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Creative Classrooms to Teach and Learn Grammar Lessons for Middle School Students with the Design of TIM

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Creative Classrooms to Teach and Learn Grammar Lessons for Middle School Students with the Design of TIM

A Project in Creative Studies
By Christina M. Belesovski

Submitted in Partial Fulfillment of the Requirements for the Degree of Master of Science

December 2013
Project Abstract

*Creative Classrooms to Teach and Learn Grammar Lessons for Middle School Students with the Design of TIM*

This project focuses on creating a classroom as a learning environment to help to teach Middle school students at the level of 8th grade lessons on grammar. Also incorporated in this project will be the emphasis on the Torrance Incubation Model of Teaching and Learning (TIM).

E. Paul Torrance, better known as “the father of creativity” was quoted once saying, “tomorrow’s world will be vastly different for today’s children. They will do kinds of work that do not exist now. This will require abilities, skills, attitudes and information that we cannot imagin today” (Torrance, 1993, p. 159). Today’s world is massively different, it still does require creative skills and abilities to achieve success and academic goals. Creating a classroom space that is encouraging to learning is an important task for teachers as well as for the student to learn. The purpose of this project was not only to make the classroom an educational learning environment, but also to design lesson plans that create a positive classroom environment which promotes learning and creativity for the students and for the teacher. When the classroom is a comfortable, yet an enjoyable environment, it makes it easier for the student to feel comfortable and learn; as well as for the teacher to teach the lessons. Not every child learns the same, but we can certainly try.

Key Words: classrooms, creativity, lesson planning, middle school, TIM

Christina M. Belesovski

12/9/2013 Date
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Section 1

Background of the Project

This project focuses on creating a classroom as a learning environment to help to teach Middle school students at the level of 8th grade lessons on grammar. Also incorporated in this project will be the emphasis on the Torrance Incubation Model of Teaching and Learning (TIM). This will require a focused look at applicable literature involving the Torrance Incubation Model, “the father of creativity.” This project is based on making classrooms a learning environment with creativity flowing to teach and learn grammar. The concept is that teachers will be able to teach their content in a classroom surrounded by creativity so that every student can learn grammar their own way because not every student learns the same. Ideally, the creation of a creative classroom in relation to teaching grammar will focus on the students to learn grammar the correct way, but also not having that pressure of feeling they are wrong. Making the learning environment comfortable and fun with creativity will help each student learn at their own pace as well as help the teacher teach.
Section 2

Torrance Incubation Model of Teaching and Learning (TIM)

The Torrance Incubation Model (TIM) for creative learning and teaching is one of the few models in the domain of creativity whose major purpose is the design and delivery of creativity content. Although its original purpose is to provide a model for integrating creativity content into other disciplines or content areas, it can be used—either separately or within another discipline. Effective use of the model presupposes a "skill base" of pertinent concepts that are basic and necessary to teach as creativity content. Thus, using the TIM requires a clear understanding of the distinctions between the creative process of using the model itself and the creativity content it seeks to deliver. In fact, these dynamics between content and process form the unique metacognitive framework that makes the model so effective in integrating creativity into other content areas (Murdock, 1993).

Background and Research On the Torrance Incubation Model

According to Torrance, the concept for the incubation model goes back as far as his work in mental health in 1949 when he wanted to motivate teachers in his classes at Kansas State. He noted that "For a long time I had been bothered that courses in psychology and education had such little impact upon what happened in classrooms. I knew that something had to be done to arouse and motivate teachers and keep them thinking about their insights" (Torrance and Safter, 1990 p. v).

It was not until 1966, when he served as creativity consultant for the Ginn Reading 360 Program that the model began to take shape. It first appeared in the journal literature as an instructional model in 1979 in the now-classic incubation issue of the "Journal of Creative Behavior." Several early studies documented the engagement and on-going motivation of
students with the Ginn material (Clymer, 1969; 1976; Plooster, 1972), and interest continued in classroom applications from elementary to higher education (Weiner, 1985) and even in training designs (Garas, in preparation).

Torrance noted in 1990 that the model was challenging and "deceptively simple," and our own experience with it over the years in bears this out in practice. We have used the model in higher education for over 15 years to design and deliver classes and training for adults. In one particular class we have consistently taught it to adult students (not all of whom were teachers) and required them to use it to design and deliver creativity content to others. Feedback and formal evaluations for the course consistently support both the model's efficacy and the students' depth of learning from it. But using the TIM, as Torrance noted early on, requires training and a level of understanding about basic creativity skills.

The Basic TIM Model: Three Stages, Cognitive Strategies and A Delivery System

The Torrance Incubation Model has three basic stages, and each stage has a set of cognitive strategies within it. The premise is that for creative learning to occur, and in particular for creativity thinking to continue, there must be some deliberate activities before, during and after instructional situations. The before, during and after approach is common to many models, but Torrance's deliberate use of cognitive strategies in each stage forms a basic delivery system for a creativity skill base that fully operationalizes how and what creativity skills can be deliberately taught, regardless of the content in which they might reside (Murdock, 1985; 1999). This metacognitive aspect makes it particularly powerful for practicing complex thinking and problem solving.

The three stages are (1) Heightening Anticipation; (2) Deepening Expectations; and (3) Extending Learning. Each stage is designed to promote a particular function in regard to
learning and incubation. Torrance noted, however that "Although incubation usually occurs in the third phase, the first and second stages are necessary for it to happen" (Torrance & Safter, 1990, p. x). The stages are most often depicted in a 3-dimensional model (Weiner, 1985, Torrance and Safter, 1990), but the strategies are not presumed to be linear. In practice the model is iterative or recursive, moving in a spiral as the momentum builds. A key to making the TIM's design and results effective is flexibility. It is a "given" in this model that one thing must be allowed to lead to another. The teacher or trainer should not presume to have all the answers, but be willing to not only allow, but encourage discovery from the learners.

**Stage 1: Heightening Anticipation**

Heightening Anticipation consists of six strategies that are designed to guide teachers or trainers to motivate and engage learners in a creative way. In stage one the teacher or the trainer attempts to do six things: (a) **Create The Desire To Know**; (b) **Heighten Anticipation and Expectation**; (c) **Get Attention**; (d) **Arouse Curiosity**; (e) **Tickle The Imagination**; and (f) **Give Purpose and Motivation**.

The first five may be used in any combination with the last one which is designed to "prepare learners to make connections between what they are expected to learn and something meaningful in their lives" (Torrance & Safter, 1990, p.7). The key to setting up the learning situation in Stage I is to engage the learner and connect this deliberate psychological state of readiness to pertinent content.
Stage 2: Deepening Expectations

The purpose of Deepening Expectations is to sustain the motivation created by the warming up strategies and then to use that motivation to encourage deeper exploration of a topic. Accomplishing this requires alternating between anticipatory and participatory learning strategies.

To accomplish this, Deepening Expectations provides choices of eight cognitive strategies represented in the model by the following metaphors: (a) Digging Deeper (diagnosing difficulties, integrating information, synthesizing, elaborating); (b) Looking Twice (deferring judgment, keeping open, searching for new information, evaluating); (c) Listening for Smells (making use of the senses); (d) Crossing out Mistakes; Talking/Listening to a Cat (understanding your feelings in response to information; making guesses; checking, correcting, modifying, refining, diverging); (e) Cutting Holes to See Through (summarizing, getting the essence, simplifying, discarding, targeting/focusing); (f) Cutting Corners (summarizing, getting the essence, simplifying, discarding, targeting/focusing); (g) Getting in Deep Water (searching for unanswered questions, dealing with taboos, confronting the unimaginable, being overwhelmed by complexity, becoming absorbed or unaware); and (h) Getting Out of Locked Doors (solving the unsolvable, going beyond more and better of the same, opening up new vistas).

These strategies are not intended to be linear, but combinations of any or all of them result in behaviors and thinking that go beyond the basics and require higher level thinking and processing. The discovery and exploration which are characteristic of the participatory nature of this stage are intense and sometimes uncomfortable. Tolerance for ambiguity is essential for both the teacher and the learner.
Stage 3: Keeping It Going

The emphasis on participation continues in Keeping It Going, and, again, participation alternates with anticipation, only this time the anticipation is related to connections and uses. Playfulness is also central. The result of this continued alternation is that the model cycles around toward warming up to the new things that will be connected, but now the warm-up effect is much more intense. This recursive movement is unique to the TIM, and perhaps most closely parallels the iterative function of the Creative Problem Solving process as Parnes originally described it.

The connecting function is accomplished by using the six strategies/metaphors represented in Keeping It Going which, although not linear, are powerful in their combination. They describe an intense focus on activities that promote continued creative learning strongly enough to keep learners engaged and active long after the formal "lesson" is over.

These metaphors encourage the behaviors of (a) Having a Ball (have fun; use humor and laughter); (b) Singing in One's Own Key (give information personal meaning; relate to personal experience); (c) Building Sandcastles (imagine, fantasize search for the ideal); (d) Plugging in the Sun (work hard; find and use available resources); and (b) Shaking Hands with Tomorrow (relate to future image, that which is desired or envisioned, but has not occurred yet).
Figure 1. Torrance’s original Incubation Model of Teaching (Torrance, 1979).
TIM Creativity Skill Set

Mixing the Torrance Incubation Model with lesson planning, Torrance identified 18 skills that help develop creative abilities and 25 characteristics, 10 that distinguish beyonders from “a general sample of superior adults” (Torrance & Safter, 1999 p.269).

