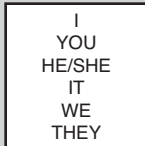


LESSON 1 - SUBJECT PRONOUNS

Prep: Cube:



Overhead transparencies of pages 3 and 4

Copies of pages 3 and 4 for each student

Note:

Repeat all new words and actions three times.

Give students only the cube(s) for the lesson at hand.

A cube set can be shared by up to 6 students. Use multiple sets for larger classes.

Vocabulary for teaching the lesson:

one, two, three	Use the fingers to count.
point	Be sensitive about pointing--use the whole hand.
say	Use a talking hand signal--put straight fingers against the thumb and open and close.
repeat	Say, "One" a few times, then, "Repeat" and then draw your cupped hand toward you. Students should respond with, "One."
roll	Roll a cube to demonstrate.
find	Hide a cube, pretend to look for it, find it, and say, "Find."
how many?	Put one finger up, make a questioning face and say, "How many?" Put your finger up again and say, "One." Do the same with two fingers, etc.
write	Demonstrate by writing on the board.

1. Teach the pronouns:

Give each student a copy of page 3, and the cube for the lesson.

Pick up the cube, point to the print, and say, "What color?". If the students can't answer, say, "Blue....Pronouns are blue." Then rotate the cube so that students see each word. As you point to each respective word, say, "I...pronoun. You...pronoun. He...pronoun," etc. If you are demonstrating this for a large class, print the words on a gift box (7" square works well). (The Container Store has many sizes in white.)

Now start with page 3. Teach singular and plural. Say, "Singular...one," showing one finger, then, "Plural...2,3,4," showing the corresponding number of fingers.

Moving down the first column on page 3, teach the singular pronouns first. Use one hand to count and the other to point. Be sure to look and point in the appropriate direction. For example, say, "I," and point to and look down at yourself. Then point to the cube and say, "Find 'I'." (Students rotate the cube to find 'I'.) Have all students mimic your actions and repeat each word three times. Ask, "How many?" after each pronoun, then say, "One...singular." Be sure to make direct eye contact when you point to demonstrate 'you'. When you demonstrate 'he', 'she', and 'they', keep direct eye contact with your listener as you point away in the direction of the 'he', 'she', or 'they'. Use the drawings on page 3 as a guide.

LESSON 1 - SUBJECT PRONOUNS

Using the same steps, teach the plural pronouns. Start with, “I...one...singular,” and then move across the page to “WE...2,3,4...plural.” Link arms and point at yourselves to demonstrate ‘we’. Move from the singular to the plural for all the pronoun forms to help the student understand the relationship between each singular form and its plural. Point out that ‘you’ is the same in singular or plural.

(See our website <www.englishonaroll.com> for a demo of this lesson.)

TEACHING NOTES:

All of the following exercises can be done individually or in groups. Give students only the cube or cubes that are needed for the lesson. If you are working in groups (up to six students on one set), make sure that the cubes are passed from one student to the next so that everyone gets time using them.

As soon as students know all the words on a cube, they may roll it. Do not roll a cube that contains words unfamiliar to them. Students rotate the latter to find the words they know. Normally, only one cube will be rolled at one time (rolling two or more is confusing for beginners).

To make the exercises seem even more like games, keep individual or group scores. For example, give one point for finding the word on the cube, one point for saying it correctly, and one for demonstrating its meaning by pointing and looking.



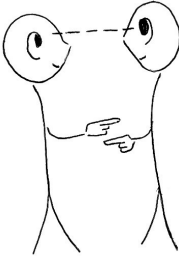
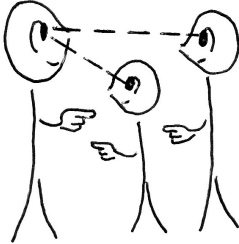
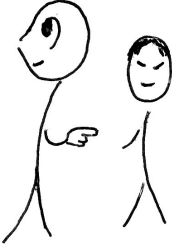
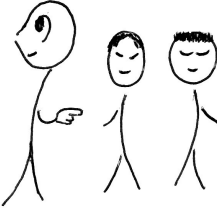

