

INSTRUCTOR'S GUIDE
PRONUNCIATION - Level 2 - - LESSON #33
GRAMMAR BASICS - NOUNS

LESSON GOAL: To begin to introduce the students to sentence structure and parts of speech.

VOCABULARY:

sentence	person
noun	place
verb	thing

TEACHING AIDES: Basic Picture Dictionary pages 2, 3, 11, and 16; Picture Dictionary page 34 Step #4 List of Nouns and Step #5 List of Nouns

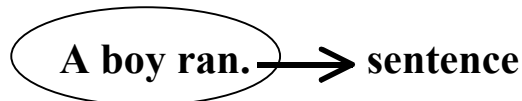
STEP 1: Introduce the vocabulary words by writing the words, one at a time, on the board and modeling the pronunciation of the words for the students.

- Using **individual response**, have each student pronounce the vocabulary words and write the words in their student journals.

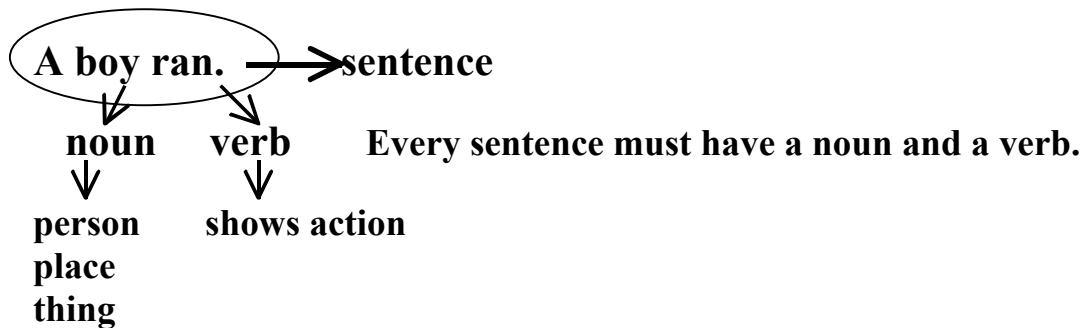
STEP 2: Write the following sentence on the board.

A boy ran.

- Model the pronunciation of the sentence for the students.
- Have the students, using **individual response**, pronounce the sentence and write it in their student journals.
- Circle the sentence, as illustrated, and explain to the students that this is a **sentence**, as you write the word **sentence** beside the sentence as illustrated.



- Building on the sentence diagram, as illustrated, explain to the students that **every sentence must have a noun and a verb**. Write the explanation on the board by the sentence, as illustrated. Have the students write the diagram and the explanation in their student journals.



- Explain to the students that “**boy**” is a **noun** and “**ran**” is a verb.

LESSON #33 - cont.

- Continuing to build on the diagram as illustrated, explain to the students that a **noun** is a **person, place, or thing**; and, a **verb** shows action. If necessary, show the “action” of the sample verb by pretending to run.

STEP 3: Erasing the previous diagram from the board, further explain **nouns** to the students by building on the original sentence, on the board, as follows:

A boy ran to an old school down the road.
 ↓ ↓ ↓
 person **place** **thing**

- Explain to the students that “**boy**” is a “**person**,” “**school**” is a “**place**,” and “**road**” is a “**thing**.”

STEP 4: Using the Step #4 List of Nouns teaching aide provided, write each noun and its corresponding identity on the board one at a time, modeling both the noun and the identity for the students. NOTE: Use Basic Picture Dictionary pages 2, 3, 11, and 16 to assist the students in developing comprehension of each of the nouns.

- Have the students, using **individual response**, pronounce the noun and its identity.
- Have the students write the noun and its identity in their student journals.

STEP 5: Using the Step #5 List of Nouns teaching aide provided, choosing from the nouns at random write each noun on the board, one at a time, and have the students take turns telling you the noun's identity – is it a person? place? or thing? As you complete this exercise, listen closely to the student’s pronunciation of the noun and correct as necessary. NOTE: Use Basic Picture Dictionary pages 2, 3, 11, and 16 and Picture Dictionary page 34 to assist the students in developing comprehension of each of the nouns.

STEP 6: Write the words “**singular**” and “**plural**” on the board as illustrated. Beside each word, write the definition as illustrated and explain the illustration to the students. Have the students pronounce each words and definition and write them in their student journals.

singular = one person, place, or thing
plural = two or more persons, places, or things

Using the word “boy,” further explain the difference between singular and plural to the students, as illustrated:

boy = one person
boys = two or more persons
old school = one place
old schools = two or more places
road = one things
roads = two or more things

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PRONUNCIATION - Level 2 - - LESSON #33
GRAMMAR BASICS - STEP #4 LIST OF NOUNS

PERSON NOUNS:

child

teacher

girl

man

student

mother

father

grandparents

PLACE NOUNS:

apartment

store

grocery store

city

living room

kitchen

school

river

THING NOUNS:

board

chair

desk

book

pen

page

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PRONUNCIATION - Level 2 - - LESSON #33
GRAMMAR BASICS - STEP #5 LIST OF NOUNS

PERSON NOUNS:

baby	son
brother	boy
sister	woman
daughter	adult
aunt	teenager
uncle	cousins
husband	parents
wife	

PLACE NOUNS:

home	city
park	small town
zoo	ranch
lake	farm
bedroom	apartment building

NOTE: Teach the students the difference between “ranch” and “farm.” A ranch is where you grow large animals – cows, horses, sheep. A farm is where you grow crops or small animals or poultry – vegetables, fruit, chickens, pigs.

THING NOUNS:

chalk
marker
eraser
paper
pencil
notebook
computer
table
mobile home
nursing home
shelter
townhouse

NOTE: Explain to the students that some “things” can also be “places.” Use the examples of nursing home and shelter to explain this – they are “things” when you are referring to them as an object - - “The shelter is on 4th Street.” They are “places” when you are referring to them as space occupied by a person - - “She lives in the nursing home on Plumb Drive.”

INSTRUCTOR'S GUIDE
PRONUNCIATION - Level 2 - - LESSON #34
GRAMMAR BASICS - CAPITALIZATION, PROPER NOUNS, & ARTICLES

LESSON GOAL: To continue to introduce the students to sentence structure and parts of speech and familiarize them with rules for capitalization of words and develop their understanding of the relationship of articles to nouns.

