

Grammar Builder Activities

The *Grammar Builder* Dice Kit was created with multisensory structured language instruction in mind. The activities described in this booklet complement most any writing curriculum that is structured, sequential, and cumulative. Visit our website for the most recent copy of this brochure and for additional gameboards. If you think of a successful new application for the dice, please share it with us at wvced.com. The activities in this kit all share these key features:

- They require little preparation or set-up time.
- Rather than wasting valuable time or detracting from effective instruction, they are designed to reinforce students' knowledge of key concepts.
- Most activities require only a few minutes. Because of this, they do not monopolize a teaching period, and a tutor and student or teacher and class can return to them frequently, even within the same class day.
- They are both entertaining and engaging.

A complete *Grammar Builder* Dice Kit includes the following:

- set of *Grammar Builder* concept cards
- noun die (person, place, thing, idea, common or proper, singular or plural)
- parts of speech die (noun or pronoun, adjective, adverb, conjunction, preposition, verb)
- sentence structure die (I; D,I; ID; I,I; I,fanboyI; I with wedged D)
- coordinating conjunction die (for, and, nor, but, or, yet)
- subordinating conjunction dice (4 white dice, each with writing of a different color, with subordinating conjunctions as well as one color chooser die)
- relative pronoun die (who (twice), which, whom, that, whose)
- conjugator dice: tense die (past, present, future); personal pronoun die (I, you, he/she, it, we, they)
- sentence expander die (adjective, adjective phrase, adjective clause, adverb, adverb phrase, adverb clause)
- bag of 120 cover chips (20 each of 6 colors)
- noun gameboard (Board B)
- verb tense gameboard (Board E)
- four parts of speech game boards (basic - Boards A and C, advanced - Boards D and F)
- blank gameboard
- instruction booklet (you're holding it)
- gamebox

Noun Die

This die allows students to practice with the different kinds of nouns, whether they're singular or plural, and whether they're common or proper. Students will grow more flexible with their noun identification and usage!

- Student rolls the die. Using a gameboard of nouns, the student locates an example of the kind of noun rolled. (Board B has been provided for this purpose.) When the student rolls singular/plural, he finds a singular noun and makes it plural or a plural noun and makes it singular. When the student rolls common/proper he must find a proper noun and suggest a common one to replace it (e.g., Paris = city, John = boy, Spot = dog). Then, the student places a marker (20 each of 6 colors have been provided) on the word used. Each participant tries to form the agreed upon shape (a row, four in a square, etc.) before the other players.
- Student rolls the die, providing an example of the kind of noun rolled.

Parts of Speech Die

Description:

This blue die with white lettering includes key parts of speech (noun/ pronoun, verb, adjective, adverb, conjunction, preposition). Remember that part of speech is determined by the *job* the word does in a sentence.

Activities:

- Take turns rolling the die. The roller provides a definition of the part of speech rolled.
- Take turns rolling the die. The roller provides an example of the part of speech rolled. Another take on this activity involves a sheet with columns headed by the parts of speech. When the roller names an example of the part of speech rolled, she writes the word under the part of speech on the sheet. Yet another take has the roller providing an example of the part of speech and then using the word in a sentence. Students can be asked to take their turns aloud or in writing.
- Take turns rolling the die. Use a game board of words that includes examples of all parts of speech (four are included). The roller finds an example on the board of the part of speech rolled. Then, the student places a marker (20 each of 6 colors have been provided) on the word used. Each participant tries to form the agreed upon shape (a row, four in a square, etc.) before the other players.

Two basic gameboards are included (Boards A and C). For these, the following words are used:

noun/ pronoun: noun - person, place, thing only (no idea or concept nouns)
 pronoun - subjective (I, you, he, she, it, we, you, they) only

verb: action only

adjective: concrete, including colors and numbers

adverb: only those ending in -ly

preposition: concrete prepositions that could complete the phrase " ____ the box"

conjunction: coordinating (for, and, nor, but, or, yet) only

Two advanced gameboards are included (Boards D and F). For these, the following words are used:

noun/ pronoun: noun - person, place, thing, idea
 pronoun - subjective (I, you, he, she, it, we, they) and objective (me, you, him, her, it, us, them)

verb: action and linking

adjective: concrete and abstract

adverb: many that do not end in -ly (e.g., now, often)

preposition: concrete and abstract

conjunction: both coordinating and subordinating

Advanced Usage: An advanced spin on the activities above has an opponent naming *another* part of speech that the word could be, providing an example of its usage. For example, Student A rolls verb and finds or says "run." Player B notes that "run" can also be a noun and uses it in a sentence correctly, earning extra points or replacing her opponent's marker with her own: "She had a run in her stocking." or "There was a run on the new video game at the toy store." Many words can serve as more than one part of speech depending on the *job* they do in a sentence.