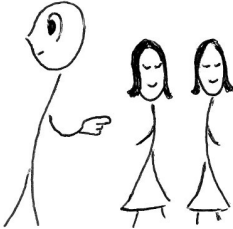


2. Conversation/games:

- A. Give the cube to the students. Point to yourself and say, “I.” Have students point to themselves and say, “I.” Point to the cube and say, “Find ‘I’.” Students turn the pronoun ‘I’ face up. Tell them, “Say, ‘I,’” while making the talking hand signal (see vocabulary) and point to yourself again. Students should respond with, “I,” and point to themselves. Repeat this process for all the subject pronouns. Do them in order first (I, you, he, she, it, we, you, they) and then randomly.
- B. One student in each group rolls the cube, says the word that turns up, tells if it’s singular or plural, and demonstrates its meaning by pointing and looking. The next student rolls the cube, and so forth. Give points for fun.

3. Written exercises:

Give page 4 to the students. Do the example first, and then one or two of the exercises together to make sure they understand what to do. Let them work alone or together, using page 3 as a guide if they wish. Encourage them to help each other. Check answers together.

LESSON 1 - SUBJECT PRONOUNS

singular (1)	plural (2...3...4....)
 <p>I</p>	 <p>WE</p>
 <p>YOU</p>	 <p>YOU</p>
 <p>HE</p>	 <p>THEY</p>
 <p>SHE</p>	 <p>THEY</p>
 <p>IT</p>	 <p>THEY</p>

LESSON 1 - SUBJECT PRONOUNS

3. Writing:

Write the word.

1.



_____ /

2.



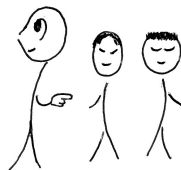
3.



4.



5.



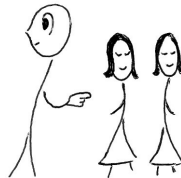
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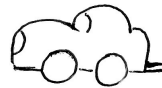
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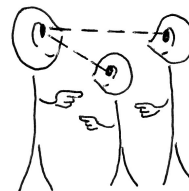
8.



9.



10.



11.



12.



LESSON 2 - 'BE' VERB

Prep: Cubes:

I	AM
YOU	ARE
HE/SHE	IS
IT	WAS
WE	WERE
THEY	BE

Overhead transparencies of pages 7 and 8

Copies of pages 7 and 8 for each student

Pictures to illustrate the pronouns if you have only one or two students

Paper and pens

A picture of a family

Note: Repeat all words three times.

Give students only the cubes for the lesson.

Vocabulary:

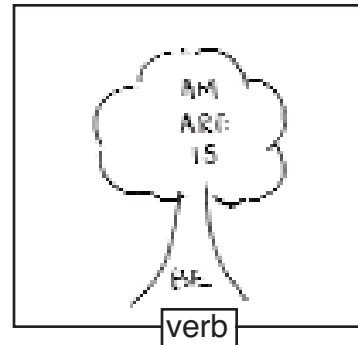
(same as Lesson 1, page 1)

first name	Write your name on the board. Use it to explain both 'first' and 'family' name. (Showing a family picture is helpful.)
family name	

same	Use pairs of objects to demonstrate (pencils, pens, chairs). i.e., hold up two identical pens and say, "Same."
------	--

1. Teach the concepts:

Draw a tree. Write 'BE' on the trunk, and 'AM', 'ARE', 'IS' in the middle of the the top.



Teach that 'BE' is the family name, and 'AM', 'ARE', and 'IS' are first names. Point at each word as you say it. Students repeat after you. Point back and forth between 'BE' and the other words, and say, "Same."

Give the students **only** the 'BE' cube. Pick up the 'BE' cube and point to the print. Ask, "What color?" If they can't answer, say, "Red." Then say, "Verbs are red." Rotate the cube, showing only the four words for the lesson (BE, AM, ARE, IS). Start by showing 'BE', and say, "Be...Verb." (for 'BE'), then, "'Am'...Same as 'Be'; 'Is'...Same as 'Be'; 'Are'...Same as 'Be'."

