

Grammar Girl Suggests 5 Ways to Use the Grammar Pop App in the Classroom



Getting Started

Download Grammar Pop by visiting GrammarPop.com or searching for it directly in the Apple App store.

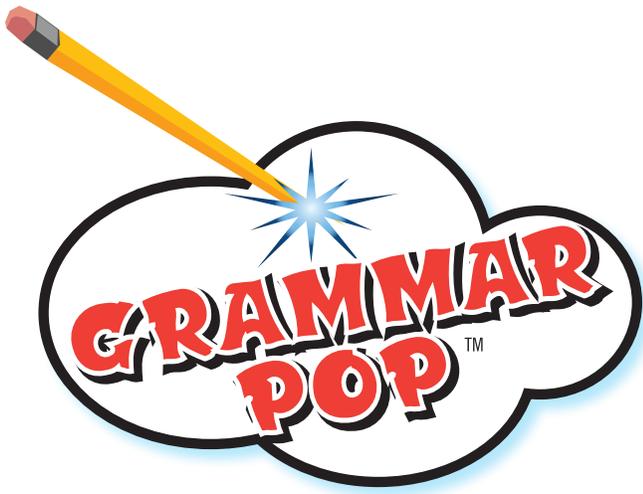
Grammar Pop is \$1.99 and is eligible for Apple's Volume Purchase Program, which makes it just \$0.99 per student.

Tip: If you don't have iPads or iPhones, but do have Macs, you can get a Mac version of Grammar Pop called Grammar Pop Winterfest. You will find it in the Mac App Store.



From the starting bell all the way to the evening's homework assignments, Grammar Pop can help enrich class participation. Students will grow comfortable interacting with grammar in a new way that's hands-on — literally.

The purpose of this guide is to provide actionable ideas for using Grammar Pop in your classroom. Whether you have one iPad, a few, or a class set you'll learn just how easy it is to incorporate Grammar Pop into your everyday routines.



1. Start the Day With a Grammar Pop!

Put Grammar Pop in the hands of every student, every day.

Finding time to teach all the concepts outlined in your state or national standards or concepts that aren't explicitly outlined in your curriculum can be challenging, but you know how important it is to give students an understanding of different parts of speech and sentence construction.

Fortunately, if every student in your class has access to an iPad, you can easily integrate grammar principles into your daily routine with Grammar Pop. This is a simple way to drill the parts of speech for just the first few minutes of each class period.

Using Grammar Pop at the beginning of class is perfect for schools where children enter the classroom after switching teachers because you may need one activity to center your group of students before teaching that day's objective. By starting your class with Grammar Pop, you can make sure all your students are focused on enhancing their English language arts skills before you start the day's lesson.



- ✓ Ask students to work independently on Grammar Pop for a set amount of time. If children enter the room before the bell rings or unpack their books quickly, they'll have even more time to devote to the activity.
- ✓ Connect this daily routine to your objective. Ask students to work through a certain level that relates to what you'll be teaching that day. Let them know that once they finish that level, they can work at their own pace.

2. Play as a Class

If your classroom doesn't have an iPad for every student, don't worry. With just one iPad, you can engage your students and teach grammar concepts with ease!

Here's how:

- Connect your iPad to a projector to share your screen with the class. This site explains different ways you may be able to project your iPad screen: learninginhand.com/blog/5-ways-to-show-your-ipad-on-a-projector-screen.html
- Open Grammar Pop and make sure it is in Learning Mode so the timer is disabled.
- Start at any level based on where you are in your grammar curriculum. You can reference the appendix at the end of this guide for a complete breakdown of levels.

Grammar Pop Tips:

- ✓ Spend part of your afternoon or class period having students shout out answers as you move through each level together. Wrap up the day with a quick review of grammar concepts.
- ✓ In the beginning of the school year, you may want students to work together with their neighbors before raising their hands. After your class gets used to this routine, have students call out the answers in unison.

Whether you use Grammar Pop every day or just a few times a week, you'll see your students' English language arts skills and vocabulary grow.

3. Create Stations

If you have just a few iPads in your classroom, Grammar Pop can help you reach all your students. Stations help you make the most out of Grammar Pop by allowing students to move around and take turns. Have students work individually to complete a level or work with a partner.

You can set up stations in your classroom to let students rotate through different activities so that every child has the chance to work with more specific subject matter.



