

INSTRUCTOR'S GUIDE
PRONUNCIATION - Level 2 - - LESSON #40
VOCABULARY: Time & Calendar

LESSON GOALS: To teach students the different ways time is stated and different times of day and night. Note: This Lesson has 21 steps to it; therefore, quickly review each step as most of the students probably have a basic understanding of the vocabulary.

VOCABULARY:

Set 1:

one o'clock

one-o-five

one-ten

one-fifteen

one-twenty

one twenty-five

one-thirty

one thirty-five

one forty

one forty-five

one fifty

one fifty-five

five after one

ten after one

a quarter after one

twenty after one

twenty-five after one

half past one

twenty-five to two

twenty to two

quarter to two

ten to two

five to two

Set 2:

morning A.M. (a.m.)

noon P.M. (p.m.)

afternoon

evening

night

midnight

sun

moon

dawn

dusk

daytime/daylight

nighttime/dark

Set 3:

day(s) week(s) weekday(s) weekend
Sunday Monday Tuesday Wednesday Thursday Friday Saturday

Set 4:

last this next

Set 5:

month(s) year calendar
January February March April May June July
August September October November December

Set 6:

number(s) ordinals

one – 1 – 1st – first two – 2 – 2nd – second three – 3 – 3rd – third four – 4 – 4th – fourth

date write the date this way: January 1, 2002 or 01/01/02

say the date this way: January 1st (first) two thousand two

LESSON #40 - cont.

TEACHING AIDES: Picture Dictionary pages 16 & 17; Clock, Year-at-a-Glance Calendar
Note: DO NOT TEACH – “time zones” vocabulary or the words “early and late.” These vocabulary words will be taught in a later Lesson

Introducing Vocabulary: (Set #1)

Step 1: Introduce the Set #1 vocabulary by writing the two different ways a particular time can be written/stated on the board side-by-side, one group at a time, starting with the one o’clock hour. Verbally model each group for the students.

Step 2: Using *individual response*, have each student pronounce each group of words and write the words in their student journal.

Developing Comprehension: (Set #1)

Step 3: Using the clock provided, explain the meaning of each word in vocabulary Set #1 to the students.

- Using the standard clock, set the clock at the time and explain to the students that time is written/stated in different ways.
- Continue through the different times in the one o’clock hour, as you do, have the students take turns pronouncing the time correctly in each way it is verbally stated. NOTE: Listen carefully to make sure the student is pronouncing the time correctly.
- Expand the vocabulary by incorporating odd minutes. Example: eleven fifty-nine, one minute to twelve. Have the students write one or two examples of odd minute times in their student journals.

Introducing Vocabulary: (Set #2)

Step 4: Introduce each word in vocabulary Set #2, one at a time, by printing the word on the board and modeling the pronunciation of the word for the students.

Step 5: Using *individual response*, have each student pronounce the word and write the word in their student journal.

Developing Comprehension: (Set #2)

Step 6: Using Picture Dictionary pages 16 & 17, explain the meaning of each word in vocabulary Set #2 to the students.

- Explain 24 hours in a day by explaining that the earth rotates and as it does, how the sun and moon change position in relation to the earth in 24 hours creating dark and daylight, dawn and dusk. Associate these words to morning, afternoon, evening, etc.
- Explain the two 12-hour periods of midnight to noon and noon to midnight. Associate the abbreviations of A.M. and P.M. **Note: DO NOT** use or teach the word “abbreviations,” as this word will be taught in a later Lesson.
- Explain the time periods of morning – from dawn to noon, afternoon – from noon to 6:00 p.m., and evening – from 6:00 p.m. to bedtime or 10:00 p.m., and night – from dark to daylight.

LESSON #40 - cont.

Introducing Vocabulary: (Set #3)

Step 7: Introduce each word in vocabulary Set #3, one at a time, by printing the word on the board and modeling the pronunciation of the word for the students. **Note:** When teaching the days of the week, please teach the words in the linear style as illustrated in the vocabulary list and as they appear on the Year-At-A-Glance Calendar.

Step 8: Using ***individual response***, have each student pronounce the word and write the word in their student journal.

Developing Comprehension: (Set #3)

Step 9: Using the Year-AT-A-Glance calendar teaching aide, point to each day of the week as you, again, model the pronunciation of a particular day.

- Explain there are seven days in a week and count off from Sunday as “one” to Saturday as “seven.” Explain that Saturday and Sunday are called **“the weekend.”**
- Explain that Monday, Tuesday, Wednesday, Thursday, and Friday are called **“weekday(s).”**

Note: Explain to the students that the “d” in “Wednesday” is silent – demonstrate this by putting a line through the “d” as illustrated – Wednesday.

Introducing Vocabulary: (Set #4)

Step 10: Introduce the vocabulary Set #4 by writing the words **“last,” “this,”** and **“next”** on the board in linear style. As you write each word, model it for the students. When you finish writing all three words, model them again for the students.

Step 11: Have the students, using ***individual response***, pronounce each of the three words and write them in their student journal.

Developing Comprehension: (Set #4)

Step 12: Using the current month’s calendar of the Year-At-A-Glance calendar teaching aide, use the following steps to teach the meaning of the words **“last,” “this,”** and **“next”**:

- Point to the current week on the calendar, as you write the words **“this week”** on the board.
- Point to the following week on the calendar, as you write the words **“next week”** on the board.
- Point to the previous week on the calendar, as you write the words **“last week”** on the board.
- Repeat the exercise using **“weekday(s)”** and **“weekend.”**

Introducing Vocabulary: (Set #5)

Step 13: Introduce the vocabulary Set #5, by writing the words, one at a time, on the board and modeling the pronunciation of the word for the students.

Step 14: Using ***individual response***, have each student pronounce the words in the vocabulary set and write the words in their student journal.

LESSON #40 - cont.

Developing Comprehension: (Set #5)

Step 15: Using the Year-At-A-Glance calendar teaching aide, point to a “**month**” and draw a circle around it with your finger as you, again, model the word for the students and write it on the board. Repeat the same exercise, for the plural of the word “**months**” as you draw a finger circle around “more than one” month and write the plural word on the board.

- Explain to the students that there are twelve (12) months in a year and count off from January as “one” to December as “twelve.” Explain to the students that a “**calendar**” shows all “**twelve months**” of the year.

