doing another specific job: **the INDIRECT OBJECT(s)**. Not every sentence has an indirect object.

**Yesterday, Simon happily gave his dog a big treat.**

**Step 3:** Look for **adjectives**.

a) Ask “What Kind?” or “Which one?” for each noun. This will reveal your adjectives, if you have any. **Adjectives** have only one job- to describe nouns.

**Yesterday, Simon happily gave his dog a big treat.**

**Step 4:** Look for **adverbs**.

a) Ask “When?” “Where?” “How?” “To what extent?” and “Why?” This will find your adverbs. **Adverbs** can describe nouns, verbs, adjectives, and adverbs.

**Yesterday, Simon happily gave his dog a big treat.**

# The Fabulous Four Footsteps

## Practice One

**Directions:** Label and test each word in the sentence. In the lines provided, create your own sentence modeling the structure of the example sentence.

- The little and delicate girl walked without shoes.

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- In the winter, she wore very heavy wooden shoes.

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- In the middle of the village lived old Dame Shoemaker.

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- The Shoemaker made the little girl shoes of red cloth.

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- The little girl, Karen, loved the shoes.

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# The Fabulous Four Footsteps

## Individual Practice

**Directions:** Watch the Criterion Collection Video Clip of the 1948 adaptation of Hans Christian Andersen's *The Red Shoes*. Follow the steps to creating your own master sentences.

1. Brainstorm Verbs and Nouns based on your viewing of the video clip.

Verbs	Nouns

2. Create a few basic sentences based on your chart.

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3. Use the Footsteps to test your sentences.
  - a. Do your sentences use adverbs and adjectives?
  - b. Do your sentences use different nouns and verbs?

4. Add variety (verbs and nouns) and details (adverbs and adjectives) to your basic sentences.

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