This research-based skill set includes: finding the problem, produce and consider many alternatives, be flexible, be original, highlight the essence, elaborate, but not excessively, keep open, be aware of emotions, put your ideas in context, combine and synthesize, visualize it-richly and colorfully, enjoy and use fantasy, make it swing! make it ring, look at it another way, visualize the inside, breakthrough-expand the boundaries, let humor flow and use it and get glimpses of the future.

For a definition of each skill, please refer to figure 2 below.

Figure 2. Torrance’s creativity skill set to integrate within TIM.

<table>
<thead>
<tr>
<th>The Problem</th>
<th>Produce and Consider Many Alternatives</th>
<th>Be Flexible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aware of a challenge or opportunity; define problems.</td>
<td>Fluency; generating many options.</td>
<td>Generating variety, different categories and perspectives.</td>
</tr>
<tr>
<td>Be Original</td>
<td>Highlight the Essence</td>
<td>Elaborate-But Not Excessively</td>
</tr>
<tr>
<td>Statistically infrequent responses; novel, unusual perspectives.</td>
<td>The absolutely essential; synthesizing all, focusing on one.</td>
<td>Adding, developing details or ideas.</td>
</tr>
<tr>
<td>Keep Open</td>
<td>Be Aware of Emotions</td>
<td>Put Your Ideas in Context</td>
</tr>
<tr>
<td>Resisting premature closure.</td>
<td>Recognizing cues, understanding through feelings.</td>
<td>Putting parts of an experience into a bigger framework.</td>
</tr>
<tr>
<td>Combine and Synthesize</td>
<td>Visualize It-Richly and Colorfully</td>
<td>Enjoy and Use Fantasy</td>
</tr>
<tr>
<td>Putting together new connections with the given elements.</td>
<td>Using vivid, colorful imagery.</td>
<td>Imagine, play and consider the nonexistent.</td>
</tr>
<tr>
<td>Make It Swing! Make It Ring</td>
<td>Look at It Another Way</td>
<td>Visualize the Inside</td>
</tr>
<tr>
<td>Using kinesthetic, auditory; your full range of senses.</td>
<td>Seeing from a new or different visual or psychological perspective.</td>
<td>Describing the inside of things, seeing internal dynamic workings.</td>
</tr>
<tr>
<td>Breakthrough-Expand the Boundaries</td>
<td>Let Humor Flow and Use It</td>
<td>Get Glimpses of the Future</td>
</tr>
<tr>
<td>Changing the paradigm, outside given requirements.</td>
<td>Responding to incongruities, surprises, discrepancies.</td>
<td>Wonder, dream, explore possibilities that do not yet exist.</td>
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Torrance’s Creativity Skill Set
Adapted from material presented by Dr. Susan Keller-Mathers
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A Closer Look at the Creativity Skill Set from Making the Creative Leap Beyond

**The Problem:** recognition or awareness of a situation; definition of the problem and commitment to deal with it; recognizing the essence of the difficulty and identifying sub problems that are manageable or can be solved.

**Produce and Consider Many Alternatives:** fluency; amount; generating many and varied ideas.

**Be Flexible:** creating variety in content; producing different categories; changing one's mental set to do something differently; perceiving a problem from different perspectives.

**Be Original:** moving away from the obvious; breaking away from habit bound thinking; statistically infrequent responses; the ability to create novel, different or unusual perspectives.

**Highlight the Essence:** identifying what is most important and absolutely essential; discarding erroneous or relevant information; refining are dealers, abandoning unpromising information; allowing a single problem or idea to become dominant and synthesizing all of this at the same time.

**Elaborate-But Not Excessively:** adding details or ideas--developing them; filling in details for possible implementation.

**Keep Open:** resisting premature closure; resisting the tension to complete things in the easiest, quickest way.

**Be Aware of Emotions:** recognizing verbal and nonverbal cues; responding, trusting and using feelings to better understand people and situations.

**Put Your Ideas in Context:** putting parts of experience into a bigger framework; putting experiences together in a meaningful way; making connection between things; giving situations and ideas a history, and background, a story.

**Combine and Synthesize:** making new connections with the elements within our perceptual set; combining relatively unrelated elements; hitchhiking; making the familiar strange and the strange familiar.

**Visualize It-Richly and Colorfully:** using vivid, exciting imagery; creating colorful and exciting images that appeal to all five senses.

**Enjoy and Use Fantasy:** imagine, play and consider things that are not concrete or do not yet exist.
Make It Swing! Make It Ring: using kinesthetic and auditory senses; responding to sound and movement.

Look at It Another Way: being able to see things from a different visual perspective; being able to see things from a different psychological perspective or mindset.

Visualize the Inside: paying attention to the internal dynamic workings of things; picturing or describing the inside of things.

Breakthrough-Expand the Boundaries: thinking outside prescribed requirements; changing the paradigm or system within which a problem resides.

Let Humor Flow and Use It: perceiving incongruity; responding to a surprise; recognizing and responding to perceptual and conceptual discrepancies.

Get Glimpses of the Future: predict, imagine and explore things that do not yet exist; wonder and dream about possibilities; view events as open-ended.


The Incubation Process

Have you ever struggled to think of an idea and then as soon as you got into the car, airplane, shower or while exercising a rush of ideas came flooding into your mind? It is obvious by the name of the model that the Torrance Incubation Model has a central theme. Torrance and Safter (1999) conclude that the best ideas are developed through incubation insights or ‘ahas’ that may occur, at the most unlikely times and places. Incubation occurs as a result of the utilization of TIM as a vehicle for creativity and content integration.

Current Torrance Incubation Model

Bringing it full circle, the Torrance Incubation Model has continued to develop due to creativity researchers such as Dr. Mary Murdock, Dr. Susan Keller-Mathers, Dr. Cyndi Burnett, as well as creative studies alumni such as Paul Reali, Hector Ramos and Suzanna Ramos who are
practicing the use of the Torrance Incubation Model in various content areas around the world. Dr. Susan Keller-Mathers and the late Dr. Mary Murdock, one of Torrance’s former students, developed an updated visual of the model and renamed it the Torrance Incubation Model of Teaching and Learning. Keller-Mathers and Murdock created two versions of the model, one with the original metaphors Torrance identified and one without the metaphors. Please see figure 3 to view the model with metaphors and figure 4 to view the model without the metaphors.

Figure 3. Torrance Incubation Model of Teaching and Learning with metaphors.
Figure 4. Torrance Incubation Model of Teaching and Learning without metaphors.
Section 3

Creating a Creative Classroom

Space and Set-Up

Even though 8th graders are at the awkward age of leaving their young adulthood behind and soon entering adulthood of high school, creating a classroom with them is important. Setting up a classroom and choosing a classroom layout and design is fun to do with the 8th graders because it is their "home" away from their home to learn. Teachers want them to be at ease and comfortable when learning, sharing, understanding, speaking and listening to others.

When creating a classroom for 8th graders it is best to get their input on their styles, their personalities, comfort, designs, etc. Also keep in mind space, decorations and how the room is set up. It is best to set it up with the 8th graders. Picture this… an open door policy, work tables that are able to be folded up and rolled around the room to be set up differently, chairs that are comfortable for arm support and back support, and large walkways. There should be plenty of space for movement in the classroom for the students and the teacher. Desks and tables should be easy to move in order for a whole-group or single group activity to take place. The classroom should be as flexible as possible so that the 8th graders feels so comfortable that they don’t want to leave and that the learning experience is enjoyable for them.

When the teacher is deciding where to place desks and tables, they need to take the students, future lessons, and activities into consideration. This will make it more manageable for everyone. When a teacher takes the time to think about how to design space and traffic flow, learning can be positively affected. Clayton and Forton (2001) stated, “Well designed traffic pathways can help students to move around the classroom safely, easily, and responsibly. This
can improve transitions, help children to establish self-control, and generally support a productive and cooperative learning environment” (p.50).

Figure 5. Singular Trapezoid-shaped Table and Grouped Tables.

Figure 6. Singular Trapezoid-shaped Table and Grouped Tables.
When designing a classroom, it is important to design spaces that are visible from every part of the room. Too many shelves sticking out, walls, or furniture allows students to hide. The teacher should be able to see all students at all times so that students remain secure and safe.

Clayton and Forton (2001) mention, “When children are confined to spaces that are too small, or when they don’t have enough room for making transitions without bumping into each other or the furniture, the inevitable result is increased tension, conflict, and misbehavior” (p. 45). If some disruptive behaviors can be prevented just by remodeling the classroom for more transition room, teachers should take this opportunity and allow for more educational time. Openness and flexibility are important factors to consider when designing classroom spaces not only for supervision reasons, but positive effects on learning as well Amabile (1996) found. When students get distracted and changes their mood, it is hard to get them re-focused and back on track for learning. When lessening clutter and outside distractions it makes it easier for them.