VOCABULARY – Set 1:

capital letter(s)

lower case letter(s)

capitalize

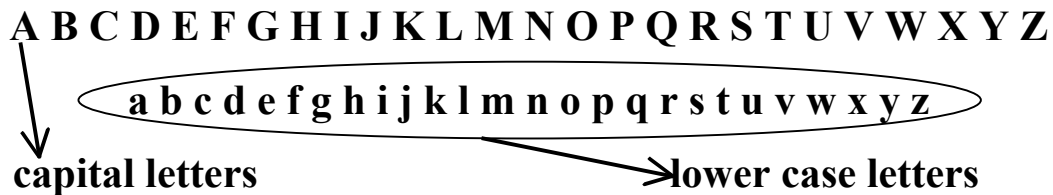
proper noun(s)

TEACHING AIDES: Step #4 List of Nouns and Proper Nouns and Step #5 List of Proper Nouns

STEP 1: Introduce the Set #1 vocabulary words by writing the words, one at a time, on the board and modeling the pronunciation of the words for the students.

- Using **individual response**, have each student pronounce the vocabulary words and write the words in their student journals.

STEP 2: Write the alphabet in both capital and lower case letters, with explanations for both, on the board as illustrated. Explain the difference between capital letters and lower case letters to the students.



- Have the students, using **group response**, pronounce the row of capital letters and the phrase “**capital letters.**” Then, have the students, using **group response**, pronounce the row of lower letters and the phrase “**lower case letters.**”
- Have the students write both rows of letters with the appropriate phrase in their student journals.

NOTE: This is not a penmanship class; however, as the students are writing the letters in their student journals, observe if they are having difficulty with either set of letters. If so, take a few minutes to help them print the letters correctly.

STEP 2: Write the following sentence on the board, explaining to the students that **you always capitalize the first letter of the first word of a sentence**, circling the first letter of the sentence as you explain. Write the explanation on the board. Have the students write the sentence and the explanation in their student journals.

A boy ran to an school down the road.

Always capitalize the first letter of the first word of a sentence.

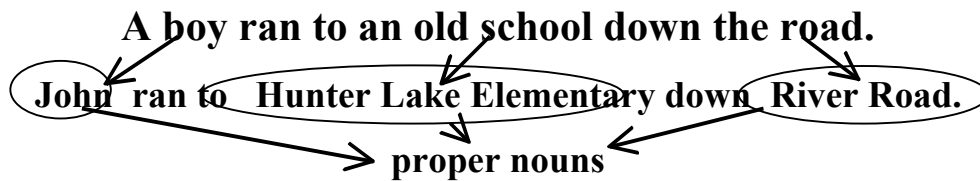
LESSON #34 - cont.

STEP 3: Erase the explanation about capitalization from under the sentence. Write the new sentence on the board under the old sentence, as illustrated:

A boy ran to an old school down the road.

John ran to Hunter Lake Elementary down River Road.

- Model the pronunciation of the new sentence for the students. Have the students using **group response** pronounce both sentences.
- Explain to the students that a “**proper noun**” is the **name** of a person, place, or thing. As you do, build on the sentence diagram as illustrated. Explain each noun/proper noun and its identity to the students, as follows:
 - The boy’s name is John the boy/John is a person.
 - The school’s name is Hunter Lake Elementary the school is a place.
 - The road’s name is River Road the road is a thing.



Always capitalize a proper noun.

- Explain to the students that you **always capitalize a proper noun**.
- Have the students write the diagram and the explanation in their student journals.

STEP 4: Using the Step #4 List of Nouns and Proper Nouns, teaching aide provided, write each noun, its corresponding identity, and its proper noun on the board one at a time, modeling them for the students.

- Have the students, using **individual response**, pronounce the noun, its identity, and the proper noun. Correct the students’ pronunciation as necessary
- Have the students write the noun, its identity, and the proper noun in their student journals.

STEP 5: Using the Step #5 List of Proper Nouns teaching aide provided, write each proper noun on the board, one at a time at random, and have the students take turns telling the proper noun's identity – person, place, or thing.

STEP 6: Write the general name of a person, place, or thing on the board and have the students tell you proper nouns for each example.

EXAMPLES:

PERSON: Men, women, or children – names of their family or friends

PLACE: stores – Albertson’s, Sac ‘n’ Save, Savers, Sears, etc.
places – movie theatres, restaurants, parks, schools, places of
employment, cities, towns, countries, rivers, lakes, etc.

THING: products, highways, streets, etc. NOTE: Explain “name
brands” to the students – Del Monte green beans, Goodyear tires, etc.

LESSON #34 - cont.

VOCABULARY Set 2:

Vowel(s)	the
Consonant(s)	a
article(s)	an

STEP 7: Introduce the Set #2 vocabulary words by writing the words, one at a time, on the board and modeling the pronunciation of the words for the students.

- Using **individual response**, have each student pronounce the vocabulary words and write the words in their student journals.

STEP 8: Write the alphabet on the board.

- Below the alphabet, write the letters **a, e, i, o, u** and draw a line from them to their position in the alphabet. Explain to the students that these letters of the alphabet are called “**vowels**” and write the word “**vowels**” below them.
- Have the students, using **individual response**, pronounce the sound of the letters and the word “**vowels**” and write the letters and the word “**vowels**” in their student journals. Have the students practice the vowel sounds two or three times, correcting their pronunciation as necessary.
- Explain to the students that all of the other letters of the alphabet are called “**consonants**” and write the word “**consonants**” below the word “**vowels**” on the board. Have the students pronounce the consonant letters of the alphabet and the word “**consonants**” and write the letters and the word “**consonants**” in their student journals.

a b c d e f g h I j k l m n o p q r s t u v w x y z
a e i o u
vowels
consonants

STEP 9: Write the sample sentence on the board. Have the students **in group response** identify each letter in the sentence as a vowel or a consonant as you point to it.

A boy ran to an old school down the road.
articles
a an the

**Articles tell how many or which person, place, or thing (noun)
you are talking about.**

LESSON #34 - cont.

- Circle the word “**articles – a, an, and the**” in the sentence and explain to the students that these words are called “**articles.**” Write the word “article” and the articles “a, an, and the” below the sentence as illustrated. Have the students, using **group response**, pronounce the word “article” and the articles – a, an, and the, and write them in their student journal.
- Explain to the students that “articles” are used *before* nouns to **tell how many or which person, place, or thing you are talking about.** Write the explanation on the board below the articles as illustrated.

STEP 10: To further explain the use of articles, write the following rules on the board. Model the pronunciation of each rule for the students. Have the students pronounce each rule and write them in their student journals.