Now add the subject pronoun cube and give a copy of page 7 to each student. Work though the page together. Students build each combination ('I AM', etc.), say the words ("I AM") three times, tell if the form is singular or plural (singular in this case), and demonstrate meaning by pointing. (Here, each points at himself/herself.)

LESSON 2 - 'BE' VERB

2. Conversation/games:

- A. Give students both cubes for this lesson. Tell them to find 'I' on the subject pronoun cube. When 'I' is face up, they **rotate** (not roll) the verb cube to find the correct verb match (in this case 'AM'). Students then read the words aloud ("I AM"), tell if they are singular or plural, and demonstrate their meaning by pointing. Work through all the subject pronouns in the same way.
- B. Give students both cubes. One student **rolls** the subject pronoun cube, and then **rotates** the verb cube to match the pronoun that turns up, says the words, tells if they are singular or plural, and demonstrates their meaning.
- C. Give students both cubes. Each writes his/her own first name (large print) on a piece of paper, and places the paper in front of himself/herself. (Do the same yourself.) Then:
1. Write 'I AM' on the board. Write your own first name at the end.
 2. Tell the students, "Find 'I AM'." (They turn the words up on the cubes.)
 3. Hold your name in front of you. Say, "I am (say your first name)."
 4. Point to yourself. Repeat the sentence at least three times.

Students then take turns saying the sentence using their own names, ("I am John," etc.) and pointing to themselves.



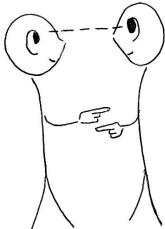
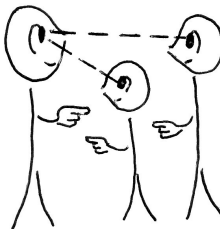

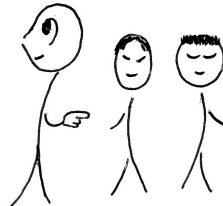

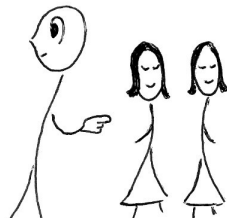


Change 'I AM' to 'YOU ARE', and demonstrate, using steps 1 to 4 above as a guide, and changing names and gestures as necessary. Work through all the forms. (Write 'AND' on a piece of paper to use in the plural, i.e., 'They are John and Maria'. Teach that 'AND' is the same as '+'.)

- D. Repeat exercise B, adding the names in exercise C. The student who matches the cube words completes the sentence by saying appropriate names, gesturing as needed, and telling if the sentence is singular or plural. For example, if 'HE' turns up on the cube roll, the student would look at you, point toward a male and say, "He is (John)....Singular."

3. Written exercises:

Give page 8 to the students. Do the example first, and then one or two of the exercises together to make sure they understand what to do. Let them work alone or together, using page 7 as a guide if they wish. Encourage them to help each other. Check answers together.




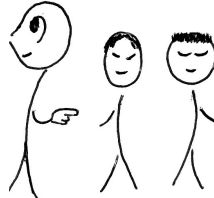
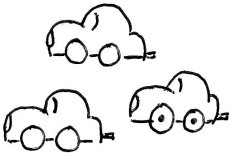






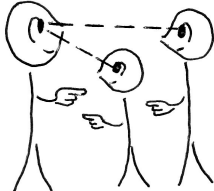
LESSON 2 - 'BE' VERB

singular (1)	plural (2...3...4....)
 <p>I AM</p>	 <p>WE ARE</p>
 <p>YOU ARE</p>	 <p>YOU ARE</p>
 <p>HE IS</p>	 <p>THEY ARE</p>
 <p>SHE IS</p>	 <p>THEY ARE</p>
 <p>IT IS</p>	 <p>THEY ARE</p>

LESSON 2 - 'BE' VERB

Writing:

Write the word.

