

Carousel of IDEAS, 4th Edition
Additional Practice Activities
Units 5-6: Intermediate English Language Learners

TEACHER: Additional practice activities for the following language forms and concepts are listed below in alphabetical order:

- *Adverbs modifying verbs*
- *Adverbs without –ly*
- *Carousel nouns*
- *Comparative structures*
- *Compound sentences*
- *Conjunctions*
- *Contractions*
- *Demonstrative pronouns*
- *Direction words*
- *Future tense—will*
- *Idioms*
- *Irregular plurals*
- *Modals*
- *Multiple adjectives*
- *Object pronouns*
- *Possessive nouns*
- *Possessive pronouns*
- *Present perfect tense*
- *Regular/irregular past tense statements/questions*
- *Statements with there was/there were*
- *“Wh” and “how many/how much” questions*

Adverbs modifying verbs [e.g., quickly walked, sadly waved]

■ **How Did You Do It?**

Ask students to name the parts of speech they know. Chances are they will mention nouns, verbs, and adjectives. Tell students: **Adjectives are descriptive words. Adjectives describe [or limit] nouns and pronouns. Adverbs are also descriptive words—they describe verbs, adjectives, or other adverbs. The easiest adverbs to identify are words (adverbs) that end with –ly.** On the board, write a few examples of adverbs that end with –ly.

quickly
slowly
sadly
happily
carefully

Encourage students to think of other adverbs that end with *-ly* and write their ideas on the board. Tell students that they have created a word bank of adverbs. Now ask them to think of a verb that could be used with each adverb. For example, they could say *quickly* could be used with *walk*. Write the verb they think of next to the appropriate adverb on the list.

Example:

walk quickly
read slowly
wave sadly
smile happily
write carefully

Organize students into small groups. Ask each group to choose 10 verb/adverb pairs from the list and then compose a sentence for each one. First compose a sentence as a class: *We walk quickly to the door.* Circulate around the room and provide corrective feedback as needed. Affirm good work. Allow time in class for groups to share their sentences.

■ **Adverb Hunt**

Remind students that adverbs are descriptive words—they describe verbs, adjectives, or other adverbs. The easiest adverbs to identify are words (adverbs) that end with *-ly*. Ask students to go on an adverb hunt using print resources in the class. Organize students into pairs and give them 10 minutes to find as many adverbs as they can. Allow time in class for pairs to read the adverbs they found. Write the names on the board of the pair who found the most adverbs.

Adverbs without *-ly* [e.g., always, never, too, very]

■ **Is That an Adverb?**

Remind students that adverbs are descriptive words—they describe verbs, adjectives, or other adverbs. The easiest adverbs to identify are words (adverbs) that end with *-ly*. However, point out that not all adverbs end with *-ly*. Adverbs may tell place, time, manner, direction, degree, or frequency. In addition, words like *yes* and *no* are adverbs. Write the following sentences containing adverbs (underlined) on the board or an overhead transparency:

Adverbs tell ...

PLACE	<i>Were you <u>here</u>? She was <u>there</u>.</i>
TIME	<i>She arrived <u>yesterday</u>. He comes <u>tomorrow</u>.</i>
MANNER	<i>He feels <u>well</u>. They argue <u>continually</u>.</i>
DIRECTION	<i>Please move your chair <u>forward</u>. He turned his hat <u>backward</u>.</i>
DEGREE	<i>We are <u>completely</u> full. The drums are <u>too</u> loud. He is <u>very</u> old.</i>
FREQUENCY	<i>I asked him <u>twice</u>. I <u>always</u> do my homework.</i>

Make sure that students understand what each adverb means. Organize students into four groups. Have each group write as many sentences as they can—each one using an adverb. Next to each sentence, students should indicate what the adverb tells (e.g., direction, degree, frequency, etc.). Compose a sentence as a class:

It is very hot outside. (degree)

Circulate around the room to provide help and corrective feedback. Ask groups to write their sentences on an overhead transparency. When all groups are done, show the sentences on an overhead projector and ask students to read each one. Tally the number of adverbs each group used. The group that used the most adverbs wins. Affirm good work and provide corrective feedback as needed.

Carousel nouns

■ **Stop the Music**

Give each student a PICTURE CARD. Start the music and have students pass the picture around until the music stops. Then ask: **What do you have?** The student responds, “I have _____.”

■ **20 Questions**

Have one student choose one of the target *Carousel* nouns and whisper it to you. Have the other students ask 20 questions that can be answered “yes” or “no” (e.g., Is it big? Is it in the classroom?). The object of the game is for the students to guess the word by asking fewer than 20 questions.

■ **Board Game**

Make a path-type board game with colorful stickers depicting a theme, such as the circus or a holiday. Paste the chapter ACTIVITY PICTURES on colored tag board for draw cards. Have students take a draw card and name the *Carousel* noun. If they name it correctly, they may spin a spinner (or roll dice) and then move along the board. If they do not name it correctly, they must wait until their next turn. You may alter the language task depending on student needs and abilities. For example, you could have students say the plural form of the *Carousel* noun or name a synonym.

■ **Follow the Directions**

Play this game with a group of students or have two students play together to practice the *Carousel* nouns and spatial concepts. Each player should have a complete set of the chapter ACTIVITY PICTURES as well as a directions pattern, which can be downloaded at www.ballard-tighe.com/carouselweb. The teacher (or one of the students) tells the other player(s) where to place the pictures (e.g., “Put the helicopter under the police car.”). The goal is for the other player(s) to place his or her pictures in the same positions on the board.

■ Toss the Cube

Attach the chapter ACTIVITY PICTURES to the cube pattern, which can be downloaded at www.ballard-tighe.com/carouselweb. Then toss the cube to a student and ask: **What do you have?** Have the student respond, “I have _____.”

■ What’s in the Square?

Give each student a copy of the square pattern, which can be downloaded at www.ballard-tighe.com/carouselweb. Have students write numerals 1-9 in the squares and place the ACTIVITY PICTURES in the squares following your directions (e.g., Put the hairdresser in square #3.). Ask questions about the pictures (e.g., What’s in square #3? Where is the hairdresser?).

■ Bingo!

Give each student a copy of the chapter ACTIVITY PICTURES and the Bingo pattern, which can be downloaded at www.ballard-tighe.com/carouselweb. Have students cut out the ACTIVITY PICTURES and paste them on the Bingo sheet in any order. Alternatively, have students write in the target *Carousel* nouns. If there are extra spaces, use this as an opportunity to review *Carousel* nouns from previous chapters. To play Bingo, call out a target word or describe it (i.e., if the word is *butcher*, you could say “a person who cuts meat.”). If students have the picture (or word) on their Bingo sheet, have them cover it with a marker. Continue playing until a student has covered an entire row or column on the Bingo sheet. That student should call out, “Bingo!”

Comparative structures [e.g., taller than, as tall as, tallest, etc.]

■ Who Is Taller?

For this activity, choose an adjective on which to focus (e.g., tall). Then write comparative and superlative forms of this adjective on the board:

tall

as tall as

taller

tallest

Call a student to the front of the class. Tell students that we use the word *tall* if we are describing one person. Tell students: **When we are talking about one person, we use the word tall. For example, [Gino] is tall. We do not use the words taller, as tall as, or tallest when we are only talking about one person or thing.** Call on another student who is about the same height as the first to come to the front of the class. Tell students: **[Maggie] is as tall as [Gino].** Ask the second student to sit down. Then call on a student who is taller than the first to come to the front of the class. Tell students: **[Marco] is taller than [Gino].** Call on another student who is taller than the first two students to come to the front of the class. Tell students: **[Cindy] is the tallest student. We use the word tallest when we are talking about three or more people or things.**

Write the following sentence patterns on the board:

_____ *is tall.*
_____ *is as tall as* _____.
_____ *is taller than* _____.
_____ *is tallest.*

Then ask a student and/or students to come to the front of the class and call on students to make a sentence that goes with the individual or grouping you have arranged. Ask the student/student group to tell if the response is correct or not. For example, if you ask two students to come forward who are the same height, students should use the second sentence pattern. If the two students are of different heights, they should use the third sentence. Make sure that every student has a chance to be part of a grouping or to give a response. Affirm good work. Provide corrective feedback as needed.

■ What Do You Like?

For this activity, choose a comparative adjective on which to focus (e.g., good) and a topic for comparison (e.g., foods, songs, clothing). Then write comparative and superlative forms of the adjective on the board:

good *as good as* *better* *best*

If you are having students compare foods, bring a selection of food items to class for students to taste and judge. For example, you might have a container of peanut butter, some celery, an apple, a sandwich, and so forth. Take a taste of one of the foods and tell students: **This peanut butter is good.** Tell students that we use the word *good* if we are describing one thing. Say: **We do not use the words *as good as*, *better*, or *best* when we are talking about only one thing.** Try another food item. Tell students: **This celery is *as good as* the peanut butter.** Then try a third food item and tell students: **This apple is *better than* the celery.** Explain to students that we use the word *best* when we are talking about three or more things. Try another food item and tell students: **This sandwich is *best*.** **We use the word *best* when we are talking about three or more things.** Write the following sentences on the board:

_____ *is good.*
_____ *is as good as* _____.
_____ *is better than* _____.
_____ *is best.*

Call on students to try one or more foods (make sure students don't have any food allergies before you do this) and then make a statement that goes with what they tasted. For example, if a student tastes just an apple, the student must use the first sentence pattern. However, if a student tastes two items, the student must use either the second or third sentence pattern. Make sure that every

student has a chance to be part of the taste test. Affirm good work. Provide corrective feedback as needed.