**Décor & Learning Environment**

Taking time to set the environment and plan for color design can have positive effects on students’ feelings about school. According to Dudek (2000), “…an experience of different school environments and methods brings with it a range of ideas from the overwrought chaos of classrooms dripping with children’s drawings and paintings, to the classrooms of teachers who perhaps give little thought to the quality of the environment and reinforce a dull uninspiring atmosphere” (p. 58). Placing student artwork around the classroom and in the immediate hallway space creates a sense of challenge for the students since they work hard to make their projects of
a quality to be displayed. Allowing students to design some spaces in the classroom allows for the freedom in a classroom environment to sparkle. When students become part of the classroom design and décor, the heights of a creativity are gratified and a welcoming environment is established.

Several studies have been done to example the effectiveness of classroom wall color on behavior (Dudek, 2000; Grangaard, 1993). Grangaard (1993) did a study for her dissertation about color theory and classrooms. This study and several other studies prove that calm, welcoming colors should be chosen for classroom walls. Light blue and green painted walls fare much better than brown and off-white.

Students feel appreciated and accomplished when their work is displayed in the classroom. Lindberg, Walker-Wied, and Forjan-Beckwith (2006) noted that when setting up displays of student work “be sure that their work is prominently displayed during your school’s open house, PTA meeting, conference time, or whenever families are in the building. Be sure to include items you have chosen as well as items students have selected” (p. 10). Teachers can set up strings from wall to wall in order to display student work from the ceiling. Corkboard strips can be hung in hallways in order to display work in the surrounding hallways. Students should be part of the display selection process because it allows for students to become more self-reflective of their work and develop a sense of pride of what they can create. For teachers that do not have their own classrooms, there are ways to find space to display student work. These teachers can search for unoccupied hallway space to display their things or create portable display units. These can be created using tri-fold poster boards and sticky tack (Lindberg, Walker-Wied, & Forjan-Beckwith, 2006, p. 10). When decorating, it is also important to not be excessive. Student work should definitely have its places to be displayed, but make sure to keep away from making
the classroom spaces cluttered because when there is too much to focus on the value of the work may feel diminished. When selecting décor for a classroom, it is helpful to select a theme. McDonald and Hershman (2010) suggest that teachers “decorate your door with a theme or slogan” (p. 24). Television shows or sports themes often fare well with students.

By decorating the classroom door with a welcome theme, students know what to expect. The theme can carry into classroom reward systems and other behavior management posters. Having one overarching theme for the classroom provides a consistency that is good for students with special needs since it provides consistency and predictability. Display boards are important tools teachers use to reinforce key learnings. Often teachers have display boards about grammar reminders, science vocabulary, word walls, etc. Many times, these display boards are overused and poorly designed.

Teachers should be careful to not overfill their classroom with posters. Too many displays can be overwhelming and may decrease the importance of the key learnings. Posters are often designed in neutral colors when actually reading retention increases when bright, readable colors are used (Baird, 2006). Baird found that “color increases recall by up to 60 percent, and some research suggests that readers pay attention up to 82 percent longer when color is used in a document” (p. 38). The most effective use of display boards and posters is to limit them to the most important ones so that they can be used and make sure that the colors of the boards and posters are vibrant and easy to read.
Classroom Décor – ELA/Grammar Style

Classroom displays and decorations, such as banners, seasonal items and unit exhibits, help to make your classroom a stimulating and motivating environment in which to learn. I know I’ve said it before, but it really is important. Now it is time to decorate the classroom with displays of grammar so the 8th graders have something to look at when learning and to understand all the differences between nouns, verbs, adverbs, forming a sentence, making a statement, subjects, predicates, conjunctions, etc. Grammar is difficult, but when the students have visuals to follow and study, they will get it and understand what grammar is and how to put a sentence together using all the right elements.

I remember when I was in middle school and my English teacher had grammar displays all over her room, it was easy for me to learn and understand what grammar is and what belongs to what. It was easy to differentiate: THERE THEIR THEY’RE, WHERE WERE WE’RE, TO TOO TWO, etc. I understood what they meant and how to add them in a sentence or statement. It made learning grammar fun and interesting. I know this will work for other English classrooms.

Figure 7. Website: www.thehoundstoothteacher.blogspot.com
Figure 8. Website: www.learninghtings/nouns&possessivenouns.com

Noun

A word used to name a person, animal, place or thing.

Charlotte  pig  barn  trough

Possessive Nouns:
Explains who or what has something.

‘Pig’ is singular (only one) so you add an apostrophe before the s.

The pig’s flower is big.
Figure 9. Website: www.grammarposters/imagesofgrammar.com
Section 4

Lesson Plans and TIM

This section is all about the lesson plans and using TIM. There are going to be several examples of grammar lesson plans and what is included in them. Below is the format of how the lesson plans are set up: title, objectives, New York Standards, materials, the three stages of TIM and the assessment of the entire lesson. Just to have a refresher of what TIM is…TIM – Torrance Incubation Model. The Torrance Incubation Model (TIM) for creative learning and teaching is one of the few models in the domain of creativity whose major purpose is the design and delivery of creativity content. Although its original purpose is to provide a model for integrating creativity content into other disciplines or content areas, it can be used—either separately or within another discipline. Effective use of the model presupposes a "skill base" of pertinent concepts that are basic and necessary to teach as creativity content. Thus, using the TIM requires a clear understanding of the distinctions between the creative process of using the model itself and the creativity content it seeks to deliver. In fact, these dynamics between content and process form the unique metacognitive framework that makes the model so effective in integrating creativity into other content areas (Murdock, 1993). TIM has three simple stages to incorporate into the lesson plans, making it simple while bringing excitement to the plans and teaching.

Lesson Plan Format:

Title: Here you would put the title of the lesson plan.

Objectives: Objective are goals that would like to see the students achieve.

English Language Arts Learning Standards: “The student will be able to…”

1. Standard One: Read, write, listen and speak for information and understanding.
2. **Standard Two:** Read, write, listen and speak for literary response and expression.

3. **Standard Three:** Read, write, listen and speak for critical analysis and evaluation.

4. **Standard Four:** Read, write, listen and speak for social interaction.

**Materials:** In this section you will list all the materials needed to complete the lesson.

**Torrance Incubation Model Stage 1 – Heightening Anticipation...**

There are six strategies you can choose from. You can use as many of the strategies as you like. These strategies are to be used as an introduction to the main focus of the lesson. The six strategies are:

1. Create the desire to know how
2. Heighten anticipation and expectations
3. Get attention
4. Arouse curiosity
5. Tickle the imagination
6. Give purpose and motivation

**Torrance Incubation Model Stage 2 – Deepening Expectations...**

There are seven strategies to choose from. You can use as many of the strategies as you like. These strategies are used to encourage a deeper exploration of a topic. The seven strategies are:

1. Digging deeper
2. Looking twice
3. Crossing out mistakes or talking/listening like a cat
4. Cutting holes to see through
5. Cutting corners
6. Getting in deep water
7. Getting out of locked doors

Torrance Incubation Model Stage 3 – Keeping it Going...

There are five strategies to choose from. You can use as many of the strategies as you like. These strategies are used to continue the leaning beyond the classroom. The five strategies are:

1. Having a ball
2. Singing in one's own key
3. Building sandcastle
4. Plugging in the sun
5. Shaking hands with tomorrow

Assessment: In this section you will list how you are going to assess your students' success.

The assessment always refers back to the objectives.

A Collection of Grammar Lesson Plans, Activities & Explanations on Parts of Grammar

Lesson plans are like maps, they have a beginning, a middle and an end. Start off at the beginning to get familiar and introduce what is expected, stop at the middle to make sure everything is going smooth and make sure the directions are clear and understood by all then the end to finish and have that accomplishment of achievement. Grammar has three major categories: 1.) Parts of Speech; 2.) Parts of a Sentence; and 3.) Mechanics. In the next few sections, I will have examples of at least a couple to a few lesson plans from each category along with an activity to follow the lesson.
Parts of Speech

The first category of teaching grammar is **Parts of Speech** and there are seven lessons that make up speech, they are: Verbs, Nouns, Pronouns, Adjectives, Adverbs, Prepositions and Conjunctions. It is very important to know what each of these are and how they work when teaching grammar.

**Verb** are the most important words in a sentence. Verbs are the first of the eight parts of speech that we will be studying. Most verbs are action words, but a few verbs indicate state of being or existence.

**Noun** is a word that names a person, place, or thing. It also one of the eight parts of speech.

**Pronoun** is a word that replaces a noun or a group of words used as a noun. Pronouns are classified in five (5) different categories. They are *personal pronouns, relative pronouns, demonstrative pronouns, indefinite pronouns, and interrogative pronouns.* Some pronouns can appear in more than one classification. The way in which a pronoun is classified depends on how it is used in a sentence.

**Adjectives** are another part of speech, give us a great deal of terminology. I will share it with you, but all that is really important is that adjectives modify or affect the meaning of nouns and pronouns and tell us *which, whose, what kind,* and *how many* about the nouns or pronouns they modify. They generally come before the noun or pronoun they modify, but there are exceptions to that rule.

**Adverbs** are words that modify (1) verbs, (2) adjectives, and (3) other adverbs. They tell *how* (manner), *when* (time), *where* (place), *how much* (degree), and *why* (cause). *Why* is a
common one-word adverb that tells why. Adverbs that tell us how, when, where, and why always modify the verb. Adverbs that tell us how much modify adjectives or other adverbs. These adverbs are also called qualifiers because they strengthen or weaken the words they modify.