Sentence Structure Die

Description:

This white die with colored lettering forms the core of the *Grammar Builder* Dice Kit. While it can be used alone, it is best used with the Conjunction Dice. This die has graphic templates for six common kinds of sentences in English (I; D,I; ID; I;I; I,fanboyI; I with wedged D). The colors correspond with the Conjunction Dice described on page 6. The Sentence Structure Die is excellent for expanding the variety of sentences students write. Use the *Grammar Builder* Vocabulary Cards (one set included) or the following page of this booklet to review the kinds of sentences represented on this die.

Activities:

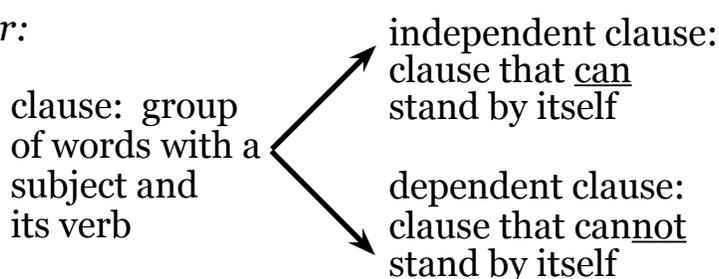
- Developing students' writing involves lots of practice. In a writing skills lesson, the student rolls the die (typically 1-3 times a day). Each time the student rolls, he writes an example of the kind of sentence selected. This adds variety to sentence writing. After the student rolls the Sentence Structure Die, he can roll the appropriate conjunction die or dice, further specifying the kind of sentence that must be written. (A reference card may be used instead of conjunction dice.) Using this activity daily will develop a student's flexibility with written expression. For variety and challenge, you can choose a topic for sentence writing on a given day and also put a minimum word limit on each sentence (e.g., Write a sentence of eight or more words about soccer.).

In a classroom setting, choose a different student to roll the Sentence Structure Die each day. Allow the roller to announce the kind of sentence the students are to write that day. Once again, the roller can then roll the appropriate conjunction die/ dice to choose a conjunction for the kind of sentence to be written.

- Take turns rolling this die; the roller explains the kind of sentence rolled.
- Take turns rolling this die; the roller explains how the clause(s) in a sentence of this kind are punctuated and connected.
- Take turns rolling this die; the roller explains what kind of conjunction (if any) is used in the kind of sentence rolled. An alternative has the student naming an example of the kind of conjunction used in the sentence rolled. If the kind of sentence rolled does not contain a conjunction, the student says "no conjunction."
- Take turns rolling this die; the roller provides an example of the kind of sentence rolled.
- Take turns rolling this die; the roller identifies a sentence of the kind rolled from a list provided by the teacher.

Sentence Structure Die Sides Explanation

Remember:



Simple Sentence: 1 independent clause

I John went to the store.
 I like ice cream.
 We went to visit our grandmother at her house in the next town.
 After work my mom sometimes takes us out for dinner.
 Eliza and Nick often play street hockey and then go to the movies on Saturdays.

Compound Sentence: 2 independent clauses joined by comma and coordinating conjunction...

I, I ^{for and nor but or yet} John went to the store, but it was closed.
 Everyone said the game would be sold out, yet we still got seats.
 I love to watch *The Simpsons*, and Drew often joins me.
 We are not hungry, nor are we going to eat dinner anytime soon.

...or joined by a semi-colon.

A number of inventions in the past thirty years have changed the way the world functions; cell phones and the internet are two of the most obvious.

I;I

Complex Sentence: 1 independent and 1 (or more) dependent clauses

D,I While we were parking the car, a man bumped our rear fender.
 Even though the movie ran late, we still got in before curfew.
 My computer cost an extra \$50 because it came with a printer.
 We spilled soda on the good table after mom told us not to have drinks in the living room.