Compound sentences [with two independent clauses]

■ Using “And”

Show students how they can create compound sentences using the conjunction *and*. Choose a topic area (e.g., health and hygiene) that contains vocabulary students are familiar with. Begin by asking a question and then ask a follow-up question in order to elicit at least two responses to each query. Make sure students answer the questions in complete sentences.

Example:

Questions	Responses
<i>What do you do before you eat? What else do you do?</i>	<i>I wash my hands. I put my napkin on my lap.</i>
<i>What do you do when you wake up in the morning? What else do you do?</i>	<i>I brush my teeth. I comb my hair.</i>
<i>What do you do to get ready for school? What else do you do?</i>	<i>I get dressed. I eat breakfast.</i>
... and so forth.	

Model for students how to put two sentences (or independent clauses) together to make a compound sentence.

Example:

I wash my hands, and I put my napkin in my lap before I eat.

Point out the word *and* that connects the two sentences. Also point out the comma that goes before the word *and*. Call on students to create other compound sentences using the information from the chart. Affirm good work. Provide corrective feedback as appropriate.

■ Using “But”

Show students how they can create compound sentences using the conjunction *but*. Choose a topic area (e.g., food) that contains vocabulary students already know. Begin by asking a question and a follow-up question in order to elicit at least two responses to each query. Make sure students answer the questions in complete sentences.

Example:

Questions	Responses
<i>What fruit do you like?</i>	<i>I like bananas.</i>
<i>What fruit do you not like?</i>	<i>I don't like pears.</i>
<i>What sweet treat do you like?</i>	<i>I like ice cream.</i>
<i>What sweet treat do you not like?</i>	<i>I don't like cake.</i>
<i>What do you like to drink?</i>	<i>I like to drink water.</i>
<i>What don't you like to drink?</i>	<i>I don't like to drink juice.</i>
... and so forth.	

Model for students how to put two sentences (or independent clauses) together to make a compound sentence.

Example:

I like bananas, but I don't like pears.

Point out the word *but* that connects the two sentences. Also point out the comma that goes before the word *but*. Call on students to create other compound sentences using the information from the chart. Affirm good work. Provide corrective feedback as appropriate.

■ **Compound Sentence Hunt**

Organize students in pairs. Give each pair a story book and ask students to find all the compound sentences they can. Remind them that compound sentences contain two independent clauses that are connected by a conjunctions such as *and*. Allow time in class for students to read the compound sentences they located. If students can't find a compound sentence in the book they are using, ask them to create one (or more) compound sentence from the sentences in the book. Affirm good work. Provide corrective feedback as appropriate.

Conjunctions [and, but, or, yet; because, so, after, before, until]

■ **Linking Words**

Write the word *conjunction* on the board. Remind students that a conjunction is a word that joins words, phrases, or clauses. One group of conjunctions (i.e., coordinating conjunctions) are the common linking words that connect words or groups of words of equal rank. Choose a few coordinating conjunctions (e.g., and, but, or, yet) that you want students to practice. Write these conjunctions on the board. Then write a sentence that contains each of the conjunctions. Use these sentences, realia, and gestures to explain what the conjunctions mean.

Example:

<i>and</i>	<i>The boy <u>and</u> girl read the book.</i> [in addition to]
<i>but</i>	<i>The boy read the book, <u>but</u> the girl jumped rope.</i> [however; on the contrary]
<i>or</i>	<i>Do you want to read a book <u>or</u> jump rope?</i> [used to indicate an alternative]
<i>yet</i>	<i>She knew she should study, <u>yet</u> she continued jumping rope.</i> [nevertheless; despite this]

Organize students in pairs and assign each pair several pages of text in one of the books in your classroom. Students are to find examples of the target conjunctions. Call on student pairs to write on the board sentences they found containing the target conjunctions. Be sure an example of each of the coordinating conjunctions is represented. Read the sentences aloud and ask students to name the conjunction. Then ask students to tell what words or groups of words the conjunction links. Ask students to compose their own original sentences using these coordinating conjunctions. Circulate around the room to give students additional help. Affirm good work. Provide corrective feedback as necessary. Allow time in class for students to read their sentences.

■ Signal Words

Write the word *conjunction* on the board. Remind students that a conjunction is a word that joins words, phrases, or clauses. One group of conjunctions (i.e., coordinating conjunctions) are the common linking words that connect words or groups of words of equal rank. Another group of conjunctions (i.e., subordinating conjunctions) introduce dependent clauses; a dependent clause is a group of words that are not sentences. Sometimes subordinating conjunctions are called “signal words” because they signal that a dependent (or subordinate) clause is coming. Choose a few subordinating conjunctions (e.g., after, before, when) that you want students to practice. Write these conjunctions on the board. Then write a sentence that contains each of the conjunctions. Use these sentences, realia, and gestures to explain what the conjunctions mean.

Example:

<i>after</i>	<i>Go to school <u>after</u> you eat breakfast.</i> [following]
<i>before</i>	<i>Do you want to read a book <u>before</u> you eat lunch?</i> [in advance of the time of another event]
<i>when</i>	<i>He did not feel well <u>when</u> he woke up.</i> [at the time]

Organize students in pairs and assign each pair several pages of text in one of the books in your classroom. Students are to find examples of the target conjunctions. Call on student pairs to write on the board sentences they found containing the target conjunctions. Be sure an example of each of the subordinating conjunctions is represented. Read the sentences aloud and ask

students to name the conjunction. Then ask students to tell what words or groups of words the conjunction introduces. Ask students to compose their own original sentences using these subordinating conjunctions. Circulate around the room to give students additional help. Affirm good work. Provide corrective feedback as necessary. Allow time in class for students to read their sentences.

Contractions

■ Save Letters—Use a Contraction!

Remind students that a contraction is a word that is formed from two other words. Often a contraction combines a noun (or a pronoun) with a verb. Make a chart on the board (as shown below). Write the two words that will become a contraction in the first column and the contraction it becomes in the second column. Do several examples as models and then call on students to suggest what they think the contraction will be:

Words	Contractions
<i>he is</i>	<i>he's</i>
<i>she is</i>	<i>she's</i>
<i>it is</i>	<i>it's</i>
<i>what is</i>	<i>what's</i>
<i>we are</i>	<i>we're</i>
<i>they are</i>	<i>they're</i>
<i>you are</i>	<i>you're</i>
... and so forth.	

Ask questions about the contractions: **Which letter is missing in *he's*? Which letter is missing in *it's*? Which letter is missing in *we're*? Which letter is missing in *you're*?** As a group, ask students to compose a sentence using first the words and then the corresponding contraction from the chart. Write their ideas on the board.

Example:

He is a good reader.

She is a kind sister.

It is a funny story.

What is your name?

We are hungry.

They are happy.

You are welcome.

He's a good reader.

She's a kind sister.

It's a funny story.

What's your name?

We're hungry.

They're happy.

You're welcome.

Sometimes students confuse contractions with possessives. Write the following sentences on the board and read them aloud:

Carmen is coming home.

Carmen's coming home.

Explain to students that *Carmen's* is a contraction for *Carmen is*. Then write this sentence on the board:

Carmen's bicycle is red.

Point out to students that in this case, *Carmen's* is a possessive noun. It shows that the bicycle belongs to Carmen.

This is also a good time to reinforce the difference between *its* (the possessive of *it*) and *it's* (the contraction for *it is*) and the difference between *your* (the possessive of *you*) and *you're* (the contraction for *you are*).

Organize students in pairs. Ask them to choose a noun or pronoun and verb and make a contraction following the models on the chart. Then ask them to write a sentence with the noun or pronoun and verb, and a sentence with the corresponding contraction. Allow time in class for students to read the sentences they wrote. Affirm good work. Provide corrective feedback as necessary.

■ **Save More Letters—Use a Contraction!**

Remind students that a contraction is a word that is formed from two other words. Often a contraction combines a noun (or a pronoun) with a verb; other times, a contraction combines the word *not* with some verbs. Make a chart on the board (as shown below). Write the two words that will become a contraction in the first column and the contraction it becomes in the second column. Do several examples as models and then call on students to suggest what they think the contraction will be:

Words	Contractions
<i>is not</i>	<i>isn't</i>
<i>are not</i>	<i>aren't</i>
<i>was not</i>	<i>wasn't</i>
<i>were not</i>	<i>weren't</i>
<i>has not</i>	<i>hasn't</i>
<i>do not</i>	<i>don't</i>
<i>does not</i>	<i>doesn't</i>
<i>should not</i>	<i>shouldn't</i>
<i>would not</i>	<i>wouldn't</i>
<i>will not</i>	<i>won't</i>
... and so forth.	