Prepositions are words that begin with a prepositional phrase and shows the relationship between its object and another word in the sentence. A preposition must always have an object. A prepositional phrase starts with a preposition, ends with an object, and may have modifiers between the proposition and object of the preposition.

Conjunctions are words that joins other words, phrases (groups of words), or clauses (groups of words with a subject and verb). Co-ordinate conjunctions join words, phrases, or clauses of equal rank. There are two kinds: simple and correlative. Subordinate conjunctions join dependent clauses to independent clauses. I will refer to them simply as co-ordinate, correlative, and subordinate. The co-ordinate conjunctions are the following: and, but, or, nor, for, and yet. (For and yet can only join clauses.) The correlative conjunctions are always in pairs. They are either-or, neither-nor, both-and, not only-but also, and whether-or. Some common subordinate conjunctions are after, although, as, as if, because, before, if, since, so that, than, unless, until, when, where, while. The co-ordinate and correlative conjunctions should be memorized since they are common and few in number.
Lesson Plans and Activities

The first lesson is on verbs using TIM to demonstrate how verbs work, what they are and how TIM is incorporated into the lesson.

Lesson 1 – Verbs:

Verbs are the most important words in a sentence. Verbs are the first of the seven parts of speech that we will be studying. Most verbs are action words, but a few verbs indicate state of being or existence. The first lesson will be about verbs, and how they are recognized and used.

Title: “Let’s Get Verb-erising!”

Objectives: Students will be able to understand what a verb is, how they work and why they are important.

Standards:

1. Understand and apply verbs.
2. Relate and express verbs with others.
3. Analysis and present verbs to others.
4. Communicate and understand verbs through others.

Materials:

1. Enough copies of “Discovering the Verb in the Sentence” worksheet for each student in your class.
2. Writing utensil
3. Chalkboard with chalk or dry erase board with markers.

Stage 1 – Heighten Anticipation

1. Heighten anticipation by greeting the students when they walk in the room, say “Hello” to them follow by a verb. “Hello Megan, run to your seat, but be careful.”
2. Get the students attention by making them stand up and perform a verb.

3. Have the verbs already written on the board, but covered up to see if the students will act one out and then show them if they did.

**Stage 2 – Deepening Expectations**

1. The teacher must review what verbs are and go over the ones that were written on the board. This way the students will understand what verbs are and why they are doing the lesson.

   You can *dig deeper* by having the students pick a verb and use it in a sentence while standing up at their seat.

2. The teacher then will hand out the worksheet, “Discovering the Verb in the Sentence.”

3. The teacher can help the students to *get out of deep water* by understanding verbs and how to pick them out of the sentence.

4. The teacher then will read the sentences to the students. Be sure to exaggerate to make it more obvious for the students. The student will *listen* for the verb.

5. Once all the verbs are picked out in the sentences, ask the students to make up ten sentences with verbs in them and no *cutting corners* on using the same verbs they just learned.

6. Go around the room and have the students share their favorite sentence with everyone. Make sure they are standing up when reading their sentence.

7. Explain to the students that they are now going to partner up and make a story out of their ten sentences combined. This is to show them they can *cross out their mistakes* and understand how verbs work in their story.

8. Give them as much time as they need to complete this task, but make sure they stay on task. If they finish early make sure they go over their work or they can share it with another set of partner who is also done.
9. During this time students will get in deep water by being overwhelmed of verbs and how to use them in sentences and how to combine their ten sentences and their partner’s ten sentences in a story. Making sure it makes sense.

10. They will look twice at each other to make sure all their verbs make sense in their story and then perform it in front of the class.

**Stage 3 – Keeping it Going**

1. Once all the students are done performing their stories of their combined ten sentences with their partner they will return to their seats. They are definitely going to have a ball with this activity.

2. They will each sing in their own key learning and understanding verbs.

3. They will then shake hands with tomorrow and get ready for the next lesson in grammar for the next class.

**Assessment:** This assessment is for the entire lesson. With the incorporation of TIM, the teacher will know that the students understand verbs when they are able to pick them out of sentences, define them and perform them by memory. For the next class, just to keep the flow of verbs before jumping into the next lesson ask the students to notice verbs from their peers, teachers and families and keep a running log.
Activity for Lesson 1 – Verbs

Instructions: Find the verb(s) in the following sentences. They are action verbs. Action verbs are the most common verbs. Underline, circle or highlight the verb(s).

Worksheet: Discovering the Verb in the Sentence

Sentences:                      Answers:
1. The wolf ran across the sand. 1. Ran
2. Sit down.                    2. Sit
3. The dog barked at the man.   3. Barked
4. The class is taking a test.  4. Taking
5. The baby is crying for her mother. 5. Crying
6. We like to listen to opera music. 6. Listen
7. We are celebrating my brother’s birthday today. 7. Celebrating
8. Please stop talking.         8. Talking
9. The old man swam in the water. 9. Swam
10. Let’s eat.                  10. Eat

The second lesson is on nouns using TIM to demonstrate how nouns work, what they are and how TIM is incorporated into the lesson.

Lesson 2 – Nouns:

Noun is a word that names a person, place, or thing. It also one of the seven parts of speech. The second lesson will be about nouns and how they are recognized and used.

Title: “Where Are All The Nouns?”

Objectives: Students will be able to understand what a noun is, how they work and why they are important.

Standards:

1. Understand and apply nouns.
2. Relate and express nouns with others.
3. Analysis and present nouns to others.
4. Communicate and understand nouns through others.

**Materials:**

1. Enough copies of “Finding All the Nouns” worksheet for each student in your class.
2. Writing utensil
3. Chalkboard with chalk or dry erase board with markers.

**Stage 1 – Heighten Anticipation**

1. *Heighten anticipation* by greeting the students when they walk in the room, say “Hello” to them follow by a noun. “Hello Mario, you have an apple for me today.”
2. Get the student’s attention by making them stand up and say a noun in a sentence. Tell the other students to take out a sheet of paper and write the students name on one side and the noun they used next to their name. As a class, we will go over everyone’s noun.
3. Have the nouns already written on the board, but covered up to see if the students will guess any of them that are on the board.

**Stage 2 – Deepening Expectations**

1. The teacher must review what nouns are and go over the ones that were written on the board. This way the students will understand what nouns are and why they are doing the lesson. You can *dig deeper* by having the students pick a noun and use it in a sentence while standing up at their seat.
2. The teacher then will hand out the worksheet, “Finding all the Nouns.”
3. The teacher can help the students to *get out of deep water* by understanding nouns and how to pick them out of the sentence.
4. The teacher then will read the sentences to the students. Be sure to exaggerate to make it more obvious for the students. The student will *listen* for the noun.
5. Once all the nouns are picked out in the sentences, ask the students to make up ten sentences with nouns in them and no cutting corners on using the same nouns they just learned.

6. Go around the room and have the students share their favorite sentence with everyone. Make sure they are standing up when reading their sentence.

7. Explain to the students that they are now going to partner up and make a story out of their ten sentences combined. This is to show them they can cross out their mistakes and understand how nouns work in their story.

8. Give them as much time as they need to complete this task, but make sure they stay on task. If they finish early make sure they go over their work or they can share it with another set of partner who is also done.

9. During this time students will get in deep water by being overwhelmed of nouns and how to use them in sentences and how to combine their ten sentences and their partner's ten sentences in a story. Making sure it makes sense.

10. They will look twice at each other to make sure all their nouns make sense in their story and then perform it in front of the class.

**Stage 3 – Keeping it Going**

1. Once all the students are done performing their stories of their combined ten sentences with their partner they will return to their seats. They are definitely going to have a ball with this activity.

2. They will each sing in their own key learning and understanding nouns.

3. They will then shake hands with tomorrow and get ready for the next lesson in grammar for the next class.
Assessment: This assessment is for the entire lesson. With the incorporation of TIM, the teacher will know that the students understand nouns when they are able to pick them out of sentences, define them and perform them by memory. For the next class, just to keep the flow of nouns before jumping into the next lesson ask the students to notice nouns from their peers, teachers and families and keep a running log.

Activity for Lesson 2 – Nouns

Instructions: Pick out all the nouns in the sentences. Underline, circle or highlight all the noun(s).

Worksheet: Finding All the Nouns

Sentences:  
1. The teacher told the students to respect one another.  
2. I bought a new pen at the drugstore across the street.  
3. The puppy ate all his dog food.  
4. The man said to the officer that we saw the accident.  
5. Computers are making work easier for students  
6. Danny likes math and science.  
7. Becky went with her family to Italy.  
8. My other brother went to NYC for school  
9. Grammar is hard, but a lot of fun.  
10. Our field trip to the zoo was awesome.