“a” and “an” – tell how many and are used with singular nouns

a boy – one boy
an old school – one old school

- Explain to the students that “**a**” is used before a noun that starts with a **consonant** and re-write the sentence to illustrate, as follows:

A boy ran to an old school down the road.
▲
consonant

- Explain to the students that “**an**” is used before a noun or an adjective that starts with a **vowel** and re-write the sentence to illustrate, as follows:

A boy ran to an old school by the river.
↑
vowel

- Explain to the students that “**the**” is used before a noun when you are talking about a specific person, place, or thing. Also explain that “**the**” is used with both singular and plural nouns. As you explain, write the rules and example on the board as illustrated:

the road
the roads

STEP 11: Using the Step #4 list of Nouns & Proper Nouns, write each noun on the board and have the students take turns telling you which article should/could be used before the noun. Make sure the students know that the article “the” can be used with each noun when you are talking about a specific person, place, or things.

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GRAMMAR BASICS - STEP #4 LIST OF NOUNS & PROPER NOUNS

PERSON NOUNS:

child
boy
girl
man
woman
mother
father

PROPER NOUN:

Tommy
Tom
Marie
Thomas
Mary
Mary
Thomas

PLACE NOUNS:

apartment Wingfield Apartments
store Sears
grocery store Albertson's
city Reno
school Lincoln Park Elementary School
river Truckee River

THING NOUNS:

dish soap Joy
ice cream Baskin Robbin's Ice Cream
easy chair Lazy Boy
pears Bartlett Pears
watch Rolex

NOTE: Explain to the students that most names of "thing" nouns are "brand names."

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GRAMMAR BASICS - STEP #5 LIST OF PROPER NOUNS

PEOPLE PROPER NOUNS:

Ann

President Clinton

John

Barbara

(your first name)

PLACE PROPER NOUNS:

Pyramid Lake

Silver Legacy

Sac 'n' Sav

Big O Tires

Northern Nevada Literacy Council

Walker River

THING PROPER NOUNS:

Coke

Pepsi

Colgate (toothpaste)

Jergen's (soap or hand lotion)

Dodge (truck)

Frito's Corn Chips

Nike (tennis shoes)

San Francisco 49er's (football team)

Greenbrae Drive

Interstate 80

INSTRUCTOR'S GUIDE

PRONUNCIATION - Level 2 - - LESSON #35

GRAMMAR BASICS - PLURAL NOUNS

LESSON GOAL: To continue to introduce the students to sentence structure and parts of speech by developing their understanding of the relationship plurals to nouns.

VOCABULARY:

singular
plural
one
more than one

TEACHING AIDES: Basic Picture Dictionary page 34-vegetables, page 35-fruits
Picture Dictionary page 52-meat and poultry, page 53-seafood **only**
Six pens; Step #2 List of Plural Nouns and Step #3 List of Plural Nouns

STEP 1: Introduce the vocabulary words/phrases by writing the words/phrases, one at a time, on the board and modeling the pronunciation of the words/phrases for the students.

- Using **individual response**, have each student pronounce the vocabulary words/phrases and write them in their student journals.
- Explain to the students that the word “**singular**” means “**one.**” As you explain the meaning, write the word(s) on the board and demonstrate the meaning by holding up one pen and saying, “**This is a pen.**” Write the sentence on the board as illustrated.

singular – one – This is a pen. – one

plural – more than one – These are six pens. – more than one

- Explain to the students that the word “**plural**” means “**more than one.**” As you explain the meaning, write the word(s) on the board and demonstrate the meaning by holding up six pens and saying, “**These are six pens.**” Write the sentence on the board as illustrated.
- Have the students, using **group response**, pronounce the words and sentences and write them in their student journals.

STEP 2: Explain to the students that when you have more than one, the spelling of the word changes. Demonstrate this by explaining how you added the letter “s” to the word pen to make it more than one. Use the appropriate Basic & Picture Dictionary pages to develop the students’ comprehension of the words as you complete these “plural” exercises.

- Using the Step #2 List of Plural Nouns teaching aide provided, show/explain to the students that with **words ending in a consonant, “a,” or “e” add “s” to make them plural.** Write the singular form of the noun on the board and the plural form. Model the pronunciation of both the singular and the plural form for the students. Have the students pronounce both the singular and plural form of each noun and write them in their student journals.
- Continuing to use the Step #2 List of Plural Nouns teaching aide, show/explain to the students that with **words ending in a consonant + “o” you add “es” to make them plural.** And, **words ending in a vowel + “o” you add “s.”** Write the

LESSON #35 - cont.

- rule and the singular form of the noun on the board and the plural form. Model the pronunciation of both the singular and the plural form for the students. Have the students pronounce both the singular and plural form of each noun and write them and the rule in their student journals.
- Continuing to use the Step #2 List of Plural Nouns teaching aide, show/explain to the students that with **words ending with a vowel + “y” you just add “s” to make them plural**. Write the rule and the singular form of the noun on the board and the plural form. Model the pronunciation of both the singular and the plural form for the students. Have the students pronounce both the singular and plural form of each noun and write them and the rule in their student journals.
 - Continuing to use the Step #2 List of Plural Nouns teaching aide, show/explain to the students that with **words ending with a consonant + “y” you change the “y” to “i” and add “es” to make them plural**. Write the rule and the singular form of the noun on the board and the plural form. Model the pronunciation of both the singular and the plural form for the students. Have the students pronounce both the singular and plural form of each noun and write them and the rule in their student journals.
 - Continuing to use the Step #2 List of Plural Nouns teaching aide, show/explain to the students that with **words ending in “fe” you change the “f” to “v” and add “s” to make them plural**. And, with **words ending in “f” you change the “f” to “v” and add “es” to make them plural**. Write the rule and the singular form of the noun on the board and the plural form. Model the pronunciation of both the singular and the plural form for the students. Have the students pronounce both the singular and plural form of each noun and write them and the rule in their student journals.
 - Continuing to use the Step #2 List of Plural Nouns teaching aide, show/explain to the students that with **words ending in “sh” “ch” “ss” and “x” you add “es” to make them plural**. Write the rule and the singular form of the noun on the board and the plural form. Model the pronunciation of both the singular and the plural form for the students. Have the students pronounce both the singular and plural form of each noun and write them and the rule in their student journals.
 - Continuing to use the Step #2 List of Plural Nouns teaching aide, show/explain to the students that with **some words, you change the whole word to make them plural**. Write the rule and the singular form of the noun on the board and the plural form. Model the pronunciation of both the singular and the plural form for the students. Have the students pronounce both the singular and plural form of each noun and write them and the rule in their student journals.
 - Continuing to use the Step #2 List of Plural Nouns teaching aide, show/explain to the students that with **some words are both singular and plural**. Write the rule and the singular form of the noun on the board and the plural form. Model the pronunciation of both the singular and the plural form for the students. Have the students pronounce both the singular and plural form of each noun and write them and the rule in their student journals.