As a group, ask students to compose a sentence using first the words and then the corresponding contraction from the chart. Write their ideas on the board.

Example:

She is not ready to go.
They are not here.
Rita was not happy.
They were not home.
He has not been to school.
I do not know the answer.
It does not make sense.
You should not do that.
I would not open the door.
He will not cry.

She isn't ready to go.
They aren't here.
Rita wasn't happy.
They weren't home.
He hasn't been to school.
I don't know the answer.
It doesn't make sense.
You shouldn't do that.
I wouldn't open the door.
He won't cry.

Emphasize that the apostrophe always goes in place of the missing letter. Point out that the contraction for *will not* is *won't* (not *willn't*). Organize students in pairs. Ask them to choose one of the verbs on the chart and the word *not* to make a contraction. Then ask them to write a sentence with the verb and *not*, and a sentence with the contraction. Allow time in class for students to read the sentences they wrote. Affirm good work. Provide corrective feedback as necessary.

Demonstrative pronouns [e.g., this, that, these, those]

■ This and That

You will need the *Carousel* PICTURE CARDS related to a topic that students are familiar with (e.g., clothing items). Write the following words on the board:

this *that* *these* *those*

Make sure students understand what each of the words means. Model the meaning of each word (e.g., this is my blouse, that is your shirt, these are my dresses, those are your pants, etc.). Also write the following sentence patterns on the board or an overhead transparency:

Teacher: *What is this?/What is that?/What are these?/What are those?*

Student: *This is my _____./That is my _____./These are my _____./Those are my _____.*

Tell students that they are going to play a game. Divide the PICTURE CARDS in half. Give half of the cards to students, and put the other half on the chalk rail. Model for students how to play the game. Begin by pointing to one of the cards on the chalk rail and asking a student: **What is this?** The student should respond, "That is my shirt." Then ask a question about one of the cards a student is holding: **What are those?** The student should respond, "These are my shoes." Continue this process of asking and answering questions using the demonstrative pronouns. Allow students an opportunity to ask their classmates

questions. Continue until everyone has had a chance to participate. Affirm good work and provide corrective feedback as appropriate.

■ **Whose Is It?**

You will need the *Carousel* PICTURE CARDS related to a topic that students are familiar with (e.g., wild animals). Write the following words on the board:

this *that*

Make sure students understand what each of the words means. Model the meaning of each word (e.g., this lion belongs to me, that monkey belongs to him). Also write the following sentence patterns on the board or an overhead transparency:

Whose [bat] is this?

This is [Kody's bat].

Whose [owl] is that?

That is [Maria's owl].

Then tell students that they are going to play a game. Lay out the PICTURE CARDS related to the topic on a table so that all the students can see the pictures. Then tell students to pick up one card each. Take a card (e.g., bat) from a student, ask **Whose bat is this?**, and then hand the card to the student who will answer. The student should respond, "This is [Kody's] bat." Then point to one of the cards (e.g., owl) a student is holding and ask another student: **Whose owl is that?** The student should respond, "That is [Maria's] owl." Continue this process until all students have a chance to participate. Affirm good work and provide corrective feedback as appropriate.

Direction words [to, from, into, out of, through, by, past]

■ **Follow the Commands**

You will need the *Carousel* PICTURE CARDS related to a topic that students are familiar with (e.g., accessories). Write the following direction words on the board:

to *from* *into* *out of* *through* *by* *past*

Make sure students understand what each of the words means. Model the meaning of each word (e.g., walk to the board, put a pencil into a box). Give each student one of the PICTURE CARDS for the topic you have chosen. Tell

students their job is to follow your commands. Give a series of commands using the target direction words:

Belt, walk to the window.
Shoes, walk through the door.
Watch, walk by my desk.
Ring, walk from the corner past the bookcase.
... and so forth.

Affirm good work. Provide corrective feedback as necessary.

■ **Teacher, May I ...?**

You will need the *Carousel* PICTURE CARDS related to a topic that students are familiar with (e.g., farm animals). Write the following direction words on the board:

to from into out of through by past

Make sure students understand what each of the words means. Model the meaning of each word (e.g., walk to the desk, put a book into a bag). Tell students they are going to play a game called *Teacher, May I ... ?* Students have to ask a question using a direction word from the board and the farm animal picture. Model for students some questions they might ask:

Teacher, may I put the cow into the box?
Teacher, may I walk to the lamb?
Teacher, may I take the chick from Marilee?
Teacher, may I walk by the horse?

If the student asks a question using the direction word correctly, allow him or her to complete the requested action (e.g., say: **Yes, you may put the cow into the box.**). Affirm good work. Provide corrective feedback as necessary.

Future tense—will

■ **When I Grow Up ...**

Ask students to name occupations they have learned about. Write their responses in one column on the board. Emphasize that the words that name occupations are nouns. Then ask students to name the work that people in each of the occupations do. Emphasize that the words used to describe the work people do in occupations are verbs. Write these words in the second column, next to the appropriate occupation. Make sure that students name at least 15 or 20 occupations.

Example:

Occupation (noun)	Work (verb)
<i>doctor</i>	<i>help, cure, fix, comfort, etc.</i>
<i>teacher</i>	<i>teach, instruct, guide, tell, etc.</i>
<i>gardener</i>	<i>take care of, weed, plant, etc.</i>
<i>police officer</i>	<i>protect, serve, help, etc.</i>
... and so forth.	

Write the following sentence pattern on the board:

When I grow up, I _____.

Model for students how to compose a future tense sentence. Say: **Here is my sentence: When I grow up, I will help people get well.** Write the word *will* on the board. Help students understand that this word signals something you will do in the future. Ask: **What occupation am I thinking about? Yes, I am thinking about becoming a doctor.**

Organize students in pairs and ask each pair to choose an occupation. Tell them that they will compose a sentence about that occupation using the sentence pattern. Give students an opportunity to read their sentences to the class. Have the class guess which occupation the sentence refers to. For additional practice, ask students to compose additional sentences following these patterns:

When he grows up, he _____.
When she grows up, she _____.
When we grow up, we _____.
When they grow up, they _____.

Provide corrective feedback as needed. Affirm good work.

■ **What Will You Do ... ?**

Write the following on the board:

What Will You Do ...

- 1. to get ready for bed?*
- 2. to get ready for school?*
- 3. to make a fruit salad?*
- 4. to cross a street safely?*
- 5. to get exercise?*
- 6. to find out who wrote a book you are reading?*
- 7. to be healthy?*
- 8. to help around the house?*

9. *to do well in school?*
10. *to find out about tomorrow's weather?*

NOTE: Add other tasks as appropriate to your student group.

Organize students in pairs or small groups. Give each pair or small group one of the items on the list. Emphasize to students that their job is to come up with at least three sentences that describe what they will do to complete the task. Model this for students: **I'm going to talk about what I will do to get ready for bed. I will wash my face. I will brush my teeth. I will put on my pajamas.**

Emphasize to students the use of the word *will* when talking about actions in the future. Provide a written model for students to follow.

Example:

What will you do to get ready for bed?

1. *I will wash my face.*
2. *I will brush my teeth.*
3. *I will put on my pajamas.*

Give students an opportunity to read the assignment (in the form of a question) and their three sentences to the class. Provide corrective feedback as needed. Affirm good work.

■ **Next Year, I will ...**

Ask students to think about some things that are true today, but that will change in the future. For example, tell students: **This year it is [2005]. Next year it will be [2006]. What else will change next year? Will you be in a different grade? What grade will you be in? What about your age? How old are you this year? How old will you be next year?** Continue as appropriate giving students an opportunity to talk about the present (this year) and the future (next year) in terms of what will change. Then write sentences on the board to give students practice with the future tense:

This year, it is [2005]. Next year, it will be [2006].
This year, I am in _____ grade. Next year, I _____ in _____ grade.
This year, I am _____ years old. Next year, I _____ years old.
This year, I am tall. Next year, I _____ taller.
This year, I have a cat. Next year, I _____ two cats.
This year, I have two dogs. Next year, I _____ three dogs.
This year, I am learning about _____. Next year, I _____ about _____.
 ... and so forth.

Idioms

■ Give It Your Best Shot

The English word *idiom* comes from the Greek word *idioma*, which means peculiar. Every language has idioms, and they are peculiar indeed to the person trying to learn a language. It's important not to try to teach too many idioms at one time. Introduce three or four at a time. Choose the idioms on which you are going to focus. (See the "Idioms" section in the *IDEA Picture Dictionary 2* for a good starting point). Then write the target idioms on the board or on an overhead transparency.

Example:

She let the cat out of the bag.

Give it your best shot.

You knocked my socks off.

He had me in stitches.

Explain to students what each idiom means, both literally and figuratively. Use realia, gestures, and rich language to help students grasp the meanings of the idioms. Also have students refer to their copies of the *IDEA Picture Dictionary 2* for pictures of the literal meaning and a text explanation of the figurative meaning of each idiom.