Answers:  
1. Teacher, students  
2. Pen, drugstore, street  
3. Puppy, dog food  
4. Man, officer, accident  
5. Computers, work, students  
6. Danny, math, science  
7. Becky, family, Italy  
8. Brother, NYC, school  
9. Grammar  
10. Field trip, zoo

As I mentioned before that there are seven parts of speech in teaching grammar and I have provided two example lesson plans, activities while using TIM. These examples can be used for all the parts of speech, but it is now time to move on to the second category, Parts of a sentence. Instead of examples of lesson plans and activities in this section of Parts of a Sentence, I am going to list all the parts of a sentence in definition form and provide an example of each.
Parts of a Sentence

The second category of teaching grammar is parts of a sentence and there are 22 lesson plans involved. This section will provide what are the parts of a sentence with a simple definition of each with an example to follow. They are:

1. **Subject and Verbs** - A simple sentence is a group of words expressing a complete thought, and it must have a subject and a verb predicate. There are four (4) kinds of sentences: declarative, imperative, interrogative, and exclamatory. A declarative sentence makes a statement. An imperative sentence gives a command or makes a request. An interrogative sentence asks a question. An exclamatory sentence shows strong feeling. Declarative, imperative, or interrogative sentences can be made into exclamatory sentences by punctuating them with an exclamation point. Example: The bell rang. The subject tells who or what about the verb. 
   - **Declarative sentence:** The assignment is due tomorrow.
   - **Imperative sentence:** Hand it in now. Stop.
   - **Interrogative sentence:** Do you know the man?
   - **Exclamatory sentence:** The assignment is due tomorrow!

2. **Predicate Nominative** – or predicate noun completes a linking verb and renames the subject. It is a complement or completer because it completes the verb. Predicate nominatives complete only linking verbs. The linking verbs include the following: the helping verbs is, am, are, was, were, be, being, and been; the sense verbs look, taste, smell, feel, and sound; and verbs like become, seem, appear, grow, continue, stay, and turn. Examples: Mr. Johnson is a teacher. Mr. Johnson equals a teacher.

3. **Direct Object** – receives the action performed by the subject. The verb used with a direct object is always an action verb. Another way of saying it is that the subject does the verb to the direct object. Example: The car hit the tree. To find the direct object, say the subject and verb followed by whom or what. The car hit whom or what? Tree answers the question so tree is the direct object.

4. **Transitive / Intransitive** – are verbs that have subjects or objects that receive the action. They are either active voice or passive voice. Transitive active verbs are the verbs in sentences with a direct object. Examples: The ball was kicked by the boy. The ball was kicked hard. Intransitive verbs have no receiver of the action. They are classified as intransitive complete or intransitive linking. Intransitive linking are sentences with a predicate nominative or predicate adjective. Examples: The bell rang suddenly. The girl knitted all evening. (There is no receiver of the action.) They were here. (no action or predicate nominative or predicate adjective.)

5. **Appositives** – is a word or group of words that identifies or renames the noun or pronoun that it follows. It is set off by commas unless closely tied to the word that it identifies or
renames. **Examples:** My son **Carl** is a medical technician. (no commas) Badger, our **dog** with a missing leg, has a love for cats. (commas needed)

6. **Nouns of Address** – are the persons or things to which you are speaking. They are set off from the rest of the sentence by a comma or commas, may have modifiers, and are not related to the rest of the sentence grammatically. You can remove them and a complete sentence remains. They may be first, last or in the middle of the sentence. **Examples:** John, where are you going? Where are you going, John? Where, John, are you going?

7. **Pronouns** – take the place of nouns. Personal pronouns have what is called case. Case means that a different form of a pronoun is used for different parts of the sentence. There are three cases: *nominative*, *objective*, and *possessive*. Many mistakes are made in the use of *nominative* and *objective case pronouns*. Memorizing each list will help you use them correctly.

   **Nominative case pronouns** are I, she, he, we, they, and who. They are used as subjects, predicate nominatives, and appositives when used with a subject or predicate nominative. **Objective case pronouns** are me, her, him, us, them, and whom. They are used as direct objects, indirect objects, objects of the preposition, and appositives when used with one of the objects. (We will learn about indirect objects and objects of the preposition in later lessons.) (You and it are both nominative and objective case.) **Possessive case pronouns** are my, mine, your, yours, his, her, hers, its, our, ours, your, yours, their, and theirs. They are used to show ownership.

8. **Adjectives** – modify or affect the meaning of nouns and pronouns and tell us *which*, *whose*, *what kind*, and *how many* about the nouns or pronouns they modify. They come before the noun or pronoun they modify except for the *predicate adjective* which comes after a linking verb and modifies the subject. There are seven (7) words in the English language that are always adjectives. They are the articles *a, an*, and *the* and the possessives *my, our, your*, and *their*. (The possessives are from the possessive pronoun list but are always used with nouns as adjectives.) One should memorize them so they are immediately recognized as adjectives. **Example:** The **big brown** bear grabbed the **scared small** man.

9. **Adverbs** – are words that modify (1) verbs, (2) adjectives, and (3) other adverbs. They tell *how* (manner), *when* (time), *where* (place), *how much* (degree), and *why* (cause). *Why* is a common one-word adverb that tells why. Adverbs that tell us *how, when, where,* and *why* always modify the verb. These adverbs can shift location in the sentence without changing meaning or what they modify. Adverbs that tell us *how much* modify adjectives or other adverbs. Adverbs that tell *how much* will come just before the adjectives or adverbs that they modify. These adverbs are also called *qualifiers* because they strengthen or weaken the words they modify. Examples: He kicked the ball solidly. *(how)*; He kicked the ball immediately. *(when)*; He kicked the ball forward. *(where)*; He kicked the ball too hard. *(how much)*.

10. **Prepositional Phrases** – is a word that begins a prepositional phrase and shows the relationship between its object and another word in the sentence. A preposition must
always have an object. A prepositional phrase starts with a preposition, ends with an object, and may have modifiers between the preposition and object of the preposition. Here is a list of common words that can be used as prepositions: about, above, across, after, against, along, among, around, at, before, behind, below, beneath, beside, besides, between, beyond, but (when it means except), by, concerning, down, during, except, for, from, in, inside, into, like, near, of, off, on, out, outside, over, past, since, through, to, toward, under, until, up, upon, with, within, and without.

Example: The boy stood up and ran down the street. Up what? There is no object; therefore up is not a preposition. Down what? Street answers the question; therefore, down is a preposition.

11. Indirect Objects – is really a prepositional phrase in which the preposition to or for is not stated but understood. It tells to whom or for whom something is done. The indirect object always comes between the verb and the direct object. Example: She gave me a gift. The indirect object always modifies the verb. It may have modifiers and be compound. It is used with verbs such as give, tell, send, get, buy, show, build, do, make, save, and read. Example: She sent the man and me a gift.

12. Objective Complement – can be a noun or an adjective which follows the direct object renaming or modifying it. It is used with verbs like make, name, call, choose, elect, and appoint. It is not set off with commas as an appositive is. Example: I call my dog Sally.

13. Conjunctions – is a word that joins other words, phrases, or clauses. Co-ordinate conjunctions join words, phrases, or clauses of equal rank. There are two kinds simple and correlative. The simple co-ordinate conjunctions are the following: and, but, or, and nor. The correlative co-ordinate conjunctions are always in pairs. They are either-or, neither-nor, both-and, not only-but also, and whether-or.

14. Verbals – is a verb form used as some other part of speech. There are three kinds of verbals: gerunds, participles and infinitives.

15. Gerund – always ends in ing and is used as a noun. Example: Eating is fun.

16. Participle – is used as an adjective and ends various ways. A present participle always ends with ing as does the gerund, but remember that it is an adjective. A past participle ends with ed, n, or irregularly. Examples: played, broken, brought, sung, seeing, having seen, being seen, seen, having been seen.

17. Infinitive – is to plus a verb form. It can be a noun, an adjective, or an adverb.

Examples: to be, to see, to be seen, to be eaten.

18. Adverb Infinitive – An infinitive is to plus a verb form. It can be used as an adverb. Adverb infinitives are used to modify verbs. They usually tell why. Examples: to be, to see, to be seen, to be eaten.
19. **Compound Sentence** – is a group of words having a subject and a verb. An *independent clause* can stand alone as a sentence. A *dependent clause* is always used as some part of speech. It can be an adjective, adverb, or noun. It cannot stand alone as a sentence. A phrase is a group of words used as a sentence part. It does not have a subject and a verb. It can be a noun, adjective or adverb. A compound sentence combines two or more *independent clauses*. Commas separate the clauses of a compound sentence. A short sentence joined by *and* is sometimes combined without a comma. **Example:** She talks and he listens. A semicolon can take the place of the conjunction and comma. Only clauses closely related in thought should be joined to make a compound sentence.

20. **Adjective Clauses** – is used to modify a noun or a pronoun. It will begin with a relative pronoun (*who, whose, whom, which, and that*) or a subordinate conjunction (*when and where*). Those are the only words that can be used to introduce an *adjective clause*. The introductory word will always rename the word that it follows and modifies except when used with a preposition which will come between the introductory word and the word it renames. **Example:** The student *whose hand was up* gave the wrong answer. *Whose hand was up* is the adjective clause with *whose*, the relative pronoun, renaming and modifying *student*.

21. **Adverb Clauses** – is a dependent clause that modifies a verb, adjective, or another adverb. It usually modifies the verb. **Example:** They arrived before the game had ended. ("before the game had ended" is the adverb clause modifying the verb *arrived* telling *when*.)

22. **Noun Clauses** – is a dependent clause that can be used in the same way as a noun or pronoun. It can be a *subject, predicate nominative, direct object, appositive, indirect object, or object of the preposition*. Some of the words that introduce *noun clauses* are *that, whether, who, why, whom, what, how, when, whoever, where, and whomever*. **Examples:** I know who said that. (I know it.) Whoever said it is wrong. (He is wrong.)