Introducing Vocabulary: (Set #6)

Step 16: Explain to the students that numbers are written in different ways. Introduce the vocabulary Set #6, by writing each group of numbers and ordinals, one at a time, on the board and modeling the pronunciation of the word for the students. **Note:** As you write the first group of numbers and ordinals, use the following example to show/explain the difference to the students:

 ↖ **one** ↖ **1** ↖ **1st** ↖ **first**
word for number **number** **ordinal number** **word for ordinal**

Step 17: Using *individual response*, have each student pronounce each group of numbers and ordinals and write the words in their student journal.

Developing Comprehension: (Set #7)

Step 18: Using the Year At A Glance calendar teaching aide, explain the following to the students:

- Review with the students that a week has seven days.
- Explain that a month has 31, 30 or 28 days and show them on the calendar. Explain that there are fifty-two (52) weeks in a year.
- Explain the days of the week and their ordinals – **Sunday is the 1st day of the week, etc., etc., etc.**
- The days of the month and their ordinals – **the 1st day of the month, etc., etc., etc.**
- The months of the year and their ordinals – **January is the 1st month of the year, etc., etc., etc.**

Step 19: Explain to the students that the day of a month is a “date”. Introduce the rest of vocabulary Set #7, by writing each group of today’s date, one at a time, on the board and modeling the pronunciation of the word for the students.

Step 20: Using *individual response*, have each student pronounce the words in each vocabulary set and write the words in their student journal.

LESSON #40 - cont.

Developing Comprehension: Note: Use today's date in place of the examples given

Step 21: Using the Year At A Glance calendar teaching aide, explain the following to the students:

- Pointing to today's date, write the date on the board, as follows:

Today is January 1, 2002

- Explain to the students that this is the way you write today's date.
- Again pointing to today's date, under the written version of the date, write the date as it is spoken on the board, as follows:

Today is January 1, 2002. – write the date this way

Today is January 1st two thousand two. – say the date this way

- Explain to the students this is the way you say today's date.
- Again pointing to today's date, write the numerical version of the date under what you have previously written, as follows:

Today is January 1, 2001.

Today is January 1st, two thousand one.

01/01/2001

- Explain to the students that a date can also be written in numbers. Explain that the month is written first – August is the eighth month of the year; the day of the month is written next – today is the fifth day of the month; and then the number of the year.

INSTRUCTOR'S GUIDE
PRONUNCIATION - Level 2 - - LESSON #41
VOCABULARY: Time & Tense

LESSON GOALS: To teach students past, present, and future time and tenses.

VOCABULARY:

SET 1:	SET 2:	SET 3:		SET 4:
time	tense	how often	twice	this
today	present	when	ago	early
yesterday	past	every	a few	late
tomorrow	future	once	a couple	tonight
			sometimes	

TEACHING AIDES: Year At A Glance Calendar; Basic Picture Dictionary page 6

Note: Due to the length of this Lesson, some parts do not have Student Inter-action or Two- way dialogue.

Introducing Vocabulary:

Step 1: Introduce the vocabulary in each Set, starting with Set #1 by writing the words, one at a time, on the board and modeling the pronunciation of the words for the students. NOTE: Leave the vocabulary Set #1 words on the board as you begin Set #2 – write the appropriate words in Set #2 directly across from Set #1, as shown in the following example:

today ←→ present

Step 2: Using *individual response*, have each student pronounce the words in each vocabulary set and write the word(s) in their student journal.

Developing Comprehension:

Step 3: Using the current month on the Month At A Glance Calendar, explain the vocabulary words and their associations as follows, as you do, write the phrases on the board:

- Pointing at today's date, tell the students "**Today is (the date).**"
- Continuing to point at today's date, explain, "**This is today. Today is the present**"
- Pointing to yesterday's date, explain, "**Yesterday was (the date). It is the past.**"
- Pointing to tomorrow's date, explain, "**Tomorrow is (the date). It is the future.**"
- Explain that the words "**today, yesterday and tomorrow**" are about time – when something happened, is happening, or is going to happen. NOTE: It may be helpful to write these explanations on the board beside each word.
- Explain that the words "**present, past and future**" are also about time - when something happened, is happening, or is going to happen - and are called "**tenses.**"

Step 4: Pointing to the phrases from Step 3 that you have written on the board, have each student pronounce the phrase and write it in their student journal.

LESSON #41 - cont.

Step 5: Write the following sentence on the board, model the sentence for the students and have the students, using **group response**, pronounce the sentence. NOTE: You are using this particular sentence because the students are familiar with it from a previous Lesson.

The boy ran to school.
 ↓ ↓
 noun verb

Step 6: Review of sentence structure

- Using your finger, circle the sentence and explain that this is a sentence.
- Below the word “boy” write the word “noun” and below the word “ran” write the word “verb” as illustrated in Step 5.
- Explain that **every** sentence **must** have a noun and a verb.

Step 7: Write the following sentences on the board, leaving room between each to write the word “verb.”

Today is (today’s day name) .
 ↓
 verb → present

Yesterday was (yesterday’s day name) .
 ↓
 verb → past

Tomorrow will be (tomorrow’s day name) .
 ↓
 verb → future

is was will be → *forms of the verb “to be”*

- Have the students, using **group response**, pronounce each sentence and write them in their student journals.
- Starting with the “**today**” sentence, circle the verb in each sentence, write the word “verb” below it, as illustrated.
- Explain to the students that “**is, was, and will be**” are forms of the verb “**to be.**” Write the explanation on the board as illustrated.
- Have the students, using **group response**, pronounce the phrase and write it in their student journals.
- Explain to the students that “**is**” is “**the present tense**” – because it is happening today; “**was**” “**the past tense**” because it happened yesterday, and “**will be**” “**the future**”

LESSON #41 - cont.

tense” because it will happen tomorrow. As you explain each tense, write it across from the word “verb” as illustrated.

Step 8: To further illustrate verb tenses, write the following sentences on the board; again, leaving room between each to write the word “verb” and the verb tense.

I **have** class today.
↓
verb → present

I **had** class yesterday.
↓
verb → past

I **will have** class tomorrow.
↓
verb → future

- Have the students, using **group response**, pronounce each sentence and write them in their student journals.
- Starting with the “**today**” sentence, circle the verb in each sentence, write the word “verb” below it, as illustrated.
- Have the students circle the verb in the sentences they have written in their student journals.
- Explain to the students that “**have**” is “**the present tense**” – because it is happening today; “**had**” “**the past tense**” because it happened yesterday, and “**will have**” “**the future tense**” because it will happen tomorrow. As you explain each tense, write it across from the word “verb” as illustrated.
- Have the students write the “tense” by the appropriate sentence they have written in their student journals.