STEP 3: Using the Step #3 List of Plural Nouns, write the singular form of the noun on the board, one at a time, and have the students take turns coming to the board and writing the plural form of the noun. Repeat this exercise a sufficient number of times for each student to have two or three turns, depending on class time.

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PRONUNCIATION - Level 2 - - LESSON #35
GRAMMAR BASICS - STEP #2 LIST OF PLURAL NOUNS

add “s”:

vegetable	vegetables	cucumber	cucumbers
cabbage	cabbages	onion	onions
string bean	string beans	carrot	carrots
(bell) pepper	(bell) peppers	mushroom	mushrooms

add “es” to words that end in a consonant + “o”:

potato	potatoes	tomato	tomatoes
--------	----------	--------	----------

add “s” to words that end in a vowel + “o”:

zoo	zoos	radio	radios
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words that end in a vowel + “y” just add “s”:

boy	boys
day	days
turkey	turkeys

words that end with a consonant + “y” change the “y” to “i” and add “es”:

cherry	cherries
strawberry	strawberries

words that end in “ife” change the “f” to “v” and add “s”:

knife	knives	life	lives	wife	wives
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words that end in “f” change the f to “v” and add “es”:

thief	thieves
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words that end in “sh” “ch” “ss” or “x” add “es”:

dish	dishes	class	classes
match	matches	box	boxes

change the whole word to make it plural:

child	children	foot	feet
man	men	woman	women

the word is both singular and plural:

lettuce	spinach	corn	garlic	meat	beef	roast beef
pork	bacon	poultry	fish	trout	salmon	shrimp

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PRONUNCIATION - Level 2 - - LESSON #35
GRAMMAR BASICS - STEP #3 LIST OF PLURAL NOUNS

NOTE: To develop the students' comprehension of these nouns, have them take turns finding the word(s) in the index of either Basic Picture Dictionary or Picture Dictionary and refer to the page reference.

SINGULAR:

PLURAL:

pea	peas
foot	feet
tooth	teeth
ear	ears
eye	eyes
bean	beans
animal	animals
baby	babies
banana	bananas
brief	briefs
bowl	bowls
cheese	cheeses
daughter	daughters
earring	earrings
edge	edges
glass	glasses
hill	hills
key	keys
light	lights
panty	panties
pencil	pencils
roof	roofs
shop	shops
sky	skies
towel	towels
umbrella	umbrellas
zipper	zippers

INSTRUCTOR'S GUIDE
PRONUNCIATION - Level 2 - - LESSON #36
GRAMMAR BASICS - PRONOUNS

LESSON GOAL: To continue to introduce the students to sentence structure and parts of speech by developing their understanding of the relationship of person nouns to pronouns.

VOCABULARY:

gender

sex

pronoun

TEACHING AIDES: none

STEP 1: Introduce the vocabulary words by writing the words, one at a time, on the board and modeling the pronunciation of the words for the students.

- Using **individual response**, have each student pronounce the vocabulary words and write the words in their student journals.

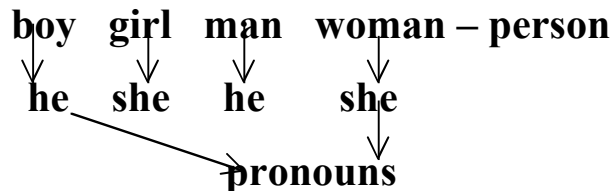
STEP 2: Write the words “gender” and “sex” on the board, as illustrated, and explain to the students that *gender* means what *sex* a person is. To further illustrate these meanings, write the words “boy,” “girl,” “man,” and “woman” below the words “gender” and “sex,” as illustrated.

gender – sex

boy girl man woman

- To further illustrate the meanings, point, one at a time, to several students and, using their first name, say “Jose is a man.” “Maria is a woman.” etc., etc.
- Continue to build on the diagram by writing the pronouns “he” and “she” under the appropriate gender as follows. As you do, model the pronunciation of each pronoun for the students. Have the students, using **individual response**, pronounce each pronoun.

gender – sex

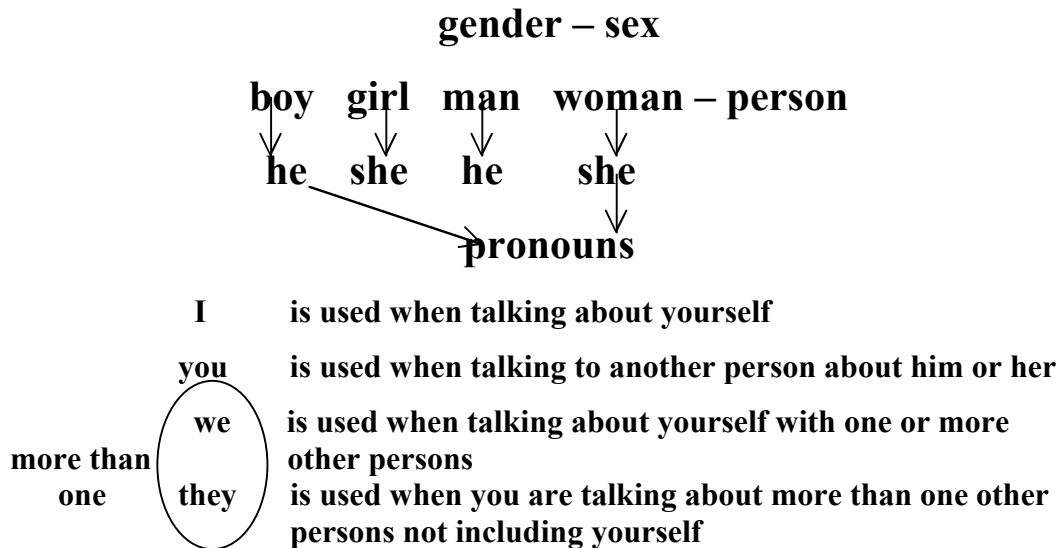


- Explain to the students that “he” and “she” are “pronouns” that mean the same as the words “boy,” “girl,” “man,” and “woman” – “person.” Write the word “pronoun” under the words “he” and “she” as illustrated.
- Have the students pronounce the nouns and pronouns, again, as follows: **boy – he – pronoun; girl – she – pronoun; man – he – pronoun; woman – she – pronoun.**

LESSON #36 - cont.