<p>1.  I <u>AM</u></p>	<p> HE _____</p>
<p>2.  YOU _____</p>	<p>7.  THEY _____</p>
<p>3.  THEY _____</p>	<p>8.  IT _____</p>
<p>4.  SHE _____</p>	<p>9.  I _____</p>
<p>5.  WE _____</p>	<p>10.  SHE _____</p>
<p>6.  IT _____</p>	<p>11.  YOU _____</p>

LESSON 3 - CONSONANT START NOUNS AND THE 'A' ARTICLE

Prep: Cubes:

A
AN
THE

STUDENT
STUDENTS
TEACHER
TEACHERS
CAR
CARS

Overhead transparencies of pages 11 and 12

Copies of pages 11 and 12 for each student

Removable sticky labels (See Note and Exercise B, page 10. Buy at office supply stores--3/4" x 1/2" work well.)

Note: Be sure that students say the words three times at least. Repetition is key.

Vocabulary:

noun = name

Demonstrate by pointing at things in the room, saying their names and then, "Noun."

'A' = one = singular (A CAR = ONE CAR). 'A' is an article.

1. Teach the concepts:

Give students the two cubes (only) and a copy of page 11.

Check for understanding of singular and plural (see page 1 if needed).

Pick up the noun cube, point to the print and say:

"What color?" "Blue...Dark blue." "Nouns. Nouns are dark blue."

Rotate the cube, showing each word, and saying:

"CAR'...One...Singular." "CARS'...2,3,4...Plural."

"STUDENT'...One...Singular." "STUDENTS'...2,3,4...Plural."

"TEACHER'...One...Singular." "TEACHERS'...2,3,4...Plural."

Pick up the article cube and say:

"What color?" "Blue...Dark blue." "Articles. Articles are dark blue."

"Articles go with nouns." (Put the two cubes together to demonstrate.)

Show only 'A', and say:

"A'...Article." "A'...One...Singular." (Don't teach 'AN' or 'THE' now.)

Next, work down the 'singular' column on page 11. Students repeat the words after you ('A STUDENT'), rotate the cubes to find them, and tell if they are singular or plural. Then work across the columns, starting with the singular ('A STUDENT') and moving to the plural ('STUDENTS'), showing that there is no 'A' with plural nouns.

As you work, ask your students, "A'...how many?" and "Student' (etc.)... how many?"

Important concepts:

Articles go with nouns

Noun + 's' = plural (2,3,4....).

No 'A' with plural nouns

LESSON 3 - CONSONANT START NOUNS AND THE 'A' ARTICLE

Note: The noun cube in this lesson represents nouns that start with a consonant sound and form their plurals with 's' (regular plural formation). It is very important for students to understand that many nouns--not merely the words on this noun cube--follow these rules. The following exercises will help.

2. Conversation/games (Remember--repeat, repeat, repeat!):

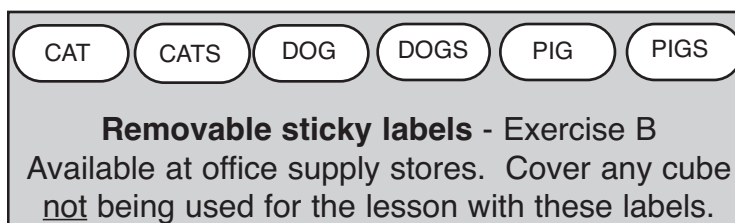
A. Write this table on the board →

- 1) Point to an object in the room and ask, "Name?"
Choose on regular nouns that start with a consonant sound.
(See Note above.)

Singular		Plural	
Article	Noun (1)	Article	Noun (2..3..4)
A	PEN	X	PENS

- 2) Write the singular form in its column. Ask, "How many?" (Answer... "One... singular.")
- 3) Write the plural form. Emphasize the ending 's'. Ask, "How many?" (Answer... "Two, three, four...plural.")
- 4) Point to the singular form and ask, "'A'?" Write 'A' in its column, saying, "Yes."
- 5) Point to the plural form and ask, "'A'?" Mark an 'X' to indicate 'No'. Say, "No."

Repeat steps 1-5 with each new word. Have students do as much of the board work as possible. For example, you may write the singular form, and they write the plural, etc.