Grammar Pop Tips:

- ✓ Give students a set amount of time at each station to complete a task. Here are some ideas for activities:
 - Set up some stations by part of speech, centering each station around a specific part you've focused on in class.
 - Race to finish as many levels as possible within the time limit.
 - Bring a notebook to the station and record challenging sentences.
- ✓ Have students work together to share one iPad at the Grammar Pop station. They can take turns tapping on the screen, trade off between levels, or decide the correct part of speech together before giving their answer. This is particularly effective in the more advanced levels of the game.
- ✓ If students finish a class assignment early, let them go to the Grammar Pop station. They can spend the extra class time playing this educational game that will boost their English language arts skills.

4. Establish a Grammar Club

Teachers working in a school with just one class set of iPads can establish a grammar club to extend learning outside of the school day. Create a grammar club that meets for a set amount of time each week. Distribute one iPad to each student and let them play Grammar Pop to build their English language arts skills.

Using Grammar Pop in this type of setting will give students an opportunity to form a community around engaging technology. In a school with a limited number of mobile devices, this can be seen as a privilege for a hardworking group of students. By forming a special place for students to come together, they'll have the support of their peers and teachers as they work to master grammar skills.

Grammar Pop Tips:

- ✓ Schedule your grammar club meetings before school, after school, or during a free period. Figure out what works best for you and your students. Keep in mind that you'll want to pick a time when you can reserve a handful of iPads for your group.
- ✓ Design the club for students who have shown an interest in English language arts skills. This is a great way to have avid readers or writers come together. The skill level of students doesn't matter since Grammar Pop can be tailored to children with different abilities.
- ✓ Use a grammar club as a way to bring together students who are struggling. Whether your group is composed of advanced English language learners or students performing below grade level, this special club will give them a safe place to make new friends and improve their grammar skills.

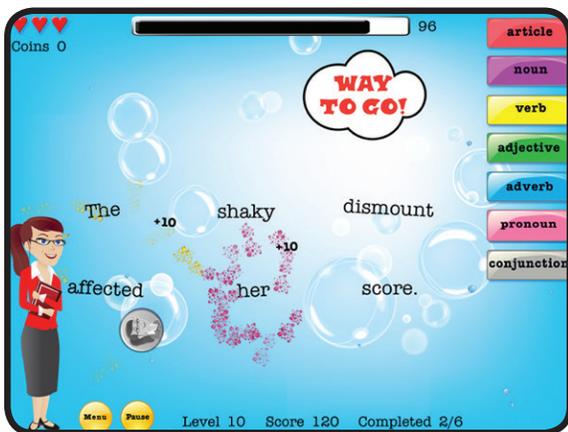


5. Extend a Lesson

Thanks to Grammar Pop, students with access to an iPad at home can extend the work that they've done at school.

Whether they are taking a school iPad home in a one-to-one environment or simply have access to a personal device, children can use Grammar Pop remotely to reinforce class concepts. Have students complete a level in Grammar Pop when they are at home as an extension activity.

Bridging the divide between home and school learning has become less of a challenge thanks to iPad technology. If you have introduced Grammar Pop into your classroom's regular routine, students will have no trouble picking up this educational game at home. Ask students to work at a level that connects to your daily lessons or have them choose a level that will push them to learn more.



Grammar Pop Tips:

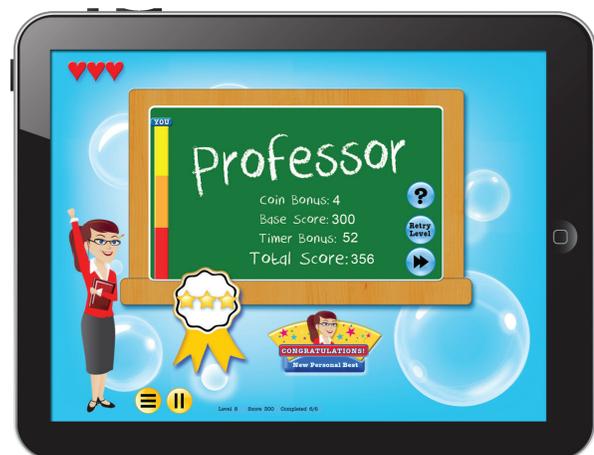
✓ Encourage students with access to an iPad outside the classroom to use Grammar Pop after school. Ask them to take a screenshot when they finish a level and e-mail it to you to show off their accomplishments. Award extra credit or distribute prizes to students who complete this as homework.