Tell students a series of short stories and ask them which idiom goes with the story. You can do this as a class activity or organize students into teams, small groups, or pairs. Here are some example stories:

1. **My sister is a funny girl. She told me a joke that really made me laugh.** [*had me in stitches*]
2. **Emily was nervous about the spelling test. Her father encouraged her to study hard and do her best.** [*give it your best shot*]
3. **Olivia was going to be 8 years old. Her family was planning a surprise party for her. I forgot it was a surprise and told her I was looking forward to the party.** [*let the cat out of the bag*]
4. **All of my students behaved very well when the principal came into the class. I was happy, proud, and impressed.** [*knocked my socks off*]

In subsequent days, continue this activity with new idioms. Affirm good work. Provide corrective feedback as needed.

■ Idiom Charades

After students have had some exposure to idioms, have them play *Idiom Charades*. Write each target idiom on a small piece of paper, fold the papers, and place them in a container. Organize the class into two groups and explain how to play charades. One student from the team selects an idiom from the box, reads it silently, and acts out the idiom—no words or sounds or writing can be

used, only actions. The team has one or two minutes to guess the idiom. If the team guesses correctly, it gets a point. If the opposing team can tell (or give an example) of what the idiom means, that team also gets a point. Model for students how to play charades by doing the first idiom yourself. Ask team one to guess which idiom you are acting out; ask the second team to tell (or give an example) of what the idiom means. If the first team doesn't guess the idiom, give the second team a chance to guess the idiom and tell what it means. The team with the most points wins. You may need to help the student who chooses the idiom plan the actions to use in communicating the message. Affirm good work. Provide corrective feedback as needed.

Irregular plurals

■ Puzzling Words

Ask students to solve the following riddles and write their answers on the board.

1. **RIDDLE: I'm thinking of something that you can drive. It has four wheels. What is it?**
ANSWER: *car*
2. **RIDDLE: I'm thinking of something that you can wiggle. It is on the end of your foot. What is it?**
ANSWER: *toe*
3. **RIDDLE: I'm thinking of something you can eat. It is orange and grows underground. What is it?**
ANSWER: *carrot*
4. **RIDDLE: I'm thinking of something that you can see through. If you open it, you will let air in the room. What is it?**
ANSWER: *window*
5. **RIDDLE: I'm thinking of a place you go to learn. There are teachers and students there. What is it?**
ANSWER: *school*

Point out to students that all the words you have written on the board are singular. Remind students that "singular" refers to only one. Ask them to tell you how to make the plural (more than one) form of these words. Students should point out that you simply have to add an "s" to the end of these words to make them plural (e.g., cars, toes, carrots, windows, schools).

Ask another series of riddles and again write student responses on the board:

1. **RIDDLE: I'm thinking of someone who is grown up. He can be a father or an uncle. What is he?**
ANSWER: *man*

2. RIDDLE: I'm thinking of someone who is not grown up. This person can be a girl or a boy. What is this person called?
ANSWER: *child*
3. RIDDLE: I'm thinking of something you use when you walk. You can put a shoe on it. What is it?
ANSWER: *foot*
4. RIDDLE: I'm thinking of someone who is grown up. She can be a mother or an aunt. What is she?
ANSWER: *woman*
5. RIDDLE: I'm thinking of a little animal that has a long tail and whiskers. People think this animal likes cheese. What is it?
ANSWER: *mouse*
6. RIDDLE: I'm thinking of a large animal that lives in the forest. This animal is brown and has antlers. What is it?
ANSWER: *deer*
7. RIDDLE: I'm thinking of an animal that lives and swims in the water. What is it?
ANSWER: *fish*

Point out to students that all the words you have written on the board are singular. Ask them to tell you how to make the plural form of these words. Tell students that these words are called irregular plurals because you can't simply add an "s" at the end of these words to make them plural. So, *man* becomes *men*, *child* becomes *children*, *foot* becomes *feet*, *woman* becomes *women*, *mouse* becomes *mice*, *deer* remains *deer*, and *fish* remains *fish*.

■ An Irregular Picture Dictionary

Ask students to create a picture dictionary of words that are irregular plurals, such as the following:

child/children
fish/fish
foot/feet
deer/deer
goose/geese
man/men
mouse/mice
person/people
tooth/teeth
wife/wives
woman/women

Have students draw a picture (or cut a picture out of an old magazine or newspaper) to depict each word in their dictionary. Also make sure they write the word that goes with each picture. Students can add to the dictionary as they learn more irregular plurals.

■ 20 Questions

Ask students to play a game where they can earn points for knowing the answers to your questions. This game gives students an opportunity to demonstrate their knowledge of regular and irregular plurals. You can organize students into teams or conduct this as an all-class activity. Give everyone in class a chance to answer a question. Remind students to listen carefully and to raise their hand if they know the answer.

Questions:

1. What do you call more than one cow? [*cows*]
2. What do you call more than one child? [*children*]
3. What do you call more than one deer? [*deer*]
4. What do you call more than one tooth? [*teeth*]
5. What do you call more than one chicken? [*chickens*]
6. What do you call more than one man? [*men*]
7. What do you call more than one house? [*houses*]
8. What do you call more than one mouse? [*mice*]
9. What do you call more than one pencil? [*pencils*]
10. What do you call more than one person? [*people*]
11. What do you call more than one computer? [*computers*]
12. What do you call more than one foot? [*feet*]
13. What do you call more than one desk? [*desks*]
14. What do you call more than one wife? [*wives*]
15. What do you call more than one book? [*books*]
16. What do you call more than one teacher? [*teachers*]
17. What do you call more than one goose? [*geese*]
18. What do you call more than one girl? [*girls*]
19. What do you call more than one boy? [*boys*]
20. What do you call more than one woman? [*women*]

Affirm good work. Provide corrective feedback as appropriate.

Modals [should, could, would]

■ Expressing ...

Modal auxiliaries are helping verbs that express a number of different meanings, including ability, preference, possibility, and advice. Here are some examples:

Lisa should go to Florida. [*expressing advice*]

We could look up the word in the dictionary. [*expressing possibility*]

I would like to go out to dinner. [*expressing preference*]

Read each of these sentences and explain to students what they mean. Have students use these words in sentences of their own. Record their sentences on the board and provide corrective feedback as needed.

■ **What Should I Do?**

Read the following situations aloud and have students respond using the sentence pattern below each scenario.

I don't understand my math homework. What should I do?

You should _____.

I lost the keys to my house. What could I do?

You could _____.

You can do anything you want today! What would you like to do?

I would like to _____.

Continue with other situations as desired.

Multiple adjectives [e.g., the dry, hot desert]

■ **Use Colorful, Interesting Adjectives**

Determine the adjectives that you want to focus on and write them on the board or on an overhead transparency. (See the list at the end of this activity for a starting point. All of the words in this list are contained in the *IDEA Picture Dictionary 2*.) Also write some sentences on the board or on an overhead transparency. (See the examples below and at the end of this activity.) If desired, you can use sentence patterns that revisit language forms students have been learning (e.g., present progressive, past perfect, and so forth).

Begin by reading the adjectives on the list you want to focus on; make sure students understand what each adjective means. Use realia, gestures, and rich language to help students grasp the meanings of the words. Also have students refer to their copies of the *IDEA Picture Dictionary 2*. If desired, have students add additional adjectives to the list.

Organize students in pairs. Write a sentence pattern (such as the example below) on the board. Ask students to listen carefully while you read the sentence:

A. *The classroom is* _____ *and* _____.

After you read the sentence, give students a few minutes to choose two appropriate adjectives from the list to fill in the blanks. For example, students might choose the words *noisy* and *happy* to describe the classroom. The completed sentence would read: *The classroom is noisy and happy.*

Then write a new sentence pattern (such as the example below) on the board. Ask students to listen carefully while you read the sentence:

B. *I am going to the _____ classroom.*

Show students how they can place the same two adjectives in this sentence: *I am going to the noisy, happy classroom.*

Point out the comma between the words *noisy* and *happy*. Tell students that we sometimes place a comma between two adjectives that precede a noun. We do this when the two adjectives are coordinate. You can show students how to “test” whether adjectives are coordinate. There are two ways to do this—they can try reversing the order of the adjectives or they can place the word *and* between the two adjectives. In the sentence, *It was one big classroom*, for example, reversing the adjectives would produce a nonsensical statement: *It was big one classroom*. Similarly, if you put an *and* between the adjectives, the resulting statement would be unnatural sounding, unbalanced, and nonsensical: *It was one and big classroom*. On the other hand, in the earlier sentence: *It was a noisy, happy classroom*, you could reverse the adjectives to produce a statement that makes sense: *It was a happy, noisy classroom*. Or you could add an *and* between the adjectives to produce a natural and balanced statement: *It was a noisy and happy classroom*.

Here’s another example of two adjectives that are not coordinate: *The huge white rat sat in his cage*. You would not say: *The white huge rat sat in his cage*. And it would not be natural or balanced to say: *The huge and white rat sat in his cage*. As a result, you would not place a comma between these two adjectives. Please keep in mind that this is a concept that is very challenging, even for advanced students, so give students lots of practice. Affirm good work. Provide corrective feedback as necessary.