Subject and Verbs are a simple sentence in a group of words expressing a complete thought, and it must have a subject and a verb predicate. There are four (4) kinds of sentences: declarative, imperative, interrogative, and exclamatory. A declarative sentence makes a statement. An imperative sentence gives a command or makes a request. An interrogative sentence asks a question. An exclamatory sentence shows strong feeling. Declarative, imperative, or interrogative sentences can be made into exclamatory sentences by punctuating them with an exclamation point. Below is a lesson plan with an activity to follow on understanding subjects and verbs in sentences.
Lesson 1 – Subjects and Verbs and the 4 Kinds of Sentences:

**Title:** “What Subject and Verb, Four Kinds of Sentences?” “OMG!”

**Objectives:** Students will be able to understand what a subject is and the verb in the sentence, how they work and why they are important. Also know the four kinds of sentences and how they work.

**Standards:**

1. Understand and pick out the subject and verbs in the sentences.
2. Relate and express the subjects and verbs with others.
3. Analysis and present the subjects and verbs to others.
4. Communicate and understand subjects and verbs through others.

**Materials:**

1. Enough copies of a handout with several examples of sentences to find all the subjects and verbs.
2. Writing utensil
3. Chalkboard with chalk or dry erase board with markers.

**Stage 1 – Heighten Anticipation**

1. *Heighten anticipation* by greeting the students when they walk in the room, say “Hello” to them follow by a greeting sentence with the subject and verb present. “Hello Viktoria, don’t forget your assignment is due today!

2. Get the student’s attention by making them stand up and say a random sentence using one of the four kinds of sentence. Tell the other students to take out a sheet of paper and write the students name on it and write down the type of sentence, the subject and the verb. As a class, we will go over all of this.
3. Have the students work in groups and come up with examples of each kind of sentence so they understand what they are and how they all work.

**Stage 2 – Deepening Expectations**

1. The teacher must review what the subjects and verbs are and the kinds of sentences used and will write them on the board. This way the students will understand what subjects, verbs and the four kinds of sentences are and why they are doing the lesson. You can *look twice* by having the students pick out the subjects and the verbs and what kind of sentence was used.

2. The teacher then will hand out the worksheet with the different examples of sentences.

3. The teacher can help the students to *cut holes to see through* the understanding of subjects, verbs and kinds of sentence.

4. The teacher then will read the sentences to the students. Be sure to exaggerate to make it more obvious for the students. The student will *dig deeper* for the subject, verb and kind of sentence used.

5. Once all the subjects, verb and kind of sentence are picked out, ask the students to make up ten sentences with subjects, verbs and what kind of sentence used and no *cutting corners* on this activity.

6. Go around the room and have the students share their favorite sentence with everyone. Make sure they are standing up when reading their sentence.

7. During this time students will *get out of locked doors* and understand the concept of subjects, verbs and the four kinds of sentence being used.

**Stage 3 – Keeping it Going**

1. Once all the students are done with this activity, they are definitely going to *have a ball* with this learning and understanding how this part of a sentence works.
2. They will each plug in the sun and love working with subjects, verbs and the four kinds of a sentence.

3. They will then build sandcastles and get ready for the next lesson in grammar for the next class.

Assessment: This assessment is for the entire lesson. With the incorporation of TIM, the teacher will know that the students understand subjects in a sentence, verbs in a sentence and the four particular sentences. For the next class, just to keep the flow of subjects and verbs and the four kinds of sentences before jumping into the next lesson ask the students to notice subjects and verbs and if the four kinds of a sentence are being used from their peers, teachers and families and keep a running log.

Activity for Lesson 1 – Subject, Verbs and the 4 Kinds of a Sentence

Instructions: Find of the subject, verb and state what kind of sentence it is. Underline, circle of highlight the subject and verb and write the kind of sentence. Write a D for declarative, an IM for Imperative, an IN for Interrogative and an E for Exclamatory.

Worksheet: Subjects + Verbs = Sentence

<table>
<thead>
<tr>
<th>Sentences</th>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Just around the corner was the parade.</td>
<td>1. Parade, was – D</td>
</tr>
<tr>
<td>2. In the fall the leaves cover the ground.</td>
<td>2. Leaves, cover – D</td>
</tr>
<tr>
<td>3. Hand your project in now. Stop.</td>
<td>3. Project, now – IM</td>
</tr>
<tr>
<td>4. Do you know that man?</td>
<td>4. Man, know – IN</td>
</tr>
<tr>
<td>5. The assignment is due tomorrow!</td>
<td>5. Assignment, due – E</td>
</tr>
<tr>
<td>7. Don’t you know Ms. Smith?</td>
<td>7. Ms. Smith, know – IN</td>
</tr>
<tr>
<td>8. Steven, stop and slow down. Please.</td>
<td>8. Steven, stop, slow – IM</td>
</tr>
<tr>
<td>9. School is out for the summer!</td>
<td>9. School, out – E</td>
</tr>
<tr>
<td>10. How does she know that woman?</td>
<td>10. Woman, know – IN</td>
</tr>
</tbody>
</table>
With 22 parts of a sentence, you can see why grammar is very involved and very important to know because there are a lot of parts and it can get complex. With explaining each and every part and providing examples gives a clearer look into it and a better understanding of why we use these parts and how they make up an entire sentence. We think a sentence is simple to make up, but in all reality, it is not. It takes several parts for a complete sentence. One key fact to remember: make sure it makes sense.

Now with the parts of speech down and parts of a sentence, I now introduce the third category of teaching grammar: **Mechanics.**

**Mechanics**

Mechanics are the fun part of teaching grammar and there are only 13 lessons that make them up. Let the fun begin...First, **CAPITALIZATION.** Make sure when you start a sentence with your first word being capitalized. That is it. Second, **End Punctuation:** make sure each sentence ends with a period. Third, **Periods:** two things to know about using a period: 1.) it is to be used at the end of a sentence and in between initials, example would be: C.M. Belesovski. Forth, **Commas:** two things to know about using a comma: 1.) use it in a sentence when separating things and use it to set off abbreviations. Fifth, **Quotation Marks:** these are used around the exact words of a speaker. Example: He said, "I saw that." Sixth, **Semicolon:** use a semicolon between two independent clauses of a compound sentence when they are not joined by a coordinate conjunction. Example: There was a sudden silence; everyone was stunned by the outcome. Seventh, **Colons:** two things to know about using a colon: 1.) after the salutation of a business letter. Example: Dear Sir: and when introducing different categories in paragraphs. Eight: **Italics and Underlining:** use italics in a sentence when you’re stressing a certain word to
stand out. Italicize figures, letters, signs and words referred to as words. Example: How many D's are there in your brother's name? Underlining can be used on a single word or a phrase to stand out in a sentence. Ninth, Apostrophes: use an apostrophe to indicate possession with nouns. A singular noun forms the possessive adding 's. Write the noun; change no letters; drop no letters; and then simply add 's. This rule is always the same for each singular noun. Tenth, Hyphens: use a hyphen in compound numbers between twenty-one and ninety-nine and when used in larger numbers like two hundred fifty-five. Also hyphens can be used in between words like, warm-up. Eleventh, Dashes: are used to give emphasis to written ideas and are typed by using two hyphens. They should be used sparingly. Use a dash to show a break in thought or sentence structure. Example: He had tried to change--you're not even paying attention! Twelfth, Parentheses: are used much like the dash, but it is used to set off unimportant material that interrupts the sentence thought or structure. Use parentheses to set off supplementary, parenthetic, or explanatory material that does not change the meaning of the main sentence. Example: John Matthews (you knew him) visited me yesterday. Thirteen: Brackets: use brackets to enclose comments, criticisms, or corrections inserted by someone other than the original writer or speaker. Example: Anyone who met him [the author] respected his authority.
Figure 10: Online Image – Practicing Capitalization and Punctuation
Figure 11: Online Image – Punctuation All in One.
Below is a lesson plan with an activity to follow on semicolons. A semicolon separates two complete sentences. Sometimes it is hard to know where to put a semicolon. Where other mechanics, such as: a period, a comma, a question mark, etc. are easy enough to figure out where they go in a sentence. This lesson and activity on semicolons will clarify where to a semicolon.

**Lesson 1 – Where to put Semicolons in a Sentence**

**Title:** “Where Does A Semicolon Go?”

**Objectives:** Students will be able to understand what a semicolon is and where it goes in a sentence.

**Standards:**

1. Understand and put the semicolons in the sentences.
2. Relate and express what the purpose of semicolons are with others.
3. Analysis and present the semicolons in a sentence to others.
4. Communicate and understand semicolons in a sentence and with others

**Materials:**

1. Enough copies of a handout with several examples of semicolons in a sentence
2. Writing utensil
3. Chalkboard with chalk or dry erase board with markers.

**Stage 1 – Heighten Anticipation**

1. *Get the attention* of the students so they are excited when they walk in the room and ready to learn.

2. Get the student’s to *tickle their imagination* so they are ready for the lesson ahead.
3. Have the students work in groups and come up with examples of a variety of sentences and have them put semicolons in the proper place of the sentences.

**Stage 2 – Deepening Expectations**

1. The teacher must review what semicolons are and their purpose of where it goes in a sentence. Make sure to *dig deep* in the student’s brains so they know semicolons.