✓ When students finish a level of Grammar Pop at home, have them write a brief reflection about their experience. Kids can identify an area where they struggled or point out a place where they accomplished a goal. Perhaps they can even, as an extra challenge, use sentences with the parts of speech they've covered.

✓ Use Grammar Pop as a basis for more independent assignments. Using the game's sentence examples as a model, ask students to identify sentence patterns from different levels. Once they are comfortable with the format of more simple structures — noun-verb-noun, for instance, or verb-article-noun — ask them to create more complex sentences on their own, identifying parts of speech as they go. This way, Grammar Pop will provide the building blocks for individual experimentation with these structures.

✓ Students can use the structures they identified as a starting point to create new sentences that fit the pattern. Have students see how many sentences they can write that fit each pattern.

✓ If you have students who demonstrate their proficiency completing grade level tasks, Grammar Pop provides an enrichment opportunity. Instead of assigning homework they'll breeze through, ask them to work through a set of levels in Grammar Pop.

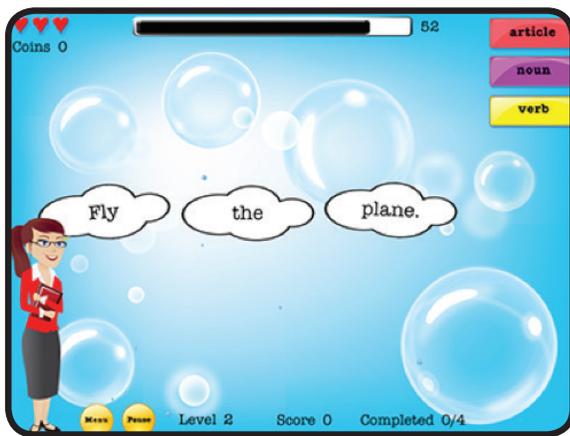


Appendix

How Do I Play the Game?

It's easy — and fun! You won't even know you're learning. Here's how it works:

1. Read the sentence that appears in the clouds.
2. Tap a part-of-speech button on the right. Choose one you think represents one of the words in the clouds. Example: NOUN.
3. Then tap the cloud that contains a noun. Your goal is to match every word in the sentence with its correct part of speech. When you're correct, the cloud explodes and you earn 10 points. When you're incorrect, you lose 10 points.
4. As you progress through the levels, sentences become longer and have more parts of speech. There is less time for each word as you progress.



How Are the Levels Structured?

Each level builds on the previous levels. If a part of speech is in one level, it will be in all subsequent levels.

- **Level 1:** articles, nouns, verbs. No timer.
3-word sentences
- **Level 2:** articles, nouns, verbs. Introduce *helping verbs*.
3-word sentences
- **Level 3:** articles, nouns, verbs.
4-word sentences
- **Levels 4 & 5:** + adjectives.
4-word sentences
- **Levels 6 & 7:** + adverbs.
4-word sentences
- **Levels 8 & 9:** + pronouns.
5-word sentences

- **Levels 10 & 11:** + conjunctions.
6-word sentences
- **Levels 12 & 13:** + prepositions.
6-word sentences
- **Levels 14 & 15:** + gerunds.
6-word sentences
- **Level 16:** no new additions.
7-word sentences
- **Levels 17 & 18:** + participles.
7-word sentences
- **Levels 19 & 20:** + infinitives.
8-word sentences
- **Levels 21 & 22:** no new additions.
9-word sentences
- **Levels 23 & 24:** no new additions.
10-word sentences
- **Levels 25 & 26:** no new additions.
11-word sentences
- **Levels 27 & 28:** no new additions.
12-word sentences

HELP! I'm Shaky on Parts of Speech

Don't worry! Here's a comprehensive guide to all the parts of speech, including which ones you will and won't see in Grammar Pop:

ARTICLES are short words that come before nouns. There are two types of articles, but we just call them all "articles" in Grammar Pop.

The indirect articles are *a* and *an*. *A* comes before words that start with a consonant sound, and *an* comes before words that start with a vowel sound.

Will I get *a* bike for my birthday?