ID

I
 The old man, who had a long flowing beard, read his book in the park each afternoon.
 The table, which has two secret drawers, has been in our family for three generations.
D

Conjunction Dice

Description:

These white dice with colored lettering complement the Sentence Structure Die. Included are seven dice, one with relative pronouns including words who and which (green lettering to match the complex sentence with adjective clause side of the Sentence Structure Die), one with coordinating conjunctions including words and and but (red lettering to match the compound sentence sides of the Sentence Structure Die), four with common subordinating conjunctions (pink with words including unless, purple with words including while, orange with words including wherever, and gold/brown with words including when), and a “chooser” die (with colored circle/target sides) to help students select which subordinating conjunction they’ll use when rolling one of the two sides of the Sentence Structure Die that are complex sentences with adverb clauses.

Activities:

Omit the Sentence Structure Die for these activities. (For activities including the Sentence Structure Die, see page 4.)

- Roll the subordinating conjunction and chooser dice (5 total). The chooser die determines which subordinating conjunction die is to be used. The roller then creates a dependent clause that begins with the subordinating conjunction rolled. With a group of students, another alternative is to omit the chooser die and give each student one of the four subordinating conjunction dice. Each student rolls her own die, creating a dependent clause that begins with the subordinating conjunction rolled. After two or three rolls, everybody should switch dice so that they can practice creating dependent clauses with different conjunctions.
- Roll either the relative pronoun die, the coordinating conjunction die, or the subordinating conjunction dice and create sentences using the word rolled. (These creations can be spoken or written or both.) With a group, have one student roll a particular die and everybody write examples of the sentence required and share their results.

Conjugator Dice

Description:

This pair of blue dice with white lettering includes the pronouns die (I, you, he/she, it, we, they) and a die with the three basic tenses (past, present, future).

Activities:

Dice used together:

- Put a verb in the infinitive form (e.g., to run, to be) in front of the student. (A lengthy list of verbs can be viewed at www.wordbroker.biz) The student rolls both dice together, determining person, number, and tense. He puts the verb into the correct form. For example:

to run is written on a card in front of the students. The first student rolls it and past tense and says or writes (or both) "it ran." The next student rolls we and future tense and says or writes (or both) "we will run."

to be is written on a card in front of the students. The first student rolls they and present tense and says or writes (or both) "they are." The next student rolls you and past tense and says or writes (or both) "you were."

Tense die alone:

- Put any verb in front of the students. The roller puts the verb into the tense rolled.
- Put a sentence in front of the students. The roller changes the sentence to the tense rolled or says "already correct" if he rolls the tense in which the sentence is already written. Different students can put the same sentence into different tenses and compare results.
- Put a game board of verbs in a variety of forms in front of the students. (Board E has been provided for this purpose.) The roller finds an example of a verb in the tense rolled on the board. Then, the student places a marker (20 each of 6 colors have been provided) on the word used. Each participant tries to form the agreed upon shape (a row, four in a square, etc.) before the other players.

Pronoun die alone:

- Put a verb in past, present, or future tense in front of the students (e.g., run, wept). The roller matches the verb to the number/person he has rolled. For example, the teacher puts were on the desk. A student rolls I and says "I was."
- Put a game board of verbs in a variety of forms in front of the students. (Board E has been provided for this purpose.) The roller finds an example of a verb that matches the pronoun rolled. Then, the student places a marker (20 each of 6 colors have been provided) on the word found. Each participant tries to form the agreed upon shape (a row, four in a square, etc.) before the other players.

Sentence Expanders Die

Description:

Write a simple sentence and expand it in one of six exciting ways using this black die with white lettering (adjective, adverb, adjective phrase, adverb phrase, adjective clause, adverb clause).

Activities:

- Take turns rolling the die. The roller defines what he rolls.
- Take turns rolling the die. The roller provides an example of what is rolled.
- Put a simple, barebones sentence in front of the student. As the student rolls the die, she “adds” whatever she rolls to the sentence provided. For example:

Present the student with “The man ran.”

<i>die roll</i>	<i>student response</i>	<i>student response applied to the sentence</i>
adjective	tall	The tall man ran.
adverb	quickly	The man ran quickly.
adjective phrase	on the corner	The man on the corner ran.
adverb phrase	through the forest	The man ran through the forest.
adjective clause	who looked like my uncle	The man, who looked like my uncle, ran.
adverb clause	because he was being chased	The man ran because he was being chased.

Other examples include the following: The woman swam. The doctor eats. An astronaut launches. Chickens squawk.