Student Inter-action:

Step 9: Using the present tense of “is” and “have” and the time period of “today,” write a variety of simple sentences on the board. Example: He is in class today. He is sad today. She is happy today.

Step 10: Have the students take turns coming to the board and writing the past or future tense of a sentence you have written. Example: You write – He is in class today. Student writes – He will be in class tomorrow. **Note:** Tell the student which tense you want them to write.

Step 11: As each student writes their sentence, have them model their response sentence.

LESSON #41 - cont.

Two-way dialogue:

Step 12: Starting with a clean board, write the following three sentences on the board.

He is at work _____.
He was at work _____.
He will be at work _____.

Step 13: At random, point to one of the three sentences and have the students, one student at a time, verbally tell what word goes in the blank – today, yesterday, or tomorrow.

Introducing Vocabulary:

Step 14: Introduce the vocabulary in Set #3 by writing the words and phrases, 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 words and phrases in the vocabulary set and write the words in their student journal.

Developing Comprehension:

Step 15: To explain the vocabulary words and phrases to the students, use the following sentences, writing them on the board as illustrated and modeling the pronunciation of each sentence for the students:

How often do I teach class?

I teach class once a week.

Sometimes I teach class twice a week.

I taught class a week ago.

I taught class a few days last month.

When do I teach class?

I teach class every (name of day you teach) .

Sometimes I teach class every day of the week.

I taught class last week.

I will teach class a couple of days next week.

- After you have written the sentences on the board, use the current and past month's calendars to point to the frequency of each sentence as you again model the pronunciation of each sentence for the students.
- Explain to the student that “**few**” means more than two and “**a couple**” means two.
- Have the students, using ***group response***, pronounce each sentence and write the sentences in their student journal.

Student Inter-action:

Step 16: To further develop the students' comprehension of the concepts of this set of vocabulary, erase the board and write the following sentences on the board, modeling the pronunciation of the sentences for the students.

How often do I teach class?

What day do I teach class?

How often do I teach class?

How often do I teach class?

When did I teach class last?

When did I teach class last?

How often did I teach class last month?

How often will I teach class next week?

You teach class _____.

You teach class _____.

_____ you teach class _____.

_____ you teach class _____.

You taught class _____.

You taught class _____.

You taught class _____ last month.

You will teach class _____ next week.

LESSON #41 - cont.

Step 17: Have the students take turns coming to the board and “filling in the blanks” to answer your questions, pronouncing the complete sentence as they do. The students can refer to what they have written in their student journals to answer. If class time permits, repeat the exercise to give each student two or three opportunities to answer different questions.

Introducing Vocabulary:

Step 18: Introduce the vocabulary in Set #4 by writing the words and phrases, 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 words and phrases in the vocabulary set and write the words in their student journal.

Developing Comprehension:

Step 19: Write the following sentences on the board and model the pronunciation of each sentence for the students.

I teach class at 8:30 A.M.

I teach class in the early morning.

Sometimes I teach class at 11:00 A.M.

Sometimes I teach class in the late morning.

I will teach class at 7:00 P.M. today.

I will teach class tonight.

I will teach class this morning at 10:00 A.M.

I will teach class this evening.

- To explain the vocabulary words and phrases to the students, use the pictures on page 6 of the Basic Picture Dictionary to review the words “morning,” “afternoon,” “evening,” and “night.” Review with the students that morning is from dawn to noon, afternoon is from noon to 6:00 P.M., and evening is from 6:00 P.M. to 10:00 P.M. Also review that day is from dawn to dusk and night is from dusk to dawn.
- Use the current month’s calendar to explain “today’s evening is **tonight**,” today’s afternoon” is “**this** afternoon,” and “today’s morning is **this** morning.”
- To explain the rest of this vocabulary set, write the following time sequences on the board, leaving space in between for the next part of the exercise, and model them for the students:

4:30 a.m. – 12:00 noon

12:00 noon – 6:00 p.m.

6:00 p.m. – 10:00 p.m.

- Beside each time sequence, write the following sequences and model them for the students:

4:30 a.m. – 12:00 noon

4:30 a.m. – 8:00 a.m. is early morning

10:30 a.m. – 12:00 noon is late morning

LESSON #41 - cont.

12:00 noon – 6:00 p.m.
12:00 noon – 1:30 p.m. early afternoon
4:00 p.m. – 6:00 p.m. late afternoon

6:00 p.m. – 10:00 p.m.
6:00 p.m. – 7:30 p.m. early evening
9:00 p.m. – 10:00 late evening

- After you have explained the vocabulary to the students, again model the pronunciation of each sentence for the students.
- Have the students, using ***group response***, pronounce each sentence.

Two-way dialogue:

Step 20: To further develop the students' comprehension of these time concepts, randomly write various times of day and evening on the board and have the students take turns stating if the time you have written is "early or late morning/afternoon/evening," or "this morning/afternoon/evening," or "today or tonight." Have the students respond in complete sentences by writing a sample response on the board as follows:

You write:

What time of day is _____A.M./P.M.? What time today is _____P.M./A.M.?

Student response:

It is _____ .

INSTRUCTOR'S GUIDE
PRONUNCIATION - Level 2 - - LESSON #42
VOCABULARY: Time & Tense

LESSON GOALS: To teach students additional time concepts and how to apply them to present, past, and future tense verbs.

VOCABULARY:

Row 1:

wake up

get up

take a shower

get dressed

eat breakfast

make lunch

take the children to school

take the bus to school

drive to work/go to work

Row 2:

be in school

work

go to the grocery store (market)

leave work

clean the house

pick up the children

cook dinner

come home/get home

have dinner

Row 3:

watch TV

do homework

relax

read the paper

exercise

go to bed

go to sleep

TEACHING AIDES: Picture Dictionary pages 26 and 27; Verb Tense Instructors Guide and matching Student Handout; Four (4) ink pens.

Note: Due to the length of this Lesson, there are no Student Inter-action activities.

Introducing Vocabulary:

Step 1: Introduce the vocabulary starting with Row 1, by writing the row of phrases on the board and modeling the phrases for the students.

Step 2: Using ***individual response***, have each student pronounce the phrases and write them in their student journal.

Developing Comprehension:

Step 3: Beside each phrase, use the phrase in a simple sentence, using yourself as the subject and model the sentence for the students. Example: I wake up at 6:00 a.m. every morning. **Note:** As you write each simple sentence on the board, point out the daily routine task to the students, using the pictures on page 26 and 27 of Picture Dictionary.