2. The teacher then will hand out the worksheet with a variety of sentences on it.

3. The teacher can help the students to *cut holes to see through* the understanding of semicolons in a sentence and where they go.

4. The teacher then will read the sentences to the students. Be sure to exaggerate to make it more obvious for the students. The student will *be looking twice* at each other to make sure they know where that semicolon goes in the sentences.

5. Once all the semicolons are placed in their proper place in the sentence, they will be *getting into deeper water* when they have to stand up, go to the board and write that sentence and make sure the semicolon is in its correct place.

6. Each student will have a turn to do this while *crossing out mistakes* and making sure to make corrections and understand semicolons in a sentence.

7. During this time students will *get out of locked doors* and understand the concept of semicolons and where they go in a sentence.

**Stage 3 – Keeping it Going**

1. Once all the students are done with this activity, they are definitely going to *have a ball* with this learning and understanding of the purpose of a semicolon and its place in a sentence.

2. They will each *be singing in one’s own key* and love working with semicolons.
3. They will then build sandcastles and get ready for the next lesson in mechanics for the next class.

Assessment: This assessment is for the entire lesson. With the incorporation of TIM, the teacher will know that the students understand the purpose of a semicolon and where it goes in a sentence. For the next class, just to keep the flow of semicolons and their proper place and before jumping into the next lesson ask the students to keep a running log of sentences and to use semicolons.

Activity for Lesson 1 – Semicolons in a Sentence

Instructions: Place the semicolon in its proper place in the sentences.

Worksheet: Semicolons in a Sentence

Sentences:
1. Carl is tall his brother is short.
2. He knocked several times no one came to the door.
3. The siren blew loudly I rushed to the window the police raced pass as I looked out.
4. I waited several hours for you you did not return I became concerned.
5. My sister loves mysteries my brother likes technical manuals.
6. Ella is tall and pretty her sister is short and cute.
7. My aunt loves to vacation in Europe my Uncle doesn’t.
8. I wanted to leave three hours ago you never showed up.
9. The dog barked loudly I opened the door to let him in.
10. Pete is going to the dance his brother is not because he is sick.

Answers:
1. The ; goes between tall and his.
2. The ; goes between times and no.
3. The ; goes between loudly and I & between window and the.
4. The ; goes between you and you & between return and I.
5. The ; goes between mysteries and my.
6. The ; goes between pretty and her.
7. The ; goes between Europe and my.
8. The ; goes between ago and you.
9. The ; goes between loudly and I.
10. The ; goes between dance and his.
Section 5

Outcomes

After numerous hours of research, planning, meetings with Dr. Fox, more research, collaboration of everything to know about grammar, brainstorming and trial and error a creative classroom to teach and learn all about grammar was created. I have created the perfect, comfortable and manageable classroom for 8th graders to enjoy learning. I explained in great detail with plenty of examples to understand the three important parts of grammar: parts of speech, parts of a sentence and the mechanics. It took a great deal of time to create each section, but it was done and everything is in black and white to understand in an easy manner how grammar really works and how to use it accurately in a 8th grade setting.

Grammar isn’t all about just words in a sentence and how to use punctuation, it is more in depth than that and that is what I wanted to do in this project. Grammar is a lot of key learning’s wrapped all together in several lessons to fully understand the meaning behind grammar and how it is important for everyday use and not just on an education level. Learning grammar is an appreciation of the English language Arts because it is something that defines us as human beings as well as makes us the people we are today.

Grammar is learned throughout our entire educational experience as a young child and continues into our later years and beyond. I wanted to explain in my project that even though there is a lot to learn about grammar and it can be difficult at times, by the sections on this project breaking it down and dissecting the pieces, it isn’t as hard as we make it out to be. To always keep in the back of my mind that every child, young adult and adult learns grammar differently and is taught to them differently. However, this project made me realize that is possible to teach grammar and to learn it, no matter what obstacles come with it.
Section 6

Key Learnings

As I continued to “peel back the layers” of this project, I noticed that I learned far more than just how to teach grammar. Throughout this entire process of my project, which was sometimes overwhelming, I found that there were key fundamentals that gave the project strength. Those fundamentals included a recognition of combining and synthesizing information, having a proper and well-balanced research, looking at a topic from a new perspective, visualizing the end result, assessing each situation, taking the time to understand fully and playing about with Torrance’s Incubation Model and using creative problem solving process that worked for me. On another important note, this showed me and gave me the recognition that we are all different, we especially learn differently, think and create differently and need different things in our lives to educationally and creatively evolve.

Topic Key Learnings

While following my path on this creative journey, I noticed that commanding to this process was the utilization of Torrance’s Incubation Model of skills to understand to learn the topic and its growth process. For example, there is a ton of information about creativity, technology and education as separate topics.

Plowing through that information means constant practice of one very important leap skill titled “combining and synthesizing.” Combining and synthesizing requires putting together new connections with given elements. Another leap skill that proved vital was “look at it another way.” By looking at the topic in another way, I was able to see various perspectives such as the teacher and student perspective as well as the “outsider” perspective. As a result, I further
engaged myself in the learning process, thus helping me to understand how teachers can become students again too. This then brought me to the concept of how to link creativity as a valued topic with current educational models. By understanding what teachers wanted as a result of a different ways to teach grammar I was able to conclude that teachers would not accept creativity without some sort of link between other educational information that was already being utilized in the field. So I determined that by using TIM to link that was, needed to, integrate creativity into education and at the same time expose creativity traditions.

**Process Key Learnings**

When beginning this project, everyone tells you how important the creative problem solving process is. It isn’t until you fully engage in the process that you understand how important each stage is and what it means to the end result. In my opinion, learning is all about customization. This school of thought can be applied to the creative problem solving process. It also was a huge help taking creative problem solving classes.

During this project, I found that using the creative problem solving process as it works for the person can become one of the most significant elements in the development stage of the project. For me, I needed to literally cover my walls with flip chart paper and post-its so I continued to incubate on the topic. At the same time, I realized that others may express themselves by sketching, writing, mind mapping, etc. This learning became evident when I created the mind mapping chart with Grammar in the center of my page and it came evident to me to “play” with information. At the same time, I also concluded that technology has some wonderful tools but sometimes when you are conceptualizing you need to go back to the basics, meaning flip chart paper, markers and post-its.
Practicing spontaneous thinking skills was another piece that became critical during a period of extensive data gathering. In fact, the thin slicing tool proved to be imperative when I was drowning in all the information. It forced me to take a step back, look at the situation and assess what needed to be done. One of the top learning’s that came out of practicing that tool was the idea that incubation is important. It became crystal clear that I needed to set aside enough time to allow for incubation to take place as part of my plan. I never worked with the Incubation process so this was a lot for me to take in and learn before I incorporated into my project. After ripping the process apart and understanding it, it became easy to me and how creatively works for grammar lessons.

Deferring judgment is noted as one of the divergent thinking guidelines. So, of course this rule would become evident as the process progressed. I learned that sometimes when you are conceptualizing, self-talk becomes important. When practicing divergent thinking, due to the indication that we all think differently, some can’t help but judge others ideas. It sounds funny, but when I was really overwhelmed, I needed a self-pep talk. By using recording tools on my phone, I talked through an idea without feeling like I was being judged by others. This led me to the conclusion that I needed to work through my ideas personally before I expressed them. At the same time, it must be noted that you should not hold back your ideas for fear of judgment.

Some other process learnings include, time balance and visualization. For my project, I learned that, time balance is the proper amount of time chosen to current application research, classic creativity research as well as classic and emerging education research. Without proper balance, you can become lost in each topic because they are huge topics in themselves that require synthesis. Setting aside even 10 minutes a day dedicated to grammar can influence the product immensely. Concurrently, imagining of the product and what it might look like,
compared to others, needs to be addressed. Today, grammar has disappeared or has become invisible in schools, but this project makes it possible to bring it back. By visualizing on paper then using a variation of creativity tools to develop the concept you are developing your own thinking skills and getting feedback at the same time.

**Personal Key Learning’s**

Probably the most important part of this process is what you learn about yourself and others. Everyone is different; everyone learns differently, creates differently and needs different things so the process and the product have to reflect that as a core concept. Tolerance for doubt is not one of my strong points, but I had to practice this over and over again because the future is full of uncertainty. Right now the use of grammar is cutting edge, but my increasing tolerance of future doubt is based on the ideal that education will always be evolving because standards are always changing, new ideas and teachings are always happening and people are always evolving. If the world around me was changing, I needed to change too, therefore, strengthening my confidence in who I am and what this project stands for. This give me hope that I can bring grammar back and teach it.

**What Worked Well**

Grammar incorporation in education is certain. I realize that since I am a teacher I can teach this with the tools of creativity at my fingertips. This worked to my advantage because I had experiences as a student who was engaged creatively. In the past, I was also was given the opportunities to work with students who didn’t understand grammar fully and I made that light
bulb turn on for them. These experiences in creativity and studying grammar gave me a clearer view of the education system.

I can’t say enough about TIM and the creative studies courses as a stage for my creativity skills. Even though I had some prior educational and creative skills, this made it even more focus on the content of learning grammar and teaching grammar.