- Have the students write the nouns and corresponding pronouns in their student journals.

STEP 3: Continue to build on the pronoun diagram, as you explain to the students that there are other “pronouns” that can be used in place of the nouns “boy,” “girl,” “man,” and “woman.” Write the other pronouns on the board as follows:



- Model the pronunciation of the additional pronouns for the students. Have the students pronounce the additional pronouns and write them in their students journals.
- Explain the pronoun “**I**” by pointing to yourself and saying “**I am a man/woman.**” Explain that “**I**” **is used when you are talking about yourself.** Write the explanation beside the pronoun “**I**” on the board.
- Explain the pronoun “**you**” by pointing to several students, one at a time, and saying “**You are a man/woman.**” Explain that “**you**” **is used when you are talking directly to another person about him or her** and write the explanation beside the pronoun “**you**” on the board.
- Explain that the pronouns “**we**” and “**they**” **are used when talking about more than one person.** Write the explanation beside the pronouns “**we**” and “**they.**” Demonstrate the use of these pronouns by pointing to yourself and a student of your gender and saying “**We are men/women.**” And pointing to two students of the opposite gender and saying “**They are men/women.**”
- Further explain that “**we**” **is used when you are talking about yourself with one or more other persons** and “**they**” **is used when you are talking about other persons not including yourself.**

LESSON #36 - cont.

STEP 4: To further demonstrate the use of the pronouns, have three students of mixed gender come to the front of the room and stand by you. Using the following groupings and pointing when necessary, demonstrate the pronouns. As you demonstrate each pronoun, again write it on the board and have the students who are seated pronounce the pronoun. Repeat this exercise a sufficient number of times to have all students participate in coming to the front of the room. NOTE: You may have to duplicate the use of some students to satisfy the gender needs.

- **I** – stand by yourself and point to yourself and say, “I.”
- **he** – point to one of the students who are standing by you of the male gender and say, “He.”
- **she** – point to one of the students who are standing by you of the female gender and say, “She.”
- **you** – point to one of the students who are standing by you of either gender and say, “You are pretty/handsome.” Repeat for the opposite gender as you used in the first example.
- **we** – stand with the students, facing the seated students, and using a sweeping motion of your hand, demonstrate “we” and say, “We.”
- **they** – stand away from the students who are standing, facing them at such an angle as to not block the visibility of the seated students, and pointing to the standing students demonstrate “they” and say “They.”

STEP 5: To further illustrate the use of these pronouns, write the following sentences on the board to show the use of the pronouns in a sentence. As you write each sentence, model the pronunciation of it for the students and underline the pronoun.

A boy ran to an old school down the road.

The boy ran to an old school down the road.

NOTE: After you write these two sentences on the board, explain the difference of using the article “a” meaning “any” boy compared to “the” meaning a specific boy to re-enforce the use of articles. Then continue with the following sentences showing the use of pronouns in place of articles.

He ran to an old school down the road.

She ran to an old school down the road.

I ran to an old school down the road.

You ran to an old school down the road.

We ran to an old school down the road.

They ran to an old school down the road.

STEP 6: Have the students take turns demonstrating the various pronouns as you write them, at random, on the board. EXAMPLE: You write “he.” The first student points to a male student and says, “He.” etc., etc., etc.

INSTRUCTOR'S GUIDE
PRONUNCIATION - Level 2 - - LESSON #37
GRAMMAR BASICS - SUBJECTS & OBJECTS

LESSON GOAL: To continue to introduce the students to sentence structure and parts of speech by developing their understanding of the use of nouns and pronouns as subjects or objects.

VOCABULARY:

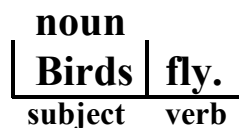
subject	me
object	us
you	them
her	it
him	

TEACHING AIDES: Step #1 Subjects, Verbs, and Objects; Step #3 Subject and Object Pronouns

STEP 1: Introduce the vocabulary words by writing the words, one at a time, on the board and modeling the pronunciation of the words for the students.

- Using **individual response**, have each student pronounce the vocabulary words and write them in their student journals.
- Explain to the students that **every sentence** has a “**subject**” and the “**subject**” is the **person or thing - noun or pronoun - that is doing the action of the verb**. Write the rule on the board as illustrated. Demonstrate this by writing the following diagram on the board. Have they students write the rule and the diagram in their student journals.

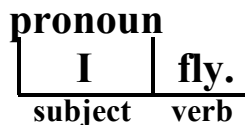
**The subject is the person or thing – noun or pronoun –
that is doing the action of the verb**



The birds are the subject – the noun birds is doing the action of the verb – fly.

- Further demonstrate the use of a noun or pronoun as the “subject” by replacing the word “bird” with “I” as illustrated:

**The subject is the person or thing – noun or pronoun –
that is doing the action of the verb**



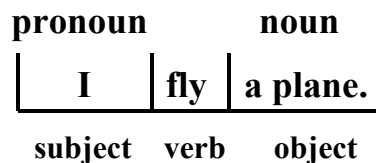
The pronoun I is the subject – the pronoun I is doing the action of the verb – fly.

- To further develop the students’ understanding of the “subject” concept, use the above diagram with the noun/pronoun subjects and corresponding verbs in the Step #1 Subjects, Verbs, and Objects teaching aide provided.

LESSON #37 - cont.

STEP 2: Explain to the students that most sentences also have an “object” and **the “object” is the person or thing – noun or pronoun – to which the action of the verb is directed or receives the action.** Write the rule on the board as illustrated. Demonstrate this by writing the following diagram on the board. Have the students write the rule and the diagram in their student journals.

**The object is the person or thing – noun or pronoun –
to which the action of the verb is directed or receives the action.**



The pronoun I is the subject – I is doing the action of the verb – fly.

The noun plane is the object – the plane is what is being flown – receives the action of the verb - fly

- To further develop the students’ understanding of the “subject/object” concept, use the above diagram with the noun/pronoun subjects, corresponding verbs, and noun/pronoun objects in the Step #1 Subjects, Verbs, and Objects teaching aide provided.

STEP 3: Explain to the students that **I, you, she, he, we,** and **they** are subject pronouns. As you explain, write the subject pronouns on the board, as illustrated:

<u>SUBJECT PRONOUNS</u>		<u>OBJECT PRONOUNS</u>	
I	I know Bob.	me	Bob knows me.
you	You know Bob.	you	Bob knows you.
she	She knows Bob.	her	Bob knows her.
he	He knows Bob.	him	Bob knows him.
we	We know Bob.	us	Bob knows us.
they	They know Bob.	them	Bob knows them.