Step 4: Using ***individual response***, have each student pronounce the sentence(s).

Step 5: Pass out the Verb Tense Student Handout to the students. Using the Verb Tense Instructors Guide, build on the sentences you have written by re-writing the sentence using the past and future

LESSON #42 - cont.

tense of the verb. Example:

I wake up at 6:00 a.m. every morning.

I woke up at 6:00 a.m. this morning.

I will wake up at 6:00 a.m. tomorrow morning.

Step 6: As you write each group of sentences, model them for the students. Have the students, using **group response**, pronounce each sentence.

Two-way dialogue:

Step 7: To further develop the students' comprehension of these time/tense concepts, randomly ask the following questions, using the Daily Routine verbs in Row 1.

(Students name) , what time do you (verb) every day?

(Students name) , what time did you (verb) yesterday?

(Students name) , what time will you (verb) tomorrow?

- Having the students take turns giving a complete sentence answer using the correct verb tense.

Step 8: Repeat Steps 1 through 7 for Rows 2 & 3 of the vocabulary list.

Step 9: Using the 4 ink pens provided as Teaching Aides, demonstrate and explain the tenses of the verb **“have”** as follows: NOTE: As you perform and say each step, write the tense sentence on the board and model the pronunciation of it for the students.

1st – Hold up one pen in your hand and say, **“I have a pen.”**

2nd – Lay the pen down on the table and say, **“I had a pen.”**

3rd – Hand one pen to a male student and say, (as you point to the student)

“He has a pen.”

4th – Hand one pen to a female student and say, (as you point to the student)

“She has a pen.”

5th – Stand back and point at both students who have pens and say,

“They have pens.”

6th – Hold a pen in your hand and say, (as you point to yourself and the students who have pens) **“We have pens.”**

7th – Put down your pen and have the female student put down her pen. Turning to the male student who has the pen say, **“You have a pen.”**

- Explain to the students that when you are using the pronouns **“I,” “you,” “we,”** and **“they”** you use the verb **“have”** for the present tense and **“had”** for the past tense.
- Also explain that when you are using the pronouns **“he”** and **“she”** or substituting the word **“it”** for a noun you use the verb **“has”** for the present tense and **“had”** for the past tense.

LESSON #42 - cont.

- To further explain using the word “**it**” for a noun, write the following sentences on the board:
The pen has black ink.
It has black ink.
- *If class time allows* have different students hold the pens while other students take turns saying the correct sentence response.

Step 10: Use the verbs Vocabulary Rows at random to teach the students that you add “**s**” and “**es**” to the verb when talking about another person – **he/she** or **Jose/Maria**. NOTE: For this example, use the names of two students in class.

Jose wakes up at 6:30 every morning.

Maria gets up at 6:30 every morning.

- Write the sentences on the board and model them for the students.
- Have the students, using group response, pronounce the sentences.

PRONUNCIATION - Level 2 - - LESSON #42
VERB TENSE INSTRUCTOR'S GUIDE

PRESENT	PAST	FUTURE	
wake (up)			I wake up at 6:00 A.M.
	woke (up)		I woke up at 6:00 A.M. yesterday.
		will wake (up)	I will wake up at 6:00 A.M. tomorrow.
get (up)			I get up at 6:00 A.M.
	got (up)		I got up at 6:00 A.M. yesterday.
		will get (up)	I will get up at 6:00 A.M. tomorrow.
take			I take a shower at 6:30 A.M.
	took		I took a shower at 6:30 A.M. yesterday.
		will take	I will take a shower at 6:30 A.M. tomorrow.
get dressed			I get dressed at 6:45 A.M.
	got dressed		I got dressed at 6:45 A.M. yesterday.
		will get dressed	I will get dressed at 6:45 A.M. tomorrow.
eat			I eat breakfast at 7:00 A.M.
	ate		I ate breakfast at 7:00 A.M. yesterday
		will eat	I will eat breakfast at 7:00 A.M. tomorrow.
make			I make my lunch at 7:15 A.M.
	made		I made my lunch at 7:15 A.M. yesterday
		will make	I will make my lunch at 7:15 A.M. tomorrow.
take			I take the children to school at 7:30 A.M.
	took		I took the children to school at 7:30 A.M. yesterday.
		will take	I will take the children to school at 7:30 A.M. tomorrow.
drive			I drive to work at 8:00 A.M.
	drove		I drove to work at 8:00 A.M. yesterday.
		will drive	I will drive to work at 8:00 A.M. tomorrow.
am			I am in school at 8:30 A.M.
	was		I was in school at 8:30 A.M. yesterday
		will be	I will be in school at 8:30 A.M. tomorrow.
work			I work at the shoe store.
	worked		I worked at the shoe store yesterday.
		will work	I will work at the shoe store tomorrow.
go			I go shopping at 4:30 P.M.
	went		I went shopping at 4:30 P.M. yesterday.
		will go	I will go shopping at 4:30 P.M. tomorrow.
leave			I leave work at 5:00 P.M.
	left		I left work at 5:00 P.M. yesterday
		will leave	I will leave work at 5:00 P.M. tomorrow.
clean			I clean the kitchen at 5:30 P.M.
	cleaned		I cleaned the kitchen at 5:30 P.M. yesterday.
		will clean	I will clean the kitchen at 5:30 P.M. tomorrow.
pick (up)			I pick up the children at 5:30 P.M.
	picked (up)		I picked up the children at 5:30 P.M. yesterday.
		will pick (up)	I will pick up the children at 5:30 P.M. tomorrow.