Adjective Word Bank								
adequate		different		high		old		sour
alike		difficult		horizontal		orange		spectacular
almost		dirty		hot		parallel		strong
ancient		dry		huge		perpendicular		sunny
angry		easy		humid		pink		surprised
around		enormous		hungry		playful		suspicious
ashamed		excited		imaginary		plenty		sweet
awkward		expensive		impolite		polite		tall
bad		extinct		important		prehistoric		tame
beautiful		far		independent		pretty		tenth
big		fat		invisible		purple		thick
black		fertile		kind		recent		thin
blue		few		large		red		third
brown		fifth		lazy		rough		thirsty
calm		first		less		sacred		tiny
careful		foolish		little		sad		tired
cheap		foreign		long		same		truthful
civilized		fourth		loud		second		ugly
clear		friendly		low		seventh		urban
clever		frightened		many		several		vertical
cloudy		funny		mean		shallow		warm
cold		gentle		medieval		sharp		weak
complicated		glad		medium-sized		short		wet
confused		good		migrant		sick		white
courteous		great		modern		sixth		whole
critical		greedy		more		sleepy		wide
curious		green		narrow		slender		wild
daily		half		new		slow		wise
deep		happy		nice		small		yellow
delicious		hard		ninth		smart		young
desperate		healthy		noisy		smooth		
diagonal		heavy		nomadic		soft		

Additional Sentence Patterns:

A. *The desert is _____ and _____.*

B. *The _____ _____ desert is an hour's drive from here.*

A. *The dog is _____ and _____.*

B. *The _____ _____ dog is sitting at the door.*

A. *The newspaper article is _____ and _____.*

B. *The _____ _____ newspaper article is interesting to read.*

A. *The forest is _____ and _____.*

B. *Have you been to the _____ _____ forest?*

A. *The salesperson is _____ and _____.*

B. *The _____ _____ salesperson sold me some paper.*

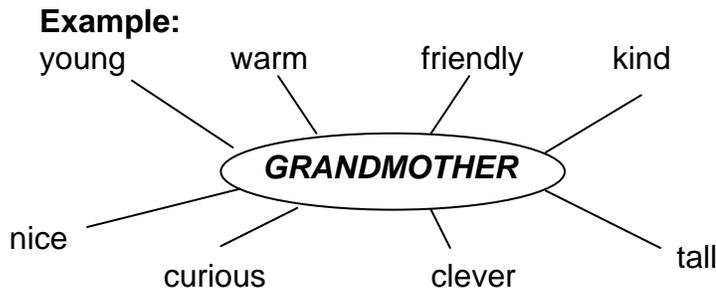
Check students' work to see whether they included a comma between coordinate adjectives.

■ Describe Wonderful, Special People

Determine the adjectives that you want to focus on and write them on the board or on an overhead transparency. (See the list at the end of the previous activity for a starting point. All of the words in this list are contained in the *IDEA Picture Dictionary 2*.) Also write some sentences on the board or on an overhead transparency. (See the examples below.) If desired, you can use sentence patterns that revisit grammatical forms students have been learning (e.g., present progressive, past perfect, and so forth).

Begin by reading the adjectives from the list that you want to focus on; make sure students understand what each adjective means. Use realia, gestures, and rich language to help students grasp the meanings of the words. Also have students refer to their copies of the *IDEA Picture Dictionary 2*. If desired, have students add additional adjectives to the list.

Ask students to name a favorite person in their life. Write that person's name (or the relationship, e.g., grandmother) on the board. Have students create a word web of adjectives that describe that person.



Tell students that the grandmother in this example is one of the student's favorite people because she is young, warm, friendly, and so forth. Then write a sentence pattern (such as the example below) on the board. Ask students to listen carefully while you read the sentence:

I am going to visit my _____ grandmother.

Emphasize to students that they need to choose two adjectives from the word web and put them together in this sentence. If students choose coordinating adjectives¹ (e.g., curious, clever), write the sentence on the board and point out the comma between the adjectives:

I am going to visit my curious, clever grandmother.

¹ See the explanation of coordinating and non-coordinating adjectives in the previous activity.

Object pronouns [e.g., you, it, her, etc.]

■ Give It to Them

You will need the *Carousel*/WORD CARDS related to a topic that students are familiar with (e.g., school items and school personnel). Write the following words on the board:

you me him her it us them

Make sure students understand what each of the words means. Model the meaning of each word (e.g., I gave the pencil to you, I gave the pencil to him, he gave the pencil to me, and so forth). Also write the following sentences on the board or an overhead transparency:

Teacher: Give the _____ [and _____] to _____.

Student: I gave _____ to _____.

Then tell students that they are going to play a game. Give each student one or more of the WORD CARDS related to the topic. Model for students how to play the game. Begin by saying: **Give the stapler to Ethan.** The student with the stapler card gives it to Ethan. Then ask the student: **What did you do?** The student is to respond by filling in the blanks with object pronouns. In this case, the student would say, "I gave it to him." Remind students that the sentence they make must include two object pronouns. Continue until everyone has had a chance to participate. Affirm good work and provide corrective feedback as appropriate.

■ The Object Is ...

Write the following words on the board:

you me him her it us them

Make sure students understand what each of the words means. Model the meaning of each word (e.g., she took me to the park, both of them have black hair, and so forth). Tell students that they are going to complete sentences using these object pronouns. Conduct this as an all-class activity or organize students into pairs or small groups. Write the following sentences on the board or on an overhead transparency. Read the first sentence slowly. Then call on a student (or pair or group) to complete the second sentence, using one of the object pronouns on the board.

1. *Juan and Celso studied together for the test. Both of _____ had the same answer to question three.*
2. *Marta heard a noise. The noise frightened _____.*
3. *Mr. Lopez thought the room was too crowded. He said, "Some of _____ should go next door."*
4. *Jon liked to hear music. He could listen to _____ all day long.*

5. *I was hungry. I asked my friend to give _____ his apple.*
6. *Arturo was thirsty. Mrs. Castillo gave _____ a glass of water.*

Ask students to compose their own set of sentences. Remind them that the second sentence should contain a blank for one of the object pronouns. Have students read their sentences aloud and allow classmates to fill in the blanks.

Possessive nouns [e.g., Maria's hammer]

■ It's Mine!

For this activity, you will need *Carousel* PICTURE CARDS that feature vocabulary students have already mastered (e.g., household items). Write the following sentence pattern on the board:

This is _____.

Give each student one of the PICTURE CARDS. Then organize students in pairs. Remind students that when we want to show that something belongs to someone, we use an apostrophe and add an "s." For example, if the hammer belongs to Maria, we say it is Maria's hammer. At random, choose a student and ask the student to show the picture he or she is holding. On the board, write the student's name and the name of the item (e.g., Maria's hammer). Point out the apostrophe and the "s" you have added to show possession. Then call on each student to tell what his or her partner has using the sentence pattern you wrote on the board (e.g., This is Maria's hammer.).

If desired, introduce other sentence patterns:

That is _____.

It is _____.

Ask questions: **Whose hammer is this? Whose rake is this? Whose ladder is this?** ... and so forth. Model for students how they can use the sentence patterns to answer these questions. Affirm good work. Provide corrective feedback as needed.

■ To Whom Does It Belong?

For this activity, you will need pictures of baby and adult animals (e.g., puppy/dog, kitten/cat, etc.). Show the pictures to students and have them name each animal. Record their responses on the board. Then mix the pictures up and ask students to put each baby animal next to its "mother." Display the pictures that go together in a pocket chart or on the chalk rail. Write the following sentence pattern on the board:

This is the _____ mother.

Remind students that when we want to show that something belongs to someone, we use an apostrophe and add an “s.” For example, if the mother cat belongs to the kitten, we say it is the kitten’s mother. Point to the pictures of the kitten and the mother cat. On the board, write the word *kitten’s* in the blank. Point out the apostrophe and the “s” you have added to show possession.

Call on students to tell about the pictures that they put together using the sentence pattern. Affirm good work. Provide corrective feedback as needed.

■ Who Goes with Whom?

For this activity, ask students to bring in a picture of themselves and a picture of a family member (or a friend). Mix up the pictures and ask students to put together the correct pictures. Display the pictures that go together in a pocket chart or on the chalk rail. Write the following sentence pattern on the board:

This is _____’s _____.

Remind students that when we want to show that something belongs to someone, we use an apostrophe and add an “s.” For example, if the father belongs to Joan, we say it is Joan’s father. Point to Joan’s picture and the picture of her father. On the board, write the word *Joan’s* and *father* in the blanks. Point out the apostrophe and the “s” you have added to show possession. Continue writing sentences describing the relationships that the other pictures show (e.g., Kim’s father, Nhia’s sister, Josie’s friend, Dilan’s brother, and so forth). Call on students to describe the pictures using the sentence pattern on the board. Affirm good work. Provide corrective feedback as needed.

Possessive pronouns [e.g., mine, ours, yours, his, hers, theirs, its, one’s, somebody’s, etc.]

■ Whose Word Is Longer?

