

GED 2002 Teachers' Handbook of Lesson Plans

Area/Skill - LA, Writing	Cognitive Skill Level - Application	Correlation to Framework - 01.01	Lesson Number - 04
<p>Activity Title - Grammar Football</p> <p>Goal/Objective To apply basic rules of mechanics.</p> <p>Lesson Outline</p> <p>Introduction One way to motivate students is to use games. Students often learn more and faster when they are challenged in contests, such as Jeopardy or Password. Use this motivational technique to teach and assess students understanding of the basic rules of mechanics.</p> <p>Activity Give students the handout “Grammar Football.” Divide the class into four teams. Give each student 10 minutes to read the handout, correcting as many mechanical errors as they can. Then have them work in teams to make sure that they have made all of the corrections and know the rules for each correction they have made. Flip a coin or use some other method for determining which team will start first. Have one student in the team read the sentence and indicate the corrections made and why. The team continues until it makes a mistake then play moves to the next team and so on until all errors have been corrected. Give one yard per correct answer until a team scores a touchdown. If no one scores a touchdown, the team with the most yardage wins.</p> <p>Debriefing/Evaluation Activity Discuss with students the types of errors that they had the most difficulty identifying. Review the rules regarding these types of errors with the students. Explain that working with the basic rules of mechanics can take some time—however it will improve their editing skills, which in turn will improve the effectiveness of their writing.</p>			<p>Materials/Texts/Realia/Handouts</p> <ul style="list-style-type: none"> • Handout—Grammar Football • Handout—Answers/Grammar Football • Chart paper and markers to keep score • Prizes for winning team
<p>Real-Life Connection</p> <p>Have students bring in sample writing they think contains errors in mechanics and grammar. Discuss why the writing is correct or incorrect. Provide tips to help student s improve everyday language.</p>			<p>Extension Activity</p> <p>Have students develop their own game using the rules of mechanics. Place each game in a folder and use them to review key areas as needed.</p> <p>ESE/ESOL Accommodations</p> <p>Pair students who need help with another student who will help them.</p> <p>Provide a peer helper for those students who need help.</p>

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Activity Title— Grammar Football

Introduction

Say: Sometimes it can be very difficult to get excited about learning the basic rules of writing. However one way to make it more exciting is to play a game. Today we are going to play Grammar Football as a way to review the rules and test your knowledge and skills .

Main Activity

Give students the handout “Grammar Football.” Divide the class into four teams. *Say:* You have 10 minutes to read the handout, correcting as many mechanical errors as you can. When you finish correcting your own paper, get in your teams and see if everyone has made the same corrections. You should also discuss with your team members the rule that applies for each correction that was made.

Flip a coin or use some other method for determining which team will start first. *Say:* Read the first sentence and tell the group the errors that you corrected and why.

Continue until the team makes a mistake or is unable to explain why they corrected an error. When the team makes a mistake move to the next team and so on until all errors have been corrected. Award one yard per correct answer until a team scores a touchdown. If none of the teams score a touchdown, the team with the most yardage wins.

Debriefing/Evaluation Activity

Discuss with students the types of errors that they had the most difficulty identifying. Review the rules regarding these types of errors with the students. Explain that working with the basic rules of mechanics can take some time—however it will improve their editing skills, which in turn will improve the effectiveness of their writing.

Grammar Football

CORRECTING ERRORS IN CAPITALIZATION, PUNCTUATION, AND SPELLING

DIRECTIONS: The instructor will make a copy of this page. Students will make the corrections on the page. Check your answers. Wait for further instruction.

Cross out any incorrect capital or small letter and write the correct letter above it. Put in all necessary punctuation marks. Correct any misspelled words.

Ms. Hill our english teacher thinks we are very fortunate in having Mr Charles e Darnell as our athletic director because of his stong interest in english studies. He has caused all of us to take more interest in our english work. Majoring in English at college he taught it one year in High school. He tells us that ifs more fun to teach language than to teach football. He certainly thinks that playing the Language game well is more important than playing Football. When any makes a language usage blunder Mr. Damell always picks it up and says there's another fumble.

Yesterday the director called us together for general sports Conference. When Bill brown who is the captain of our football team this year said "has did,' Mr. Damell exclaimed, another fumble.

Everyone laughed with embarrassment and then our coach went on, Bill if you and the others play like that next friday against Sims, we shall not have a chance.

Mr Damell then continued and said "Winning football games is important. Long after we have played cur last game of football we shall still be playing the game of words." All the players were now listening atentively they think he is great. Some of us had come to think of Grammer and usage only as something that makes school dull. Our coach has showed us the power of language. "Great world conflicks change the course of human destiny, he told us today, "but always that course is recaptured in words.

Ms. Windon said she is happy for coach Darneli's influence on us. Im glad he can interest you she said in the study of english. An interest in the subject often leads to better comprehension. She said that this holds true for every area not just langage study.

Bill jordan never cared for english as a subject till this year. Until he met Mr. Damall, he just went on making his usual blunders and low grades. Now he's doing so well he even thinks of becoming a writer himself. Especially a news reporter. No wonder Ms Windon thinks our coach is an inspiration to us.

Grammar Football

Answer Key

CORRECTING ERRORS IN CAPITALIZATION, PUNCTUATION, AND SPELLING

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Ms. Hill, our **English** teacher, thinks we are very fortunate in having **Mr.** Charles **E.** Darnell as our athletic director because of his **strong** interest in **English** studies. He has caused all of us to take more interest in our **English** work. Majoring in English at college, he taught it one year in **high** school. He tells us that it's more fun to teach language than to teach football. He certainly thinks that playing the Language **Game** well is more important than playing Football. When **anyone** makes a language usage blunder **Mr. Damell** always picks it up and says, "there's another fumble."

Yesterday, the director called us together for **General Sports Conference**. When Bill **Brown**, who is the captain of our football team this year, said "has did," **Mr. Damell** exclaimed, "another fumble."

Everyone laughed with embarrassment and then our coach went on, Bill if you and the others play like that next **Friday** against Sims, we shall not have a chance.

Mr. Damell then continued and said "Winning football games is important. Long after we have played our last game of football we shall still be playing the game of words." All the players were now listening **attentively**. **They** think he is great. Some of us had come to think of **grammar** and usage only as something that makes school dull. Our coach has showed us the power of language. "Great world **conflicts** change the course of human destiny," he told us today, "but always that course is recaptured in words."

Ms. Windon said **that** she is happy for coach Darnell's influence on us. **I'm** glad he can interest you she said in the study of **English**. An interest in the subject often leads to better comprehension. She said that this holds true for every area not just **language** study.

Bill **Jordan** never cared for **English** as a subject till this year. Until he met Mr. Damall, he just went on making his usual blunders and low grades. Now he's doing so well he even thinks of becoming a writer himself, **especially a news reporter**. No wonder Ms Windon thinks our coach is an inspiration to us.