Amit wears *an* orange jersey.

The direct article is *the*.

The dog walked down *the* street.

Some other grammar classification systems group articles with adjectives or call them determiners.

NOUNS are names of people, places, things, and concepts.

Proper nouns are the given names of people, places, and things. The first letter of a proper noun is capitalized.

We visited *California* last year.

Who told *Adam* that *Sarah* called?

Common nouns are the generic names of people, places, things, and concepts. Common nouns are written in lowercase.

We visited a *new* city.
Who told Adam that a *girl* called?
Sarah showed *courage* today.

VERBS can describe actions, help other verbs, and link a subject to descriptors.

Action verbs describe actions:

Matteo *jumped* over the fence.
Harry *wins* every match.

Helping verbs (aka auxiliary verbs) add meaning to the main verb. They can convey a sense of time, possibility, ability, and so on:

Maria *might* take you to the store.
Maria *can* take you to the store.
Maria *has* taken you to the store.

Linking verbs connect a subject to a descriptor.

Squiggly *is* yellow.
Aardvark *was* the best fishing buddy today.

ADJECTIVES modify nouns.

Pick the *yellow* flower.
Luka carried the *heavy* bags.

Some systems call words such as *a*, *the*, *my*, and *his* adjectives, but in Grammar Pop, we call those words articles and pronouns, respectively.

Nouns can also function as adjectives, and when they do, they are called attributive nouns:

We visited the *tree* farm.
She hid the letter in a *hat* box.

ADVERBS can modify verbs (or verb phrases), adjectives (or adjective phrases), other adverbs (or adverb phrases), and whole sentences.

We made pizza *yesterday*.
Deven *expertly* added toppings.
Thankfully, Hugh couldn't find the anchovies.

Sometimes, words you might think of as prepositions act like adverbs. When a word such as *over* or *up* is modifying a verb, it's acting like an adverb, but in Grammar Pop we still call it a preposition.

Grammar Pop calls the words in the following sentences prepositions:

She needed to speak *up*.
The statue tipped *over*.

It's the difference between what something is and what something does: It's a preposition doing a job that is typically associated with adverbs. Rational people can disagree about this. It's a gray area of grammar.

PRONOUNS can take the place of nouns in a sentence or refer to someone who was named earlier in a sentence.

He went to the football game.
Give the ball to *me*.
Tara and Manuel baked the cake *themselves*.

Pronouns such as *my*, *your*, and *their* are commonly called possessive pronouns. Grammar Pop simply calls them pronouns. Others may call them possessive adjectives or possessive determiners, and those terms are also correct.

Don't tell *his* sister.
Our house is always noisy.

CONJUNCTIONS join things and can create transitions. We group all conjunctions together in Grammar Pop, but in real life, they fall into different categories.

Coordinating conjunctions connect things that are grammatically equal, such as two nouns or two clauses:

Liam likes milk *and* cookies.
I like milk, *but* I don't like cookies.

Subordinating conjunctions head dependent clauses.

We were late *because* traffic was bad.
Call me *when* you get home.
Since you paid, you should stay.

Grammar Pop does not include correlative conjunctions such as *neither ... nor*.

PREPOSITIONS tell you about relationships. They can tell you about time, location, position, duration, direction, and more.

On Friday, we'll choose a winner.
Drive *toward* the beach.
The clock is *over* the mantle.
He sent the card *to* Sylvia.

Sometimes prepositions modify verbs in a way that is typically associated with adverbs. Grammar Pop still calls them prepositions in such cases. (See the help section about adverbs for more information.)

Clean *up* the kitchen.

He ran *over* the cat.

The tree *fell* down.

HOW TO TELL PREPOSITIONS FROM SUBORDINATING CONJUNCTIONS

Some words, such as *after* and *before*, can be prepositions or subordinating conjunctions depending on how they are used. Here's how to tell them apart:

If the word is followed by a noun or gerund, it is a preposition. (The noun or gerund is called the object.)

After the luncheon, Squiggly needed a nap. (preposition)

Before casting the show, Aardvark watched videos. (preposition)

If the word is followed by a main clause (something that could stand as a sentence on its own), it is a subordinating conjunction.

After Squiggly ate five kumquats, he felt sick. (subordinating conjunction)

Aardvark wept *before* he posted the list. (subordinating conjunction)

GERUNDS are made by adding the *-ing* suffix to verbs. For example, *running* is the gerund of the verb *run*.