VERB TENSE INSTRUCTOR'S GUIDE (cont.)			
cook			I cook dinner at 6:00 P.M.
	cooked		I cooked dinner at 6:00 P.M. yesterday.
		will cook	I will cook dinner at 6:00 P.M. tomorrow.
come			I come home at 6:00 P.M.
	came		I came home at 6:00 P.M. yesterday.
		will come	I will come home at 6:00 P.M. tomorrow.
have			I have dinner at 6:30 P.M.
	had		I had dinner at 6:30 P.M. yesterday.
		will have	I will have dinner at 6:30 P.M. tomorrow.
watch			I watch TV at 7:00 P.M.
	watched		I watched TV at 7:00 P.M. yesterday.
		will watch	I will watch TV at 7:00 P.M. tomorrow.
do			The children do homework at 7:30 P.M.
	did		The children did homework at 7:30 P.M. yesterday.
		will do	The children will do homework at 7:30 P.M. tomorrow.
relax			I relax at 8:00 P.M.
	relaxed		I relaxed at 8:00 P.M. yesterday.
		will relax	I will relax at 8:00 P.M. tomorrow.
read			I read the paper at 8:00 P.M.
	read*		I read the paper at 8:00 P.M. yesterday.
		will read	I will read the paper at 8:00 P.M. tomorrow.
exercise			I exercise at 8:30 P.M.
	exercised		I exercised at 8:30 P.M. yesterday.
		will exercise	I will exercise at 8:30 P.M. tomorrow.
go			I go to bed at 10:30 P. M.
	went		I went to bed at 10:30 P. M. last night.
		will go	I will go to bed at 10:30 P. M. tonight.
go			I go to sleep at 11:00 P. M.
	went		I went to sleep at 11:00 P. M. last night.
		will go	I will go to sleep at 11:00 P. M. tonight.

*NOTE: Teach the students that the word “read” is pronounced two different ways – one way in the present and future tenses and the other way in the past tense.

Teach the students that when a verb ends in a consonant you add “ed” to make it past tense and when it ends in “e” you only add “d” to make it past tense.

PRONUNCIATION - Level 2 - - LESSON #42
VERB TENSE GUIDE - Student Handout

PRESENT	PAST	FUTURE	
wake (up)			I wake up at 6:00 A.M.
	woke (up)		I woke up at 6:00 A.M. yesterday.
		will wake (up)	I will wake up at 6:00 A.M. tomorrow.
get (up)			I get up at 6:00 A.M.
	got (up)		I got up at 6:00 A.M. yesterday.
		will get (up)	I will get up at 6:00 A.M. tomorrow.
take			I take a shower at 6:30 A.M.
	took		I took a shower at 6:30 A.M. yesterday.
		will take	I will take a shower at 6:30 A.M. tomorrow.
get dressed			I get dressed at 6:45 A.M.
	got dressed		I got dressed at 6:45 A.M. yesterday.
		will get dressed	I will get dressed at 6:45 A.M. tomorrow.
eat			I eat breakfast at 7:00 A.M.
	ate		I ate breakfast at 7:00 A.M. yesterday
		will eat	I will eat breakfast at 7:00 A.M. tomorrow.
make			I make my lunch at 7:15 A.M.
	made		I made my lunch at 7:15 A.M. yesterday
		will make	I will make my lunch at 7:15 A.M. tomorrow.
take			I take the children to school at 7:30 A.M.
	took		I took the children to school at 7:30 A.M. yesterday.
		will take	I will take the children to school at 7:30 A.M. tomorrow.
drive			I drive to work at 8:00 A.M.
	drove		I drove to work at 8:00 A.M. yesterday.
		will drive	I will drive to work at 8:00 A.M. tomorrow.
am			I am in school at 8:30 A.M.
	was		I was in school at 8:30 A.M. yesterday
		will be	I will be in school at 8:30 A.M. tomorrow.
work			I work at the shoe store.
	worked		I worked at the shoe store yesterday.
		will work	I will work at the shoe store tomorrow.
go			I go shopping at 4:30 P.M.
	went		I went shopping at 4:30 P.M. yesterday.
		will go	I will go shopping at 4:30 P.M. tomorrow.
leave			I leave work at 5:00 P.M.
	left		I left work at 5:00 P.M. yesterday
		will leave	I will leave work at 5:00 P.M. tomorrow.
clean			I clean the kitchen at 5:30 P.M.
	cleaned		I cleaned the kitchen at 5:30 P.M. yesterday.
		will clean	I will clean the kitchen at 5:30 P.M. tomorrow.
pick (up)			I pick up the children at 5:30 P.M.
	picked (up)		I picked up the children at 5:30 P.M. yesterday.
		will pick (up)	I will pick up the children at 5:30 P.M. tomorrow.

VERB TENSE GUIDE – Student Handout (cont.)			
cook			I cook dinner at 6:00 P.M.
	cooked		I cooked dinner at 6:00 P.M. yesterday.
		will cook	I will cook dinner at 6:00 P.M. tomorrow.
come			I come home at 6:00 P.M.
	came		I came home at 6:00 P.M. yesterday.
		will come	I will come home at 6:00 P.M. tomorrow.
have			I have dinner at 6:30 P.M.
	had		I had dinner at 6:30 P.M. yesterday.
		will have	I will have dinner at 6:30 P.M. tomorrow.
watch			I watch TV at 7:00 P.M.
	watched		I watched TV at 7:00 P.M. yesterday.
		will watch	I will watch TV at 7:00 P.M. tomorrow.
do			The children do homework at 7:30 P.M.
	did		The children did homework at 7:30 P.M. yesterday.
		will do	The children will do homework at 7:30 P.M. tomorrow.
relax			I relax at 8:00 P.M.
	relaxed		I relaxed at 8:00 P.M. yesterday.
		will relax	I will relax at 8:00 P.M. tomorrow.
read			I read the paper at 8:00 P.M.
	read*		I read the paper at 8:00 P.M. yesterday.
		will read	I will read the paper at 8:00 P.M. tomorrow.
exercise			I exercise at 8:30 P.M.
	exercised		I exercised at 8:30 P.M. yesterday.
		will exercise	I will exercise at 8:30 P.M. tomorrow.
go			I go to bed at 10:30 P. M.
	went		I went to bed at 10:30 P. M. last night.
		will go	I will go to bed at 10:30 P. M. tonight.
go			I go to sleep at 11:00 P. M.
	went		I went to sleep at 11:00 P. M. last night.
		will go	I will go to sleep at 11:00 P. M. tonight.

*NOTE: Teach the students that the word “read” is pronounced two different ways – one way in the present and future tenses and the other way in the past tense.

Teach the students that when a verb ends in a consonant you add “ed” to make it past tense and when it ends in “e” you only add “d” to make it past tense.

INSTRUCTOR'S GUIDE
PRONUNCIATION - Level 2 - - LESSON #43
VOCABULARY: Prepositions

LESSON GOALS: To teach students when and how prepositions are used in developing English language fluency.

