Say It With Style

Syntax and Parallel Structure

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Grade Level	9th – 10th Grade
Subject	English/Language Arts

Essential Question

How does sentence structure impact a speaker's or author's message?

Summary

The purpose of this lesson is to introduce students to new concepts and terminology regarding syntax, focusing mostly on defining new terms and identifying them in both isolation and application.

Snapshot

Engage

Students participate in a Card Sort activity, matching key vocabulary words with their definitions and examples.

Explore

Students work in small groups to complete a self-guided web inquiry to determine the remaining definitions and examples that they were unsure of during the Card Sort.

Explain

Students complete Guided Notes as they work through definitions and proper examples.

Extend

Using the Why-Lighting strategy, students analyze Martin Luther King, Jr.'s "I Have A Dream" speech for examples discussed in class.

Evaluate

Students revisit the Card Sort to write examples of their own.

Standards

Oklahoma Academic Standards: English Language Arts (Grade 9)

9.5.R.1: Recognize and examine the effect of parallel structure and active and passive voice to convey specific meanings.
9.5.W.1: Use or revise for active/passive voice and parallel structure in words and phrases for effect.
9.5.W.2: Add clarity, variety, and/or style to their writing and presentations with parts of speech and various types of phrases and clauses.

Attachments

- Activity Card Sort—Say It With Style - Spanish.docx
- Activity Card Sort—Say It With Style - Spanish.pdf
- Activity Card Sort—Say It With Style.docx
- Activity Card Sort—Say It With Style.pdf
- Lesson Slides—Say It With Style.pptx
- Student Guided Notes Activity—Say It With Style - Spanish.docx
- Student Guided Notes Activity—Say It With Style - Spanish.pdf
- Student Guided Notes Activity—Say It With Style.docx
- Student Guided Notes Activity—Say It With Style.pdf
- Student Version Martin Luther King Jr's I Have a Dream Speech—Say It With Style - Spanish.docx
- Student Version Martin Luther King Jr's I Have a Dream Speech—Say It With Style - Spanish.pdf
- Student Version Martin Luther King Jr's I Have a Dream Speech—Say It With Style.docx
- Student Version Martin Luther King Jr's I Have a Dream Speech—Say It With Style.pdf
- Teacher Guided Notes Activity—Say It With Style.docx
- Teacher Guided Notes Activity—Say It With Style.pdf
- Teacher's Guide Martin Luther King Jr's I Have a Dream Speech—Say It With Style.docx
- Teacher's Guide Martin Luther King Jr's I Have a Dream Speech—Say It With Style.pdf

Materials

- Lesson Slides (attached)
- Activity Card Sort (attached; one per group)
- Student Guided Notes (attached; one per student)
- Teacher’s Guided Notes (attached)
- Student Version-Martin Luther King, Jr.’s, "I Have A Dream" Speech (attached; one per student)
- Teacher’s Guide-Martin Luther King Jr.’s "I Have A Dream" Speech (attached)
- Martin Luther King Jr.’s "I Have A Dream" Speech Audio (linked)
- Resealable plastic bag OR Envelope (for Card Sort)
- Highlighters
- Pens/Pencils

5 minutes

Engage

Teacher's Note: Lesson Preparation

Allow sufficient time for printing and preparing the various materials before beginning this lesson. Print and cut out the Card Sort cards (one set per group of students). Print the cards on heavier paper, such as card stock, and laminating them to ensure they last longer than just this one lesson. Store each set in a resealable plastic bag until it is time to use them in class.

Syntax: The arrangement of words and phrases to create well-formed sentences in a language and a set of rules for or an analysis of the syntax of a language.

Coordinate the lesson with the **Lesson Slides.**

Show **slide 2**, the title slide. Define the term “syntax” and explain to students that this lesson introduces different types of sentence structures.