Give each student a *Carousel* WORD CARD. Ask students to count the number of letters in the word they are holding. Then write the following possessive pronouns on the board:

mine yours his hers somebody’s nobody’s

Make sure students understand what each of the words means. Model the meaning of each word using the word cards and gestures: **My word has four letters in it. How many letters does your word have? Yours is longer than mine. His is longer than hers. Somebody’s is longer than his. Nobody’s is longer than hers.**

Using the names of students in your class, write the following sentence patterns on the board or an overhead transparency:

[Sam’s] is longer than [mine, yours, his, somebody’s, nobody’s].

[Mine, yours, his, somebody's, nobody's] is longer than [Helen's].
[Mine, yours, his, somebody's, nobody's] is longer than [mine, yours, his, somebody's, nobody's].

Then call two students forward and ask the class to answer the question: **Whose word is longer?** Remind them to use the singular sentence patterns as models. Continue calling two students forward until students have demonstrated proficiency with the singular possessive pronouns.

Next, organize students in pairs or small groups. Ask each pair or small group to write a word on a piece of paper or on the board. Write the following possessive pronouns on the board:

theirs *ours* *yours*

Write the following sentence pattern on the board or an overhead transparency:

[Theirs, ours, yours] is longer than [theirs, ours, yours].

Make sure students understand what each of the words means. Model the meaning of each word using the words student pairs/groups have written: **Lina and Nohat wrote a word that has four letters. Kayla and Joaquin, your word has seven letters.** Gesturing first to Kayla and Joaquin and then to Lina and Nohat, say: **Theirs is longer than yours. Hannah and Jake wrote a word that has nine letters. Anwar and I wrote a word that has 11 letters.** Gesturing appropriately, say: **Ours is longer than yours.**

Then call two pairs/groups forward and ask the class to answer the question again as to whose word is longer. Remind them to use the plural sentence pattern as a model. Point out that the word *yours* is used when referring to both one person and multiple people. Continue calling two groups of students forward until students have shown proficiency with the plural possessive pronouns.

■ Whose Number Is Higher?

You will need the *Carousel*/WORD CARDS related to a topic that students are familiar with (e.g., numbers from one to one hundred). Give each student an index card with a number between one and 100 written on it. Then write the following possessive pronouns on the board:

mine *yours* *his* *hers* *somebody's* *nobody's*

Make sure students understand what each of the words means. Model the meaning of each word using the number cards and gestures: **My number is higher than hers. His number is higher than mine. Somebody's number is higher than yours.** Using the names of students in your class, also write the following sentence patterns on the board or an overhead transparency:

SINGULAR:

Jana's number is higher than hers.

Joshua's number is higher than mine.

Somebody's number is higher than yours.

Nobody's number is higher than his.

PLURAL:

Martin's number is higher than theirs.

Susana's number is higher than ours.

Greg's number is higher than yours.

Call two students forward and have them show their numbers to the class. Ask the class to answer the question: **Whose number is higher?** Remind them to use the singular sentence patterns as models. Continue calling two students forward until students have demonstrated proficiency with the singular possessive pronouns. Then call two small groups (e.g., two or three students in each group) to the front of the classroom and give each group a number. Ask the class to answer the question: **Whose number is higher?** Remind them to use the plural sentence patterns as models. Point out that the word *yours* is used when referring to both one person and multiple people. Continue calling two groups of students forward until students have demonstrated proficiency with the plural possessive pronouns.

■ **Expand the Activity ...**

As desired and appropriate for your student group, introduce the possessive pronoun *one's*. Write that word on the board. Tell students that we use this singular possessive when we want to refer to a person in general, not a specific individual. For example, write the following sentence on the board:

One's favorite number might be seven.

Read the sentence aloud and ask questions: **Do you know whose favorite number is seven? What does this sentence tell you? In this sentence, *one's* refers to a person in general. You don't know exactly who it is referring to.** Call on students to tell their favorite number and write their responses on the board using the following sentence pattern:

Rosalie's favorite number is seven.

Guillermo's favorite number is nine.

Point out that you can substitute the possessive pronoun *her* for *Rosalie* in the first sentence and *his* for *Guillermo* in the second sentence. You know exactly who the person is so you can substitute a more specific possessive pronoun.

You would use the possessive pronoun *one's* if you do not have that information or want to make a general statement.

NOTE: The possessive pronoun *one's* is used with the subjunctive form.

■ **It's a Problem with Its—An Apostrophe or Not?**

Give each student two pieces of paper. Write the following words on the board:

it's
its

Ask students to write one word on each piece of paper. Point out that these words can be very confusing—even to teachers! Ask students to look at the piece of paper on which they have written the word *it's*. Tell students that the word *it's* [with an apostrophe] is a contraction that means *it is*. Point out and circle the apostrophe to draw students' attention to it. On the board, add an equal sign to *it's* and write *it is*.

it's = it is

Students can add this information to their paper, too. Give students some examples of the use of *it's*. Write the following sentences on the board. Underline the contraction.

It is a sunny day. *It's* a sunny day.
It is nice to be here. *It's* nice to be here.
A hammer is a handy tool. *It's* a handy tool.

Continue giving examples until students understand the concept that the word *it's* is a contraction for *it is*.

Tell students the reason this can be confusing is that we often use an apostrophe to show possession. However, the correct way to write the possessive pronoun *its* [no apostrophe] is with NO APOSTROPHE. We use *its* in the same way that we use other possessive pronouns such as *mine*, *hers*, *his*, and so forth. Give students some examples of the use of *its*. Write the following sentences on the board. Underline the contraction.

The dog's leg is hurt. *Its* leg is hurt.
The car's engine is running. *Its* engine is running.
The saw's handle is broken. *Its* handle is broken.

Continue giving examples until students understand the concept that the word *its* is a possessive pronoun.

Make sure students understand the difference between these two words—*it's* and *its*. Read the following sentences aloud and ask students to show you which word (*it's* or *its*), which they have written on their two papers, goes in the blank.

It's a sunny day.
Its leg is hurt.
It's nice to be here.
It's a handy tool.
Its engine is running.
Its handle is broken.
It's a long word.
Its roots need water.

Organize students in pairs and ask each pair to write their own set of sentences for *it's* and *its*. Allow time in class for students to share their work. Affirm good work. Provide corrective feedback as necessary.

Present perfect tense [e.g., has/have used]

■ What Do You Use?

Ask students to name occupations they have learned about. Write their responses in one column on the board. In the next column, ask students to name the plural form of the occupation. For example, *painter* is singular and *painters* is the plural form. Then ask students to name two tools that people in each of these occupations use. Write these two tools in the third column, next to the appropriate occupation. Finally, ask students what the person in the occupation does. Write this information in the fourth column. Make sure that students name at least 15 or 20 occupations.

Example:

Occupation (singular)	Occupation (plural)	Tools	What does the person do?
<i>lifeguard</i>	<i>lifeguards</i>	<i>whistle, life preserver</i>	<i>save people</i>
<i>writer</i>	<i>writers</i>	<i>word processor, typewriter</i>	<i>inform people</i>
<i>painter</i>	<i>painters</i>	<i>bucket, paintbrush</i>	<i>paint houses</i>
<i>firefighter</i>	<i>firefighters</i>	<i>hose, ladder</i>	<i>put out fires</i>
... and so forth.			

Write the following sentence patterns on the board:

The _____ has used a _____ and _____ to _____.
 The _____ have used _____ and _____ to _____.

Model for students how to compose sentences using the present perfect tense: **The lifeguard has used a whistle and life preserver to save people. The lifeguards have used whistles and life preservers to save people.** Help students understand that we use “has used” when there is a singular subject (e.g., lifeguard); we use “have used” when there is a plural subject (e.g., lifeguards). Organize students in pairs and ask each pair to choose an occupation. Tell them that they will compose two sentences about that occupation using the sentence patterns. Give students an opportunity to read their sentences to the class. Provide corrective feedback as needed. Affirm good work.

■ **Answer the Questions!**

Ask students the following questions, one at a time. As students raise their hands, write a few of their names on a chart as shown below.

- Who has used a computer?**
- Who has used a pencil?**
- Who has used an envelope?**
- Who has used a life preserver?**
- Who has used a pair of scissors?**
- Who has used a key?**
- Who has used a mop?**
- ... and so forth.

Example:

Computer	Pencil	Envelope	Life Preserver	Scissors	Key	Mop
<i>Marne</i>	<i>Juan</i>	<i>Patrice</i>	<i>Chris</i>	<i>Alexis</i>	<i>John</i>	<i>Dani</i>
<i>Jacob</i>	<i>Mia</i>	<i>Caryn</i>	<i>Sue</i>	<i>Brooke</i>	<i>Ethan</i>	<i>Elias</i>
<i>Emily</i>	<i>Jan</i>	<i>Niki</i>	<i>Linda</i>	<i>Jessy</i>	<i>Sam</i>	

Ask students questions about the chart using the present perfect tense in the singular form. Remind students to respond in complete sentences.

Example:

Teacher: **Name one student who has used a computer.**

Student: Marne has used a computer.

Write these sample sentences on the board for students to use as models. Continue asking questions (in the singular form) until all students have had an opportunity to respond at least once. Then organize students in pairs and have them ask and answer their own questions about the chart.

Next, ask students questions about the chart using the present perfect tense in the plural form. Remind students to respond in complete sentences.