- Explain to the students that **me, you, her, him, us, and them** are object pronouns. As you explain, write the object pronouns on the board, as illustrated above.
- Further explain object pronouns by building on the diagram as illustrated, above. As you explain this concept to the students, point out the subject, the verb, and the object in each sentence. When you have finished the diagram, model each line of the diagram for the students. Have the students, using **group response**, pronounce each line of the diagram and write it in their student journals.
- To further develop the students’ understanding of the “subject” and “object” pronouns, use the Step #3 Subject and Object Pronouns teachings aide provided. As you write each example on the board, model it for the students; point out the subject, verb, and object; and, have the students, using **group response**, pronounce each example. If class time allows, have the students write each of the examples in their student journals.

LESSON #37 - cont.

STEP 4: Explain to the students that the word “it” is used as a pronoun to replace or refer to a noun. As you explain, write the word “it” and the rule on the board, as illustrated. Model the pronunciation of the word “it” for the students. Have the students, using **group response**, pronounce the word “it.”

The word “it” is used as a pronoun to replace or refer to a noun/thing.*

Class starts at 8:30 A.M. It starts at 8:30 A.M.

I have a book. It is on the table.

He has a car. He drives it.

She has a cup of coffee, She will drink it.

I have a red book. It is on the table.

They have vanilla ice cream, They will eat it.

- Further explain the word/pronoun “it” by building on the diagram as illustrated above. As you write each example, model the pronunciation of the example for the students. Have the students, using **group response**, pronounce the example and write the example in their student journals.
- In the final example, “She has a cup of coffee.” explain to the students that “cup of coffee” is called a “noun phrase.” A “noun phrase” can be replaced by the pronoun “it.”
- To further illustrate the replacement of a “noun phrase” by the pronoun “it,” continue to develop the diagram with the additional examples. As you write each example, model the pronunciation of the example for the students. Have the students, using **group response**, pronounce the example and write the example in their student journals.

* The words “replace” and “refer” are new vocabulary words and will need to be explained to the students.

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GRAMMAR BASICS - STEP #1 SUBJECTS, VERBS, & OBJECTS

SUBJECT	VERB	OBJECT
John	drives	a car
I	drive	a car
You	drive	a car
He	drives	a car
She	drives	a car
We	drive	cars
They	drive	cars
<hr/>		
Ann	buys	clothes
I	buy	clothes
You	buy	clothes
He	buys	clothes
She	buys	clothes
We	buy	clothes
They	buy	clothes
<hr/>		
Bill	drinks	coffee
I	drink	coffee
You	drink	coffee
He	drinks	coffee
She	drinks	coffee
We	drink	coffee
They	drink	coffee
<hr/>		
Dogs	eat	meat
Mary	eats	meat
I	eat	meat
You	eat	meat
He	eats	meat
She	eats	meat
We	eat	meat
They	eat	meat

NOTE: Do not explain the change in verb structure at this time, the students will learn it in another Lesson.

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PRONUNCIATION - Level 2 - - LESSON #37
GRAMMAR BASICS - STEP #3 SUBJECTS & OBJECT PRONOUNS

SUBJECT	VERB	OBJECT	SUBJECT	VERB	OBJECT
I	like	him.	He	likes	me.
You	like	me.	I	like	you.
He	likes	her.	She	likes	him.
We	like	him.	He	likes	us.
They	like	her.	She	likes	them.
I	like	it.			

I	see	him.	He	sees	me.
You	see	me.	I	see	you.
He	sees	her.	She	sees	him.
We	see	him.	He	sees	us.
They	see	her.	She	sees	them.
He	sees	it.			

I	hear	him.	He	hears	me.
You	hear	me.	I	hear	you.
He	hears	her.	She	hears	him.
We	hear	him.	He	hears	us.
They	hear	her.	She	hears	them.
We	hear	it.			

INSTRUCTOR'S GUIDE
PRONUNCIATION - Level 2 - - LESSON #38
GRAMMAR BASICS - ADJECTIVES

LESSON GOAL: To continue to introduce the students to sentence structure and parts of speech by developing their understanding of the relationship adjectives to nouns.

VOCABULARY:

adjective(s)

describe(s)

before

after

in front of

behind

TEACHING AIDES: three pages with the numbers 1, 2, or 3 on them
Step #4 List of Adjectives and Nouns
Step #5 List of Adjectives and Nouns

STEP 1: Introduce the vocabulary words by writing the words, one at a time, on the board and modeling the pronunciation of the words for the students.

- Using **individual response**, have each student pronounce the vocabulary words and write the words in their student journals.

STEP 2: The words “before” and “after” or “in front of” and “behind”

NOTE: In order for students to clearly understand the rest of this Lesson and the Lessons that follow, they need to learn the words “before” and “after” and/or “in front of” and “behind” and the meanings of these words.

- Write the word *boy* on the board, as illustrated:

before ← — boy — → after

in front of ← — boy — → behind

- Write the word *before* to the left of *boy*. Write the word *after* to the right of *boy*. Draw arrows from *boy* to *before* and *after* as illustrated. Have the students pronounce the words and write them in their student journals.
- Repeat the exercise with the phrase “in front of” and the word “behind.”
- To further illustrate the meaning of these words and phrase, have three students stand up. Give each student one of the numbered pieces of paper given to you with this Lesson. Have student #2 stand by him/herself; have student #1 stand “in front of” student #2; and, have student #3 stand “behind” student #2. Explain this sequence to the students using both *before* and *after* and *in front of* and *behind*.

LESSON #38 - cont.

STEP 3: Write the sentence on the board, as illustrated. Model the sentence for the students and have the students, using group response, pronounce the sentence and write it in their student journals.

The **big** boy ran to the school by the road.

adjective

tells more about – describes – a noun

- Circle the word “**big**” and explain to the students that “**big**” is an “**adjective.**” Write the word “**adjective**” under the word “**big**” as illustrated.
- Explain to the students that an “**adjective**” tells more about - describes - a noun. Have the students pronounce the word “**adjective**” and the explanation and write them in their student journals.
- Further demonstrate the use of adjectives by expanding the original sentence, as follows. As you write each new sentence, point out and underline the new adjective for the students. Have the students pronounce each new sentence and write it in their student journals, circling the adjectives.

The **big** boy ran to the school by the river.

adjective

tells more about – describes – a noun

The **big** boy ran to the **old** school.

The **big** boy ran to the **old** school by the **wide** river.

STEP 4: Using the Step #4 List of Adjectives and Nouns, write each group of adjective/noun combinations on the board. Model the pronunciation of the combination for the students.