VOCABULARY:

Set 1	Set 2:	Set 3:	Set 4:	Set 5:
where	above	motion	in back of	at
location	at	under	in front of	in
a time when	behind	over	in the middle	on
a time where	below	across	in the back of	after
preposition	below	into	in the front of	before
	beside	out of	in the middle of	from
	between	onto	next to	to
	in	off (of)	on top of	
	inside	down	far away from	
	near	up		
	on	around		
	outside	through		
		toward		

TEACHING AIDES: Basic Picture Dictionary pages 54, 78, & 79; Picture Dictionary pages 13 & 105;
 2 books, 1 box, 2 pens

Introducing Vocabulary:

Step 1: Introduce the Set 1 Vocabulary word “**where**” by writing the word on the board and modeling the pronunciation of it for the students. Explain to the students that you use the word “**where**” when you are asking about the “**location**” of a person, place, or thing. Introduce the word “**location**” by writing the word on the board, as illustrated, and modeling the pronunciation of it for the students.

where = location?

Step 2: Write the phrases “**a time when**” and “**a time where**” under the “where=location?” as illustrated. Model the pronunciation of these two phrases for the students.

where = location?

a time when – a time where

Step 3: Explain to the students that **words that tell where/location or a time when or a time where something is or happened** are called **prepositions**. Write the rule and the word “prepositions on the board as illustrated:

LESSON #43 - cont.

**where = location?
a time when – a time where
words that tell where/location or a time when or a time where something is or
happened are called
prepositions**

Step 4: Model the pronunciation of the illustration for the students.

Step 5: Using *individual response*, have each student pronounce the words in the illustration and write the word(s) in their student journal.

Introducing Vocabulary:

Step 6: Introduce the Set 2 Vocabulary by writing the words, one at a time, on the board and modeling the pronunciation of the words for the students. As you complete the list, explain to the students that these words are **prepositions of location – they tell where something is.**

Step 7: Using *individual response*, have each student pronounce the words in each vocabulary set and write the word(s) in their student journal.

Developing Comprehension:

Step 9: Demonstrate the “**where**” location by placing one teaching aide in a preposition proximity to another and writing the proper sentences on the board. Example:

**Where is the pen?
It is in the box.**

Repeat this demonstration two or three times with different preposition proximities to further develop the student comprehension of the “**where/location**” concept.

NOTE: To further develop the students’ comprehension of each of the prepositions of location, use Basic Picture Dictionary page 54 and Picture Dictionary page 13.

Introducing Vocabulary:

Step 10: Introduce the Set 3 Vocabulary by writing the words, one at a time, on the board and modeling the pronunciation of the words for the students. Explain to the students that **some prepositions of location also show “motion.”** Write this rule on the board and model the pronunciation of it for the students.

Step 11: Using *individual response*, have each student pronounce the words and the rule and write them in their student journal.

Developing Comprehension:

Step 12: Using Basic Picture Dictionary pages 78 & 79 and Picture Dictionary page 105 develop the students’ comprehension of these “motion” prepositions. As you do, use each word in a sentence. Write the sentence on the board and model the pronunciation of the sentence for the students.

Step 13: Using *individual response*, have the students pronounce each sentence and write it in their student journals.

LESSON #43 - cont.

Introducing Vocabulary:

Step 14: Introduce the Set 4 Vocabulary by writing the words, one at a time, on the board and modeling the pronunciation of the words for the students. Explain to the students that **a group of words used to tell the location of something is called a “prepositional phrase.”** Write this rule on the board beside the words and model the pronunciation of it for the students.

Step 15: Using ***individual response***, have each student pronounce the phrases and the rule and write them in their student journals.

Developing Comprehension:

Step 16: Using your own imagination and the teaching aides provided, develop the students' comprehension of each of the prepositional phrases. As you do, use the prepositional phrase in a sentence and write it on the board. Have the students, using ***group response*** pronounce the sentences as you write them.

Introducing Vocabulary:

Step 17: Introduce the Set 5 Vocabulary by writing the words, one at a time, on the board and modeling the pronunciation of the words for the students. Explain to the students that **these words are prepositions of time.** Write this rule on the board beside the words and model the pronunciation of it for the students.

Step 18: Using ***individual response***, have each student pronounce the phrases and the rule and write them in their student journals.

Developing Comprehension:

Step 19: Explain each vocabulary word to the students, as follows, writing the rule and corresponding example sentence on the board as you explain each word. Model each rule and sentence for the students. Have the students, using ***group response***, pronounce the explanation and the sentence and write them in their student journals.

- Use “**at**” when talking about a specific time on the clock
at + specific time on the clock = We have class at ten o'clock.
- Use “**at**” when talking about “**night**”
at + night = We sleep at night.
- Use “**in**” when talking about a specific month
in + specific month = My birthday is in October.
- Use “**in**” when talking about a specific year
in + specific year = I was born in 1960.
- Use “**in**” when talking about morning
in + morning = We have class in the morning
- Use “**in**” when talking about afternoon
in + afternoon = We eat lunch in the afternoon.
- Use “**on**” when talking about a specific day of the week
on + specific day of the week = We have class on Monday.
- Use “**on**” when talking about a specific date
on + specific date = My birthday is on October 11th.
- Use “**from**” and “**to**” when talking about a specific time
**from + specific time to + specific time =
We have class from 10:00 to 11:30.**

LESSON #43 - cont.

Step 20: Using the following explanation, rules, and sentences, explain the additional uses of the prepositions **in**, **on**, and **at** to the students:

Explanation: When we are talking about where a person lives, we use the prepositions **in**, **on**, and **at** in the following way:

- A person lives: **in** a country, state, or city = **I live in Reno. I live in Nevada. I live in the United States.**
- A person lives: **on** a street, avenue, road, circle, way = **I live on (name of your street).**
- A person lives: **at** an address = **I live at (number and name of your street).**

Student Inter-action:

Step 21: *If class time allows*, write the following group of sentences, one at a time, on the board, leaving a blank for the appropriate preposition. Have the students take turns coming to the board and writing the appropriate preposition in the blank. As they complete the sentence with the appropriate preposition, have them verbally repeat the sentence. **Note:** The appropriate preposition answer you are seeking is written beside the sentence – do not write it on the board. Also, be prepared for students to use other prepositions than the one being solicited, as some prepositions are interchangeable. If the preposition the student uses is used correctly, let it stand.