Gerunds can act like nouns. Often (but not always) you can replace a "nouny" gerund with a regular noun, such as *cookies*.

Running makes me happy.

Everyone hates my *singing*.

Sometimes, gerunds act like verbs. For example, in this sentence, the gerund is modified by an adverb:

Lea's quickly *defusing* the bomb saved the day.

PARTICIPLES typically end in *-ing* or *-ed* and can be in the present tense (*lifting*) or past tense (*lifted*). Some participles take irregular endings (*taken*, *slept*, *done*, *been*).

Participles have multiple uses, making them one of the more difficult parts of speech to master.

Participles can act like adjectives:

Stop the *speeding* car.

Left out overnight, the milk spoiled.

Participles can join with certain helping verbs and forms of the verb *to be* to make perfect and progressive verb phrases.

Amelia had *been walking*.

Ruby is *walking*.

Oliver will have *been walking*.

HOW TO TELL GERUNDS, PARTICIPLES, AND ADJECTIVES APART

Nothing is trickier than distinguishing a participle from a gerund. They look identical.

Forgiving, for example, can be a participle or a gerund (or even an adjective) depending on how it's used. Use these simple rules to tell the difference.

First, can you modify the word with *very*? If yes, it's an adjective.

Squiggly was in a *very forgiving* mood. (adjective)

Second, if you can't modify the word with *very*, can you modify it with an adverb? If yes, it's a participle. If no, it's a gerund.

Squiggly is *graciously forgiving* his brother. (participle)

Squiggly recited the *forgiving* spell. (gerund, imagine a spell for forgiving)

You may also have trouble determining whether an *ing*-word in a phrase at the beginning of a sentence is a participle or a gerund. When the word follows a preposition, it's a gerund.

Singing in the rain, Squiggly felt elated. (participle)

After singing in the rain, Squiggly felt damp. (gerund)

For the rationale behind these simple tests, please visit the Grammar Girl website at

www.quickanddirtytips.com/education/grammar/participles-and-gerunds

INFINITIVES are the "to" form of verbs.

I want *to go*.

I pledge *to uphold* the law.

Infinitives can play different roles in a sentence. These are just two examples:

Subject: *To win* was his biggest desire.

Object: He hoped *to win*.

Some grammarians also consider the plain form of a verb to be an infinitive in sentences such as "Make him shut up," and "Let me go," but in Grammar Pop, we will only be asking about infinitives that begin with *to*.

Sentence Patterns in Grammar Pop

Here are examples of the kind of patterns you can find in Grammar Pop:

Levels 1 & 2:

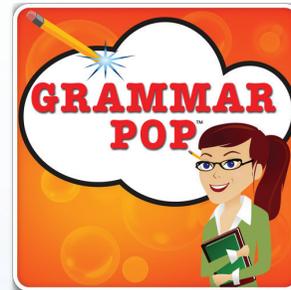
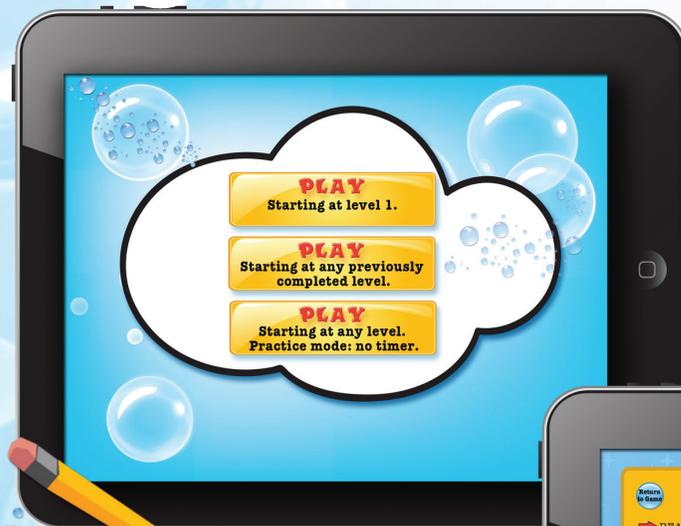
article — noun — verb

noun — verb — noun

verb — article — noun

verb — noun — noun

verb — article — noun



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