- Have the students, using group response, pronounce each combination and write them in their student journals.

STEP 5: Using the Step #5 List of Adjectives and Nouns, one at a time, write each group of adjectives on the board, with its companion noun. Model the pronunciation of each adjective and the noun for the students.

- Have the students take turns telling you which adjective would best describe the noun.

STEP 6: Use the following set of sentences to explain to the students that an adjective can come **before/in front** of the noun or **after/behind** the noun.

The **big** boy ran to the school. – before/in front of

The boy is **big**. – after/behind

The **big** boy ran to the old school. – before/in front of

The school is **old**. – after/behind

The **big** boy ran to the old school by the wide river. – before/in front of

The river is **wide**. – after/behind

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PRONUNCIATION - Level 2 - - LESSON #38
GRAMMAR BASICS - STEP #4 LIST OF ADJECTIVES & NOUNS

NOTE: To develop the students' comprehension of these nouns and adjectives, have them take turns finding the word(s) in the index of either Basic Picture Dictionary or Picture Dictionary and refer to the page reference.

ADJECTIVES:

little
young
cute
elderly
attractive
big
shoe
grocery
old
large
little
wide
dish
chocolate
easy

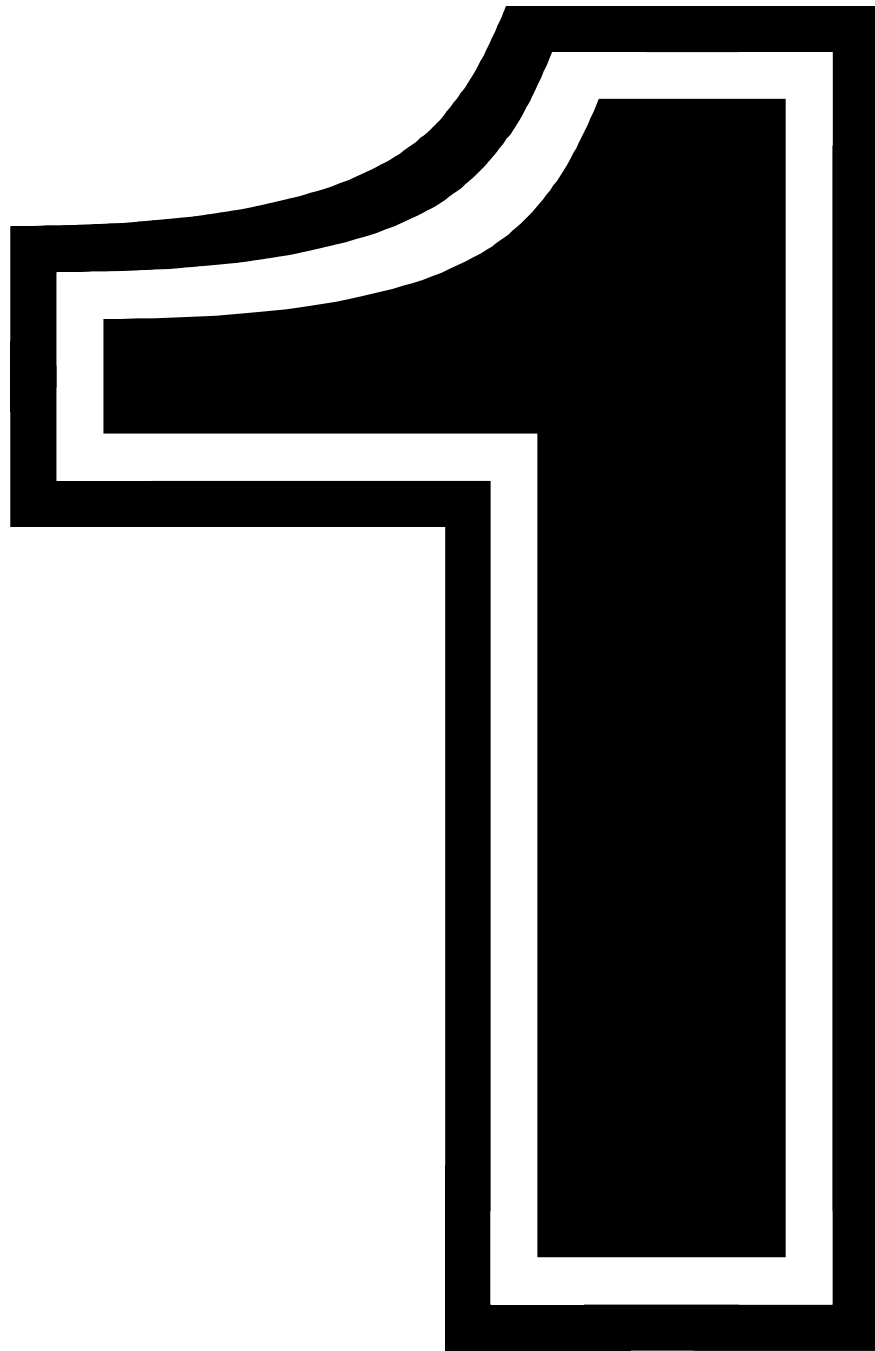
NOUNS:

child
boy
girl
man
woman
apartment
store
store
city
living room
kitchen
river
soap
ice cream
chair

INSTRUCTOR'S GUIDE
PRONUNCIATION - Level 2 - - LESSON #38
GRAMMAR BASICS - STEP #5 LIST OF ADJECTIVES & NOUNS

	<u>ADJECTIVES:</u>	<u>NOUNS:</u>
<u>GROUP 1:</u>	cute shoe dish	baby
<u>GROUP 2:</u>	elderly easy wide	man
<u>GROUP 3:</u>	big little chocolate	living room
<u>GROUP 4:</u>	black old grocery	apartment
<u>GROUP 5:</u>	yellow young large	city
<u>GROUP 6:</u>	shoe wide easy	store
<u>GROUP 7:</u>	old cute wide	river

STUDENT



STUDENT



STUDENT



INSTRUCTOR'S GUIDE
PRONUNCIATION - Level 2 - - LESSON #39
GRAMMAR BASICS - POSSESSIVE ADJECTIVES & PRONOUNS

LESSON GOAL: To continue to introduce the students to sentence structure and parts of speech by developing their understanding of possessive pronouns.

VOCABULARY:

possess	my	mine
possessive	your	yours
to own a thing	her	hers
to have a thing	his	his
	our	ours
	their	theirs

TEACHING AIDES: Six pens, one book, and a cup
Step #1 Pronoun Sentences
Step #3 Pronoun Chart

STEP 1: Introduce the vocabulary words/phrases by writing the words/phrases, one at a time, on the board and modeling the pronunciation of the words/phrases for the students.