Example:

Teacher: Name two students who have used a computer.

Student: Marne and Jacob have used a computer.

Write these sample sentences on the board for students to use as models. Continue asking questions (in the plural form) until all students have had an opportunity to respond at least once. Then organize students in pairs and have them ask and answer their own questions about the chart. Circulate around the room to affirm good work and provide corrective feedback as required.

Regular/irregular past tense statements/questions

■ Regular Past Tense Statements

Determine regular past tense verbs that you want to focus on. Then create a chart (see the example below) that follows the pattern: who [subject] does/did [verb] what [object]. Begin by writing the subject in column one and the regular present tense verb in column two. Then write the object in column four.

Example:

REGULAR VERBS			
Who	Does [Present Tense Verb]	Did [Past Tense Verb]	What?
<i>The students</i>	<i>open</i>	<i><u>opened</u></i>	<i>the window.</i>
<i>The children</i>	<i>walk</i>	<i><u>walked</u></i>	<i>through the room.</i>
<i>They</i>	<i>want</i>	<i><u>wanted</u></i>	<i>watermelon.</i>
<i>The adults</i>	<i>need</i>	<i><u>needed</u></i>	<i>quiet.</i>
<i>My brothers</i>	<i>live</i>	<i><u>lived</u></i>	<i>in New Mexico.</i>

Read the first present tense sentence you created on the chart: **The students open the window.** Ask several students to model this behavior of opening the window. Emphasize that the students are doing this right now—in the present. Then ask students to tell you what the students did. Emphasize that they opened the window in the past. Lead them to understand that they need to add an *-ed* to the word *open* to signal that this action happened in the past. Write the past tense verb *opened* on the chart in the past tense column. Then cover the present tense column and read the new sentence: **The students opened the window.** Emphasize that the students did this in the past. They are not doing it right now; they did it before. Continue with the other regular verbs on the chart, having students supply the past tense forms. Reinforce the rule you apply (e.g., add *-ed*, add *-d*, etc.) as you review each verb. Emphasize that these are “regular” past tense verbs.

Next, organize students in pairs and ask each pair to write new present and past tense sentences for the regular verbs on the chart below. The chart might look like this:

REGULAR VERBS			
Who	Does [<i>Present Tense Verb</i>]	Did [<i>Past Tense Verb</i>]	What?
<i>The boys</i>	<i>open</i>		
<i>The women</i>	<i>walk</i>		
<i>They</i>	<i>want</i>		
<i>The writers</i>	<i>need</i>		
<i>My aunts</i>	<i>live</i>		
<i>The girls</i>	<i>move</i>		
<i>My friends</i>	<i>call</i>		
<i>The brothers</i>	<i>work</i>		
<i>The students</i>	<i>type</i>		
<i>We</i>	<i>push</i>		
... and so forth.			

Allow time for students to read their sentences. Affirm good work. Provide corrective feedback as necessary.

■ Regular Past Tense Questions

As a follow up to the previous activity, have students practice asking past tense questions. Determine the past tense regular verbs that you want to focus on. Create a new chart or use the first chart from the previous lesson. Model for students how they can ask past tense questions. For example, point to the appropriate line on the chart and ask: **Who lived in New Mexico?** Write the question on the board. Encourage students to read the chart to find the answer to the question. [*my brothers lived in New Mexico*] Then call on students to ask questions about the other past tense statements in the chart using the model you gave them: Who [regular past tense verb] _____?

■ Irregular Past Tense Statements

Remind students that many English verbs are regular verbs. We follow rules to put them in the past tense. Ask students to name some of the regular verbs they have learned (e.g., open, walk, want, need, live, and so forth). Emphasize that not all verbs are regular verbs. Some verbs do not follow rules or patterns. These verbs are called irregular verbs. Determine the irregular past tense verbs that you want to focus on. Then create a chart (see the example below) that follows the pattern: who [subject] does/did [verb] what [object]. Begin by writing the subject in column one and the regular present tense verb in column two. Then write the object in column four.

Example:

IRREGULAR VERBS			
Who	Does [Present Tense Verb]	Did [Past Tense Verb]	What?
<i>She</i>	<i>is</i>	<i>was</i>	<i>a crossing guard.</i>
<i>They</i>	<i>are</i>	<i>were</i>	<i>going to school.</i>
<i>My friends</i>	<i>go</i>	<i>went</i>	<i>to the mall.</i>
<i>Sharon and Lalo</i>	<i>have</i>	<i>had</i>	<i>new shoes.</i>
<i>The children</i>	<i>do</i>	<i>did</i>	<i>their chores.</i>
<i>Xochil</i>	<i>writes</i>	<i>wrote</i>	<i>stories.</i>
... and so forth.			

Read the first present tense sentence you created on the chart: **She is a crossing guard.** Emphasize that this is what the person is right now—in the present. Tell students that she is no longer a crossing guard. Now, she is a truck driver. Then ask students to tell you what she was before she was a truck driver. Emphasize that she *was* a crossing guard—this is what she was in the past. Lead them to understand that the past tense of *is* is *was*. Continue with the other irregular verbs on the chart. Encourage students to supply the past tense forms if they can. Emphasize that these are “irregular” past tense verbs. Point out that there is not a model to follow when putting these verbs in the past tense.

Next, organize students in pairs and ask each pair to write new present and past tense sentences for the irregular verbs on the chart below. Assist students in filling out column three of the chart if they need help with the past tense form of the irregular verbs. The chart might look like this:

IRREGULAR VERBS			
Who	Does [Present Tense Verb]	Did [Past Tense Verb]	What?
<i>The girl</i>	<i>is</i>		
<i>The men</i>	<i>are</i>		
<i>They</i>	<i>go</i>		
<i>The artists</i>	<i>have</i>		
<i>My aunts</i>	<i>do</i>		
<i>The teachers</i>	<i>write</i>		
<i>My parents</i>	<i>become</i>		
<i>The cousins</i>	<i>come</i>		
<i>The children</i>	<i>drink</i>		
<i>We</i>	<i>get</i>		
... and so forth.			

Allow time for students to read their sentences. Affirm good work. Provide corrective feedback as necessary.

■ Irregular Past Tense Questions

As a follow up to the previous activity, have students practice asking past tense questions. Create a new chart or use the first chart from the previous lesson. Model for students how they can ask past tense questions. For example, point to the appropriate line on the chart and ask: **Who had new shoes?** Encourage students to read the chart to find the answer to the question. [*Sharon and Lalo had new shoes*] Then call upon students to ask questions about the other past tense statements on the chart using the model you gave them: Who [irregular past tense verb] _____?

Statements with *there was/there were*

■ A Game of Memory and Skill

Write the following sentence patterns on the board:

There was a/an _____ on the tray.
There were _____ on the tray.

Choose a topic area that includes vocabulary that students are familiar with (e.g., fruits and vegetables). Bring examples of these items to the class in a large bag. Place a few examples of these items on a tray. Be sure to include one example of some items (e.g., one carrot) and multiple samples of other items (e.g., two apples). Place a cover over the tray.

Organize students into two teams. Tell the teams that you are going to let them see the contents of the tray for 20 seconds. Then you are going to ask them what they saw on the tray. They will get one point for each item that they name, but they have to respond in a complete sentence using the patterns on the board. Read both sentence patterns. Explain that students would use the first sentence if there is just one item (e.g., *There was a carrot on the tray.*); they would use the second sentence if there is more than one of the same item (e.g., *There were apples on the tray.*).

Show students how to play the game by modeling the entire process:

1. Show the contents of the tray for 20 seconds.
2. Call on the first team. Remind students that their response must follow one of the sentence patterns. Give them a chance to tell about one or more items on the tray. Provide corrective feedback as necessary.
3. Call on the second team. Remind students that their response must follow one of the sentence patterns. Give them a chance to tell about one or more items on the tray. Provide corrective feedback as necessary.

NOTE: Depending on your student group, you may want to reinforce when a/an are appropriate to use.

Play the game, changing the contents of the tray every round. Each team wins a point for every correct answer stated in the correct form.

■ **What Do You Remember?**

Gather students around you and tell them that they must listen very closely to a story you are going to tell them. Emphasize that you are going to ask them questions about the story. Read the following story dramatically, with expression.

A long, long time ago, a little girl was reading a very interesting book in class. She was sitting in a beanbag chair. Do you know what a beanbag chair is? It's a very soft and comfortable chair. She read for a while, but then she fell fast asleep. She didn't hear the bell ring at the end of the school day. She didn't hear the other children pack up their things and go home. She didn't hear the teacher leave the room. She didn't wake up when the custodian locked the door. She didn't wake up when two owls hooted. She didn't wake up when three police sirens blared in the school parking lot. She didn't wake up until her father picked her up and said, "We have been very worried about you. It's time to go home, sleepy head." The police officers went back to work. The little girl and her father went home.

Write the following sentence patterns on the board:

Yes, there was a _____ in the story.
No, there was not a _____ in the story.

Yes, there were _____ in the story.
No, there were not _____ in the story.