**Things I Will Change or do Differently**

This project always was and still is an evolving project. While I wanted grammar to look and feel very engaging, I knew that I had to draw the line and work with what I had and the little experiences I have with creative problem solving techniques. I think that using TIM really helped me out and made lesson planning more clear and precise for me. If I knew about TIM years ago, I would’ve used it more and shared it with other English teachers that I know.

If I could do this project all over again, I would spend less time on the research by setting up my project timeline to focus very specifically on certain research elements. I would work out all the data gathering issues before I jumped into the research so I knew what I was looking for. Then I would have more time to build lesson plans using TIM as I imagined it. I also wish I could’ve had a partner to work with because it becomes a lot for one person to work on all the different topics of this project. Whereas a partner can take a chunk and I can take a chunk as well and then we come to together and work together all our ideas into one concept and content.

However, it worked out well for me as one because I focused and made sure I gave myself enough time to work on the project as well as make sense of it and understand it. I want the point of this project to make sense and flow to the readers. Grammar isn’t something that can be learned over night like mathematic problems, it is a lengthy processed that is learned over
time. That is what I want to do further down the line, make sure my students understand grammar and the importance of it.

Section 7

Conclusion

When I began this project, I thought that creating a tool for teachers that motivated their skills and abilities to incorporate creativity into education was needed. After countless hours of research, deep thinking, making connections and synthesizing information into lessons of grammar, I found that this project wasn’t just about motivation, skills and abilities. It is about leading a movement, evolving the human race and inspiring a new beginning with creative teaching and learning as a core concept. Teaching is itself a creative act, and requires an enormous amount of sense. I do believe that there are two kinds of teachers in this world, good teachers that teach with passion and creativity and poor teachers that disappoint students every day. As a citizen, a student myself and a teacher, I am not okay with poor teachers in the world. I believe that there is hope for poor teachers out there, as they attempt to adapt to a new century of learning. They desperately need the tools and training to begin to redevelop their teaching style. I know that the New York State Standards are something, we teachers have to follow, but learning new ways to teach and using new models I think or more effective and will help those poor teachers out there.

Since this project is such as huge piece of who I am and the skills I can offer the world, I will continue to pursue using TIM as a model for grammar lessons and other English lessons as a tool to bring creativity integration into the classrooms of education. As I say to myself, “I created and mastered this monster of a project” and there is no going back. A creative classroom
to teach grammar is just the beginning of what I can offer the education world. As a result, I will continue to spread the word about creativity integration in education by presenting various workshops on the topic. I will also continue to research TIM for lesson planning and how to make classrooms as creative as possible.

The formulation of this project is just the beginning of what creative classrooms and TIM for lesson plans can do for creativity integration in education. Since I was limited in my time to create this project, I expect that others will come across this project with suggestions for development. The field of creativity is about the exchange of ideas, insights and innovations. It is the nature of creativity to inspire and motivate. I do hope that teachers use this site, make comments, suggestions and collaborate with me. I hope that it inspires and motivates change in education. But most importantly, I hope these sites begin the educational revolution that is so desperately needed. I hope that others join the revolution by sharing how they are using the site, creating tools for integration and doing what they love. It is after all, our job, teacher or not, to prepare the youth for the 21st century.

No student should feel like an outsider due to the educational system and not understanding grammar. Teachers have the ability to make sure that there are no outsiders; they have the ability to be a leader. Creative leadership is about much more than putting words on paper, it is about inspiring a movement that changes the course of history. By arrangement of our educational leaders with the proper tools, we are igniting creativity everywhere, inside classrooms and outside classrooms.

In the words of E. Paul Torrance (1983) “don’t be afraid to fall in love with something and pursue it with intensity.” I have fallen head over heels with creative teaching and learning. I have fallen deeply in love with Torrance’s work. I have fallen in love with a passion to change
the course of education in teaching grammar and making classrooms a creative and comfortable learning environment, and I have also fallen in love with the technology tools and creativity tools to achieve this education uprising. This masters project is my passion, my heart and my soul and I intend to keep pursuing it with intensity and creative problem solving techniques.
References


Torrance, E.P., (1983)“The Importance of Falling in Love with Something,” *The Creative Child and Adult Quarterly, vol. 8*, no. ( pp. 72-78)


Appendix A

Questions to Ask Oneself when Designing the Classroom
Excerpt from McDonald & Hershman, 2010, p. 21

Consider these questions to help you decide whether it is time to make a change:

1. Is my current setup working? If not, should I change to rows or groups of desks?
2. Should I use tables?
3. Would they be more effective with my teaching style or subject area?
4. How easily am I able to move between students?
5. Can we all get out of the classroom quickly in an emergency?
6. Do I have/want a writing center?
7. Do I have/want a reading corner?
8. Do I have/want learning centers?
9. Do I have/want an arts area?
10. Do I have/want a time-out or conference area?
11. Should I have a computer station? If I do, where will it go?
12. How does my teacher area look?
13. Are my desk, filing cabinet, and shelves in the way of the flow?
14. Are my curriculum materials easily accessible?
15. Can I visually monitor students from my desk?
Appendix B

Grammar...The Key to Learning it ALL!

My master’s project is a collection of lesson plans on grammar teaching at the Junior High level of 8th grade. Teaching grammar is one of the most difficult lessons of English to teach because of all the different meanings and concepts to learn. It isn’t about words and forming sentences; it is also about punctuation and where to put it in sentences. Grammar is in how we speak, write, listen, read and learn and students at the level of 8th grade are at a crucial time in learning because it is going to prepare them for High School as well as Regent Courses and AP Courses. Grammar is an everyday use and purpose of life and it forms us as human beings and makes us function in everyday living situations.

Why is grammar important? Grammar is important because it is the language that makes it possible for us to speak about language. Grammar names the types of words and word groups that make up sentences not only in English, but in any language. As human beings, we can put sentences together even as children, we can all do grammar. However, to be able to speak about how sentences are built, about the types of words and word groups that make up sentences as well as punctuation, is knowing about grammar. And knowing about grammar offers a window into the human mind.

People associate grammar with errors and correctness, but knowing about grammar also helps us understand what makes sentences and paragraphs clear and interesting and precise. Grammar can be parts of literature discussions, when we and our students closely read the sentences in poetry and stories and knowing about grammar means finding out that all languages and all dialects that follow grammatical patterns.
What is grammar? Grammar is central to the teaching and learning of languages. It is also one of the more difficult aspects of language to teach well. Many people, including language teachers, hear the word "grammar" and think of a fixed set of word forms and rules of usage. They associate "good" grammar with the respect forms of the language, such as those used in writing and in formal oral presentations, and "bad" or "no" grammar with the language used in everyday conversation or used by speakers of no respect forms.

Language teachers and language learners are often frustrated by the disconnect between knowing the rules of grammar and being able to apply those rules automatically in listening, speaking, reading, and writing. This disconnect reflects a separation between declarative knowledge and procedural knowledge.

- Declarative knowledge is knowledge about something. Declarative knowledge enables a student to describe a rule of grammar and apply it in pattern practice drills.
- Procedural knowledge is knowledge of how to do something. Procedural knowledge enables a student to apply a rule of grammar in communication.

The goal of grammar instruction is to allow students to carry out their communication purposes. This goal has three implications:

- Students need overt instruction that connects grammar points with larger communication contexts.
- Students do not need to master every aspect of each grammar point, only those that are relevant to the immediate communication task.
- Error correction is not always the instructor's first responsibility.
The concept behind my project is not to just put lessons together and activities. It is a collaboration of lessons using the TIM Model with the assistance of creative problem solving techniques. I want to be able to teach grammar and make sure that my students understand it fully as well as take it with them after they leave the 8th grade. I want that “light bulb” to come on in each of their heads and know that grammar isn’t a waster, but a very useful source of language. I want to be as creative as I can with my lessons on grammar that it becomes one of the most enjoyable parts of learning English as a subject.

Not only will I have a binder full of lessons and fun activities and preparation tests, I am hoping to teach one of my lessons to an 8th grade class as part of my presentation to see if I can really do this and teach and to watch the students really understand fully what grammar is and not think of it as a painful and grueling part of ELA. Grammar is something we do as humans everyday with speaking, reading, listening and leaning it prepares us for challenges, obstacles and outcomes. With this Master’s Project it will prepare me for the next chapter in my life as an English Teacher.

I am hoping that with this timeline/schedule it will help me with my entire project. There will be changes in the dates and what I will be doing, but that is how projects tend to go. With this entire project on grammar and using CPS and the TIM model, this is will be an advantage to me with teaching as well as it being part of my professional portfolio for future interviews and teaching. With this project, I think it will be beneficial to myself as well as other English teachers trying to teach grammar in easier ways so student can grasp it and understand it.

**Learning Goals:**

- To understand grammar with clearer and easier meanings in ways to use it.
- How CPS and grammar work well together.
How the TIM Model works with lesson planning.

How this entire project will benefit me if I ever get to teach it.

As far as the evaluation of my project, I think by teaching the lesson to the students and have some sort of feedback from them will be good. That way, I can see what I did good or bad, what I could’ve done better, did they understand the lesson, etc. If I do not get to teach a lesson, it is up to me to be my own critic and make sure I cross at my “T’s” and dot all my “I’s.” I have to make sure that what I do with this entire project will work inside a classroom of 8th graders.