- Using **individual response**, have each student pronounce the vocabulary words and write them in their student journals.
- Explain the meaning of the vocabulary word “**possess**” – “**to own or have a person, place, or thing – it belongs to you or another person**” – to the students by demonstrating with the pens and book, as follows. As you explain, write the sentences and the definition on the board, as illustrated. Have the students, using **group response**, pronounce the definition and the sentences as you write them on the board and write them in their student journals.

To possess is to own or to have a person, place, or thing.

I have a pen. I own this pen. I possess this pen. This pen belongs to me

I have a book. I own this book. I possess this book. This book belongs to me.

I have a cup. I own this cup. I possess this cup. This cup belongs to me.

- As you write each sentence on the board, use the Step #1 Pronoun Sentences Teaching Aide. EXAMPLE: hold up the pen; hold the pen to your chest to show ownership.

LESSON #39 - cont.

STEP 2: Explain to the students that “**possessive pronouns**” and “**possessive adjectives**” **describe who owns a person, place, or a thing.** As you explain, write the definition on the board, as illustrated. Have the students, using **group response**, pronounce the definition as you write it on the board and write it in their student journals.

Possessive pronouns and possessive adjectives **describe who owns a person, place, or a things.**

NOTE: You may need to explain the word “possessive” to the students – “possessive” indicates ownership.

STEP 3: To further explain “**possessive pronouns**” and “**possessive adjectives**” to the students, develop the following chart on the board. As you do, model the title of the word and the word for the students. Have the students, using **group response**, pronounce the title of the word and the word for each line in the chart and write the chart in their student journals.

Subject Pronouns	Object Pronouns	Possessive Pronouns	Possessive Adjectives
I	me	my	mine
you	you	yours	your
she	her	hers	her
he	him	his	his
we	us	ours	our
they	them	theirs	their

Having written the Pronoun Chart on the board and reviewed it with the students, erase the Pronoun Chart from the board and post the Pronoun Chart teaching aide near the board so it is visible for all the students to see.

STEP 4: Referring the Pronoun Chart, further develop the students’ understanding of Subject, Object, and Possessive Pronouns and Possessive Adjectives by using them in the sentences shown on the Step #1 Pronoun Sentences teaching aide provided. As you write each group of sentences on the board, model them for the students. Have the students pronounce the sentences and write them in their student journals.

STEP 5: To further develop the students’ proficiency in using Pronouns and Possessive Adjectives, have three students of mixed gender come to the front of the room and stand by you. Using the sentences in the Step #1 Pronoun Sentences teaching aide; the pens, book, and cup teachings aides, and pointing when necessary, demonstrate the pronouns and possessive adjectives. As you demonstrate each grouping, again write the words on the board and have the students who are seated pronounce the pronoun. Repeat this exercise a sufficient number of times to have all

LESSON #39 - cont.

students participate in coming to the front of the room. NOTE: You may have to duplicate the use of some students to satisfy the gender needs.

STEP 6: If class time allows, have the students take turns demonstrating the various pronouns and possessive adjectives as you write them at random on the board. EXAMPLE: you write “theirs.” The first student gives pens to three other students and says, “They have their pens.”
NOTE: You may need to prompt the students in completing their response with complete sentences.

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PRONUNCIATION - Level 2 - - LESSON #39
GRAMMAR BASICS - STEP #1 PRONOUN SENTENCES

GROUP 1:

I own this book.

This book belongs to **me**.

This is **my** book.

This book is **mine**.

I own this pen.

This pen belongs to **me**.

This is **my** pen.

This pen is **mine**.

I own this cup.

This cup belongs to **me**.

This is **my** cup.

This cup is **mine**.

GROUP 2:

You own that book.

That book belongs to **you**.

That is **your** book.

That book is **yours**.

You own that pen.

That pen belongs to **you**.

That is **your** pen.

That pen is **yours**.

You own that cup.

That cup belongs to **you**.

That is **your** cup.

That cup is **yours**.

GROUP 3:

She owns that book.

That book belongs to **her**.

That is **her** book.

That book is **hers**.

She owns that pen.

That pen belongs to **her**.

That is **her** pen.

That pen is **hers**.

She owns that cup.

That cup belongs to **her**.

That is **her** cup.

That cup is **hers**.

GROUP 4:

He owns that book.

That book belongs to **him**.

That is **his** book.

That book is **his**.

He owns that pen.

That pen belongs to **him**.

That is **his** pen.

That pen is **his**.

He owns that cup.

That cup belongs to **him**.

That is **his** cup.

That cup is **his**.

GROUP 5:

We own that book.

That book belongs to **us**.

That is **our** book.

That book is **ours**.

We own that pen.

That pen belongs to **us**.

That is **our** pen.

That pen is **ours**.

We own that cup.

That cup belongs to **us**.

That is **our** cup.

That cup is **ours**.

GROUP 6:

They own that book.

That book belongs to **them**.

That is **their** book.

That book is **theirs**.

They own that pen.

That pen belongs to **them**.

That is **their** pen.

That pen is **theirs**.

They own that cup.

That cup belongs to **them**.

That is **their** cup.

That cup is **theirs**.

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PRONUNCIATION - Level 2 - - LESSON #39
GRAMMAR BASICS - STEP #3 PRONOUN CHART

	Subject Pronouns	Object Pronouns	Possessive Pronouns	Possessive Adjectives
Singular	I	me	mine	my
	you	you	yours	your
	she	her	hers	her
	he	him	his	his
	it	it		its
Plural	we	us	ours	our
	you	you	yours	your
	they	them	theirs	their

Sample Sentences:

I saw a book at the store.
 Susan and David were with **me**.
 The book is **mine**.
 I bought **my** book at the store.
You were at the store.
 Susan and I saw **you** at the store.
 The book is **yours**.
 You bought **your** book at the store.
She was with me.
 You saw **her**.
 The book is **hers**.
 She bought **her** book at the store.
He was with me.
 You saw **him**.
 The book is **his**.
 He bought **his** book at the store.
 We saw **it** at the store.
It was on the shelf.
 We looked at **its** title.
We saw Jim at the store.
 He saw **us**.
 The books are **ours**.
 We bought **our** books at the store.
You were at the store. (meaning two other people)
You saw us.
 The book is **yours**.
 You bought **your** book at the store.
They were at the store.
They saw us.
 The books are **theirs**.
 They bought **their** books at the store.