The book is on the shelf _____ the newspaper.	under
The salt is _____ the pepper.	behind
The pepper is _____ the salt.	in front of
The newspaper is _____ the book.	on top of
I live _____ Reno, Nevada.	in
The shoes came _____ a box.	in
Jose came to Reno _____ Mexico.	from
Jose goes _____ class every morning.	to
Jose goes to class _____ NNLC.	at
NNLC is _____ Greenbrae Drive.	on

As you write these sentences on the board, position the teaching aides to match each sentence:

The pens are _____ the box.	beside
The box is _____ the pens.	near
The box is _____ the pens.	between
The pens are _____ the box.	in
The pen is _____ the other pen.	below
The pen is _____ the box.	above
The box is _____ the pens.	next to
The box is _____ the pens.	far away from
I am walking _____ the room.	around
The pens are _____ the box.	on
The box is _____ the pens.	close to

Note: Due to the length of this Lesson, there is not two-way dialogue exercise.

INSTRUCTOR'S GUIDE
PRONUNCIATION - Level 2 - - LESSON #44
VOCABULARY: Communication

LESSON GOALS: To teach students how to better communicate with others through the use of polite expressions and compliments.

VOCABULARY:

Set 1:

greeting

introduce/introduction

Hi	Excuse me
Hello	Pardon me
Good morning	I am sorry
Good afternoon	I beg your pardon
Good evening	I apologize
Bye	please
Good-bye	thank you
Good night	you are welcome

Set 2: (Question/statement and Response)

How are you?	I am fine, thanks.	Fine, thanks.
How are things?	They are good, thanks.	Good, thank you.
I will see you later.	Okay. I will see you tomorrow.	I will see you in the morning.
May I be excused?	Yes, you may.	

Set 3:

Excuse me.	You are excused.	
May I be excused?	Yes, you may.	
Pardon me.	Pardon me, I did not mean to bump you.	That is all right, I am fine.

TEACHING AIDES: Picture Dictionary pg. 8

Introducing Vocabulary:

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

Step 2: Using ***individual response***, have each student pronounce the words in each vocabulary set and write the word(s) in their student journal.

LESSON #44 - cont.

Developing Comprehension:

Step 3: Using the pictures on page 8 of Picture Dictionary, explain and demonstrate a **greeting** and an **introduction** to the students.

Step 4: Have the students, using ***group response***, pronounce the words and write it in their student journals.

Introducing Vocabulary:

Step 5: Introduce the vocabulary in Set #2 by writing the question/statement and response, one set at a time, on the board and modeling the pronunciation of the words for the students.

Step 6: Using ***individual response***, have each student pronounce the words in each set and write the word(s) in their student journal.

Developing Comprehension:

Step 7: Using the pictures on page 8 of Picture Dictionary, explain and demonstrate each set of questions/statements and responses to the students.

Step 8: Have the students, ***individually***, perform each of the question/statements with you being the responding person.

Step 9: Teach the students a proper introduction, by writing the following statements/questions and the responses on the board. Model it for the students, using one of the students as the subject.

1st Example:

Hello, my name is Jose. What is your name?

My name is Maria. I am glad to meet you.

2nd Example:

Hello, Maria. This is my friend Fred. Fred, this is Maria, she goes to class with me.

Hello Fred. I am glad to meet you.

Student Inter-action:

Step 10: Have each student take turns introducing themselves to the student on their left and then the student to their right. Then have each student introduce the student on their left to the rest of the class. Write the instructions on the board, as follows and model the instructions for the class:

Introduce yourself to the student on your left.

Introduce yourself to the student on your right.

Introduce the student on your left to the rest of the class.

Note: Observe each student to make sure they know their left from their right. Correct if necessary.

Grammar Exercise:

Step 11: Write the word “**contraction**” on the board and model it for the students.

LESSON #44 - cont.

Step 12: Have the students, using ***individual response***, pronounce the word and write it in their student journals.

Step 13: Explain to the student that when people speak, they often push two words together. This is called a contraction. Write the following sentences, as written, on the board and model them for the students.

I am a teacher.

I am a teacher.

Note: Model the sentence as if you are saying “I’m”

Write the same sentence using the proper contraction on the board under the previous sentences and model it for the students. Explain to the students that “I’m” is the contraction for “I am.”

I am a teacher.

I am a teacher.

I’m a teacher.

Also explain that the (‘) symbol is called an **apostrophe**. Write the word “**apostrophe**” on the board and have the students pronounce it, using ***individual response***. Explain to the students the proper placement of the apostrophe when writing it – you place it above the line between the letters, not on the line.

Explain to the students that contractions are used in both speaking and writing.

Step 14: Have the students, using ***individual response***, pronounce each sentence and write it in their student journal.

Step 15: Using Steps 13 & 14 as a guideline, introduce the student to the contractions of “**is**” and “**are**,” as follows:

She is a student.

She’s a student.

He is a student.

He’s a student.

It is a book.

It’s a book.

You are a student.

You’re a student.

We are in class.

We’re in class.

They are students.

They’re students.

Introducing Vocabulary:

Step 16: Introduce the vocabulary in Set #3 by writing the question/statement and response, one set at a time, on the board and modeling the pronunciation of the words for the students.

Step 17: Using ***individual response***, have each student pronounce the words in each set and write the word(s) in their student journal.

Developing Comprehension:

Step 18: Using the pictures on page 8 of Picture Dictionary, explain and demonstrate each set of questions/statements and responses to the students.

LESSON #44 - cont.

Step 19: Have the students, *individually*, perform each of the question/statements with you being the responding person.

Step 20: Teach the students when it is proper to use “**excuse me**” compared to “**pardon me**” by writing the following rules and comparisons on the board. Model/role play the rules and comparisons for the students, using one or two of the students as the subject(s).

1st Example:

RULE: Use “**excuse me**” when asking permission to pass or leave, when interrupting, or when disagreeing with someone.

Jose and Maria are standing in my way. I want to pass by them. “Excuse me Jose and Maria, may I get by you?”

Jose and Maria are talking. I have something I want to add to their conversation. “Excuse me, Jose and Maria, I would like to say something, too.”

“Excuse me, Jose and Maria, I do not agree with you.”

2nd Example:

RULE: Use “**pardon me**” when asking forgiveness or tolerance of an inconvenience.

As I walked by Maria, I bumped her. “Pardon me, Maria. I did not mean to bump you.”

I did not hear what Maria said to me. “I beg your pardon, Maria. Could you say that again.”

As I was talking to Jose, I yawned. “Pardon me, Jose. I did not mean to yawn.”

Student Inter-action:

Step 21: Have the students, *individually*, perform each of the question/statements with you being the responding person.

Grammar Exercise:

Step 22: Using Steps 13 & 14 as a guideline, introduce the student to the contractions of “**do not**” and “**did not**,” as follows:

I do not agree with you.