Show **slides 3** and **4** to share the Essential Question and Lesson Objectives**.**

Show **slide 5**. Share the instructional strategy, Card Sort. Pass out the attached **Card Sort Activity** handout. Instruct students to match the terms with their definitions and examples in small groups of 2-3. Have them complete the activity in five minutes. Announce beforehand that the activity will be timed.

Teacher's Note: Student Understanding

Do not expect students to get all of the answers right. The purpose of this activity is to determine what students already know (accessing prior knowledge). This activity also encourages making inferences and small group discussions.

10 minutes

Explore

Optional Addition

You may want to have students check out the Frankfurt International School website. The link is for students who are learning English as a second language; however, it is clearly written so that students whose first language is English can easily understand: Syntax - English Sentence Structure (fis.edu).

Show **slide 6.**

Instruct students to spend ten minutes completing their Card Sort through a self-guided web inquiry. Encourage them to look up the terms and definitions to help re-sort any matches that are incorrect. Encourage them to get as close to 100% as possible.

Teacher's Note

- It is okay if students don't match all of the examples correctly. They will see more examples when doing the Guided Notes portion of the lesson. Direct student focus toward matching the terms and definitions correctly.
- For groups that are struggling, allow them to discuss with other groups who are successfully completing the task. This encourages disciplined inquiry.

15 minutes

Explain

Show **slide 7.**

Pass out the attached **Guided Notes** handout to students. As you go through the slide show, introduce definitions, examples, and opportunities for them to practice. Tell students that they may use their Guided Notes as a place to keep track of the grammatical concepts this lesson covers.

Show **slides 8-22** to guide instruction at this time. Pause occasionally to ask clarifying questions, provide additional examples of phrases and clauses, or ask students to suggest some examples of their own. Even if a student's example is wrong, encourage them to engage in their own learning. Encourage them to put into practice what they just discussed.

20 minutes

Extend

Display **slide 23**. Share these two images from the day of Martin Luther King, Jr.'s, Speech "*I Have A Dream.*" Inform students that since they have a basic understanding of syntax, it is time to apply it to one of the most famous speeches in history.

Saba, T. (2003). Dr. Martin Luther King, Jr., delivers his famous "I Have a Dream" speech in front of the Lincoln Memorial during the Freedom March on Washington in 1963. [Photograph]. https://www.flickr.com/photos/97453745@N02/9276897012.

Penn State Special Collections. (1963). March on Washington for Jobs and Freedom, Washington, D.C. [Photograph]. https://www.flickr.com/photos/pennstatespecial/7365129630.

Display **slide 24**, share the instructional strategy, Categorical Highlighting, and pass out the attached Student Version-Martin Luther King, Jr.'s, "I Have a Dream" speech and three different color highlighters. Play the speech one time through for students to just listen to what he is saying. The second time, instruct students to highlight the following:

- Parallel Structure
  - At **least** five examples
  - Highlight blue
- Dependent Clause
  - At **least** three examples
  - Highlight green
- Independent Clause
  - At **least** three examples
  - Highlight pink

Alternative Speech Audio

On **slide 24** , use the speaker symbol to play the speech. If this does not work you can always find it here.

Optional Differentiation

Consider allowing students to work with partners if they are struggling to find examples.

Have students who finish early look for other literary devices: alliteration, simile, metaphor, etc.

Have students listen to the audio at least twice. When they listen the first time, have them specifically focus on what's being said (listening to the rhythm of the speech). When they listen the second time, have them highlight as it's read. Have students read the text a third time with a partner. Allow them to work with each other so that they can find everything that needs to be found.

15 minutes

Evaluate

Show **slide 25.** Ask students to revisit their Card Sort. This time, however, instruct them to write new examples for each term based on the knowledge they have gained from this lesson.

Allow students to use the guided notes they just completed.

You can always allow groups to work together.

Resources

- K20 Center. (n.d.). Card Sort. Strategies. https://learn.k20center.ou.edu/strategy/147
- K20 Center. (n.d.). Categorical Highlighting. Strategies. https://learn.k20center.ou.edu/strategy/192