Tell students that you are going to ask questions about the story and they have to respond using one of the sentence patterns. Remind them that they would use the first sentence patterns for singular words (e.g., girl) and the second for plural words (e.g., police officers). Model for students what you want them to do: **I'm going to ask you a question and you have to answer it using one of the sentence patterns.** Give students an example.

Example:

Questions	Responses
<i>Was there a girl in the story?</i>	<i>Yes, there was a girl in the story.</i>
<i>Was there a bear in the story?</i>	<i>No, there was not a bear in the story.</i>
<i>Was there a father in the story?</i>	<i>Yes, there was a father in the story.</i>
<i>Were there children in the story?</i>	<i>Yes, there were children in the story.</i>
<i>Were there hummingbirds in the story?</i>	<i>No, there were not hummingbirds in the story.</i>
... and so forth.	

Affirm good work. Provide corrective feedback as needed. As an extension activity, encourage students to come up with their own questions for this story and/or have them come up with their own stories and questions.

■ **What Did You See?**

For this activity, you will need *Carousel* THEME PICTURES that feature vocabulary students have already mastered. Gather students around you and tell them that they are going to get a quick peek at a picture. Emphasize that you are going to ask them about what they saw in the picture, so they should look at it as carefully as they can.

Write the following sentence patterns on the board:

There was _____ *in the picture.*
There were _____ *in the picture.*

Tell students that when you ask them to tell what was in the picture, they have to respond using one of the sentence patterns above. Remind them to use the first sentence pattern for singular words (e.g., table) and the second for plural words (e.g., chairs). Model for students what you want them to do. Show students THEME PICTURE #22 for 20 seconds and then say:

What was in the picture?
There was a telephone in the picture.
There were dishes in the picture.

Continue in this fashion with other THEME PICTURES, asking students to identify what they say in the picture using *there was/there were* statements. Affirm good work. Provide corrective feedback as needed.

“Wh” and “how many/how much” questions

■ A Chain of “Who” Questions

Create a matrix such as the one below on the board or on a piece of chart paper:

Question	Response
<i>Who is _____?</i>	<i>I am _____.</i> <i>I am not _____.</i>

Point out the question word, *who*, in the first column. Tell students that we use the word *who* when we are referring to a person. Also point out the question mark at the end of the sentence. Ask students to name a feeling word that could go in the blank (e.g., happy) to make this a complete sentence: *Who is happy?* Then point out the possible responses in column two and ask students to fill in the blanks with the word in the question (e.g., happy): *I am happy. I am not happy.* Emphasize that students would use one or the other response to the question, not both. Tell students: **We are going to play a game called “A ‘Who’ Question Chain.” I’m going to ask one of you a question that has to do with a feeling. You have to answer my question. Then you have to ask another question that has to do with a different feeling to a different student. Before we start, let’s make a list of feeling words.** Write feeling words (e.g., happy, sad, tired, hungry, excited, and so forth) on the board as students name them. Then ask a feeling question using the model on the chart. Emphasize that students must ask and answer in complete sentences.

Example:

Teacher: *Who is happy?*

Student #1: *I am happy.*

Student #1: *Who is tired?*

Student #2: *I am not tired.*

Student #2: *Who is hungry?*

... and so forth until all students have had a chance to ask and answer a “who” question about feelings.

■ A Chain of “What” Questions

Create a matrix such as the one below on the board or on a piece of chart paper:

Question	Response
<i>What is your favorite _____?</i>	<i>My favorite _____ is _____.</i>

Point out the question word, *what*, in the first column. Tell students that we use the word *what* when we are referring to a thing (not a person). Also point out the question mark at the end of the sentence. Ask students to name something that could go in the blank (e.g., color) to make this a complete sentence: *What is your favorite color?* Then point out the response in column two and ask students to fill in the blanks: e.g., *My favorite color is blue.* Tell students: **We are going to play a game called “A ‘What’ Question Chain.” I’m going to ask a question that has to do with your favorite things. You have to answer my question and then ask another question that has to do with favorite things. Before we start, give me some examples of favorite things.** Write on the board some categories of favorite things that students mention (e.g., television program, food, music, color, sweet snack, kind of book, and so forth). Then ask a favorite thing question. Emphasize that students must ask and answer in complete sentences.

Example:

Teacher: *What is your favorite color?*

Student #1: *My favorite color is blue.*

Student #1: *What is your favorite snack?*

Student #2: *My favorite snack is raisins.*

Student #2: *What is your favorite television program?*

... and so forth until all students have had a chance to ask and answer a “what” question about favorite things.

■ **A Chain of “Where” Questions**

For this activity, you will need a pencil and a box. In addition to practicing “where” questions, students also will have an opportunity to gain additional practice with prepositions. Create a matrix such as the one below on the board or on a piece of chart paper:

Question	Response
<i>Where is the pencil?</i>	<i>The pencil is _____ the box.</i>

Point out the question word, *where*, in the first column. Tell students that we use the word *where* when we are asking about a location. Also point out the question mark at the end of the sentence. Show students the position of a pencil in relation to the box (e.g., put the pencil inside the box) and ask the question: *Where is the pencil?* Then point out the response in column two and ask students to fill in the blank: *The pencil is inside the box.* Tell students: **We are going to play a game called “A ‘Where’ Question Chain.” I’m going to ask a question that has to do with the position of this pencil. You have to answer my question and then ask another question that has to do with another position of this pencil. Before we start, give me some examples of**

positions. Write some position words (e.g., inside, outside, over, around, near, behind, in front of, and so forth) on the board. Place the pencil somewhere in the room and then ask a position question. Emphasize that students must ask and answer in complete sentences.

Example:

Teacher: *Where is this pencil?*

Student #1: *That pencil is inside the box.*

Student #1: *Where is this pencil?*

Student #2: *That pencil is near the box.*

Student #2: *Where is this pencil?*

... and so forth until all students have had a chance to ask and answer a “where” question about the position of a pencil in relation to a box.

■ **A Chain of “When” Questions**

Create a matrix such as the one below on the board or on a piece of chart paper:

Questions	Responses
<i>When is _____?</i>	<i>The _____ is _____.</i>
<i>When does _____ [begin or end]?</i>	<i>_____ [begins or ends] _____.</i>

Point out the question word, *when*, in the first column. Tell students that we use the word *when* to refer to a time. Also point out the question mark at the end of the sentence. Ask students to suggest a word that would fit into the blank (e.g., party) for the first question and read the completed sentence: *When is the party?* Point out the response box and help students fill in the blanks, e.g., *The party is next week.* Ask students to suggest a word that would fit into the blank (e.g., school) for the second question and read the completed sentence: *When does school begin?* Point out the response box and help students fill in the blanks: e.g., *School begins at 8:30 A.M.* Tell students: **We are going to play a game called “A ‘When’ Question Chain.” I’m going to ask a question that has to do with when something takes place. You have to answer my question and then ask another when question. Before we start, give me some examples of some events.** Write event words (e.g., party, test, school, recess, reading, art, and so forth) on the board. Then ask a question using one of the two models. Emphasize that students must ask and answer in complete sentences.

Example:

Teacher: *When is the party?*

Student #1: *The party is next week.*

Student #1: *When does recess end?*

Student #2: *Recess ends at 10 A.M.*

Student #2: *When is the test?*

... and so forth until all students have had a chance to ask and answer a “when” question.

■ **A Chain of “How Many” and “How Much” Questions**

Create a matrix such as the one below on the board or on a piece of chart paper:

Questions	Responses
<i>How many _____ do you have?</i>	<i>I have _____.</i>
<i>How much does this _____?</i>	<i>This _____.</i>
<i>How much do you _____ this?</i>	<i>I _____ this _____.</i>

Point out the question words, *how many* and *how much*, in the first column. Also point out the question mark at the end of each sentence. Ask students to suggest a word that would fit into the blank (e.g., pennies) for the first question and read the completed sentence: *How many pennies do you have?* Point out the response box and help students fill in the blanks: e.g., *I have 12 pennies.* Ask students to suggest a word that would fit into the blank (e.g., cost) for the second question and read the completed sentence: *How much does this cost?* Point out the response box and help students fill in the blanks: e.g., *This costs \$1.00.* Finally, ask students to suggest a word (e.g., like) to fit into the third question and read the completed sentence: *How much do you like this?* Point out the response box and help students fill in the blanks: e.g., *I like this very much.* Tell students: **We are going to play a game called “A ‘How Many/How Much’ Question Chain.” I’m going to ask a question. You have to answer my question and then ask another question. Before we start, give me some examples of some things that you can count.** Write countable words (e.g., pennies, quarters, arms, eyes, books, and so forth) on the board. **Now, let’s think of some words that would go with the ‘How Much’ question.** Write words that go with “how much” (e.g., cost, weigh, hurt, and so forth) on the board next to the

second question. Write other words on the board that go with the third question (e.g., like, hate, enjoy, and so forth). Then ask a question using one of the three models. Emphasize that students must ask and answer in complete sentences.

Example:

Teacher: *How many pennies do you have?*

Student #1: *I have 12 pennies.*

Student #1: *How much do you like this?*

Student #2: *I like this very much.*

Student #2: *How much does this weigh?*

... and so forth until all students have had a chance to ask and answer a “how many/how much” question.