I don’t agree with you.

I did not mean to bump you.

I didn’t mean to bump you.

Note: Due to the length of this Lesson there are no two-way dialogue exercises.

INSTRUCTOR'S GUIDE
COMPREHENSIVE PRONUNCIATION - Level 2 - - LESSON #45
VOCABULARY: Personal Information

LESSON GOALS: To teach students how to better communicate their personal information in both verbal and written manners.

VOCABULARY:

Set 1:

first name	area code	signature
middle name	telephone number	print (your name)
middle initial	sex	sign (your name)
last name	female	spell your name
address	male	title
street address	social security number	position
apt. # (apartment number)	identification number	
mailing address	date of birth – month/day/year	
city	place of birth	
state	mothers maiden name	
postal zip code/zip code	age	

TEACHING AIDES: Picture Dictionary page 4; Personal Information Form Student Handout, Application Information Student Handout, and Employment Application Student Handout

Introducing Vocabulary:

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

Step 2: Using ***individual response***, have each student pronounce the words and write the word(s) in their student journal.

Developing Comprehension:

Step 3: Using the pictures on page 4 of Picture Dictionary and your personal information (feel free to use factious information if you do not want the students to have your personal information), explain each word to the students.

Student Inter-action:

Step 4: At random, write the list of words, one word at a time, on the board. Have the students take turns coming to the board and write the response to the word you have written in a complete sentence and verbally pronounce their response. Correct any grammatical errors in the students' sentences as necessary.

LESSON #45 - cont.

Two-way dialogue:

Step 5: Using the vocabulary list, ask each student a question and solicit the correct verbal response from the student(s) in complete sentence form. Example:

You ask: What is your mother's maiden name.

Student Response: My mother's maiden name is Church.

Written Exercise:

Step 6: Have each student fill out the Personal Information Form Student Handout. As they do, observe each student and provide help where needed.

Step 7: Explain to the students that they will use this same personal information when filing out a variety of forms. Have each student fill out the Application Information Student Handout and the Employment Application Handout. As they do, observe each student and provide help where needed. Some of the questions asked on these handouts may be new vocabulary for the students; if so, assist the students in developing comprehension of the words that are difficult for them.

Grammar Exercise:

Step 11: Introduce the students to the reflective pronouns – *yourself, himself, myself, herself, itself*, following the process in Steps 1 & 2. Use each pronoun in a sentence: EXAMPLES: I cut myself. Jose cut himself.

INSTRUCTOR'S GUIDE
PRONUNCIATION - Level 2 - - LESSON #46
VOCABULARY: Measurements

LESSON GOALS: To teach students how to utilize various types of measuring devices and interpret measurements.

VOCABULARY:

Set 1:	Set 2:	Set 3:	Set 4:
measure	ruler	inch	high - height
count	yardstick	foot	wide - width
amount	tape measure	yard	long - length
size	map	mile	deep - depth
distance	scale(s)	teaspoon – tsp.	dimensions
dry measure	measuring spoon(s)	tablespoon – tbs.	Set 5:
liquid measure	measuring cup	ounce – oz.	fraction(s)/parts
weigh/weight		cup – c.	1/8 th
		pint – pt.	1/4 th
		quart – qt.	1/3 rd
		gallon – gal.	1/2 (on half)
		pound – lb.	whole

TEACHING AIDES: Basic Picture Dictionary page 101; Picture Dictionary pages 15 & 57
 Map Student Handout

Introducing Vocabulary:

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

Step 2: Using ***individual response***, have each student pronounce the words and write the word(s) in their student journal.

Developing Comprehension:

Step 3: Explain each vocabulary word to the students, as follows. As you explain each word, write the definition of the word on the board. Model each definition for the students. Have the students, using ***group response***, pronounce the definition and write it in their student journals.

- **measure** – to find the size or amount of something
- **count** – to find the total number of something
- **amount** – the total number of something
- **size** – how big or little something is
- **distance** – how far it is from one place to another place
- **dry measure** – the term for a measurement of something like flour

LESSON #46 - cont.

- **liquid measure** – the term for a measurement of something like water
- **weigh/weight** – to find how heavy something is/how heavy something is

Introducing Vocabulary:

Step 4: Introduce the Set 2 vocabulary by writing the words, one at a time, on the board and modeling the pronunciation of the words for the students.

Step 5: Using ***individual response***, have each student pronounce the words and write the word(s) in their student journal.

Developing Comprehension:

Step 6: Using the appropriate pictures on Basic Picture Dictionary page 101 and Picture Dictionary page 57, explain each measuring device to the students.

Introducing Vocabulary:

Step 7: Introduce the Set 3 vocabulary and abbreviations by writing the words, one at a time, on the board and modeling the pronunciation of the words for the students.

Step 8: Using ***individual response***, have each student pronounce the words and write the word(s) and the abbreviations in their student journal.

Developing Comprehension:

Step 9: Using the appropriate pictures on Basic Picture Dictionary page 101, Picture Dictionary page 57, and the Map Student Handout explain each unit of measure to the students.

Introducing Vocabulary:

Step 10: Introduce the Set 4 vocabulary by writing the words, one at a time, on the board and modeling the pronunciation of the words for the students.

Step 11: Using ***individual response***, have each student pronounce the words and write the word(s) in their student journal.

Developing Comprehension:

Step 12: Using the appropriate picture on Picture Dictionary page 15, explain the various dimensions to the students.

Introducing Vocabulary:

Step 13: Introduce the Set 5 vocabulary by writing the words, one at a time, on the board and modeling the pronunciation of the words for the students.

Step 14: Using ***individual response***, have each student pronounce the words and write the word(s) in their student journal.

Developing Comprehension:

Step 15: Using the appropriate pictures on Picture Dictionary page 15, explain each fraction to the students.

LESSON #46 - cont.

Step 16: Using the charts on Basic Picture Dictionary page 101, explain the following concepts to the students. As you explain each concept, write it on the board, model it for the students, and have the students write it in their student journal.

- 12 inches in a foot
- 3 feet in a yard – 36 inches in a yard
- 1,760 yards in a mile or 5,280 feet

Step 12: Using the Map handout, have students find the distances between given points, with you providing the starting point and destination. As you pose each distance question, write it on the board and model it for the students, have the students using ***group response*** pronounce the question and write it in their student journals. Have the students take turns coming to the board and writing the answer to your distance question in a complete sentence and verbally report their findings to the class.