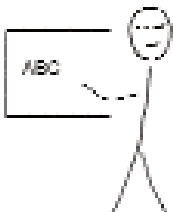
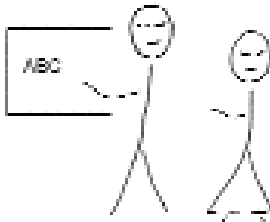




- B. Give students the article cube. Write on the board the singular and plural forms of three consonant start nouns whose plurals are made with 's'. Have students copy each word on a removable sticky label, using dark blue ink or pencil to color-code. Pick out any cube that you are not using for the lesson, and stick one label on each face. Students then take turns rolling the customized cube, saying the word, telling if it's singular or plural, and deciding if 'A' is used with the word or not. Keep points for fun.
- C. Help students find nouns (See Note above) from new words they are learning, and do exercises A and/or B.

3. Written exercises:

Give page 12 to the students. Show them that 'X' means no 'A'. Do the example first, and then one or two of the exercises together to make sure they understand what to do. Let them work alone or together, using page 11 as a guide if they wish. Encourage them to help each other. Check answers together.

LESSON 3 - CONSONANT START NOUNS AND THE 'A' ARTICLE

singular (1)		plural (2...3...4....)	
<u>ARTICLE</u>	<u>NOUN</u>	<u>ARTICLE</u>	<u>NOUN</u>
A	 STUDENT	A	 STUDENTS
A	 TEACHER		 TEACHERS
A	 CAR		 CARS

LESSON 3 - CONSONANT START NOUNS AND THE 'A' ARTICLE

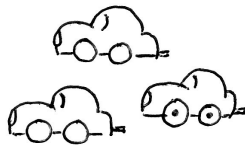
Writing:

Write **A** or **X**

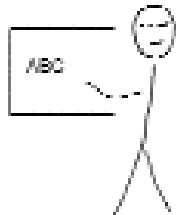
1. A CAR



2. X CARS



3. _____ TEACHER



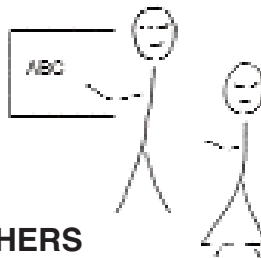
4. _____ STUDENT



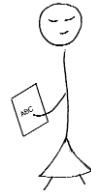
5. _____ STUDENTS



6. _____ TEACHERS



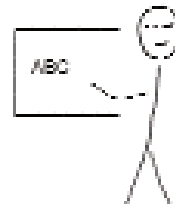
7. _____ STUDENT



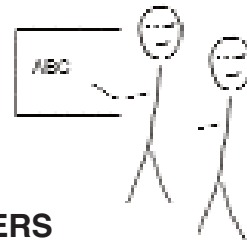
8. _____ STUDENTS



9. _____ TEACHER



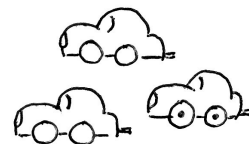
10. _____ TEACHERS



11. _____ STUDENT



12. _____ CARS



LESSON 4 - MAKING STATEMENTS WITH 'BE'

Prep: Cubes:

I YOU HE/SHE IT WE THEY	AM ARE IS WAS WERE BE	NOT AS THAN ALSO TOO	A AN THE	STUDENT STUDENTS TEACHER TEACHERS CAR CARS	? . ! ,
--	--------------------------------------	----------------------------------	----------------	---	------------------

Overhead transparencies of pages 15 and 16

Copies of pages 15 and 16 for each student

Removable sticky labels (See Note and Exercise B, page 10)

Note:

Be sure that students repeat the words aloud.

When cubes are rolled to make sentences, only one cube should be rolled. This cube becomes the 'anchor' (it does not change once it is rolled), and the other cubes are rotated (not rolled) to agree with it. Students should know all the words on a cube before it is rolled.

Starting with this lesson, the written exercises are in small case letters. Be sure your students know both large and small case forms.

Vocabulary:

statement	Use sentences on page 15 as examples ('I am a student.')
period (.)	Stops a statement. Say, "I am a student--stop....You are a student--stop," etc. Put your hand up to signal 'stop'.
not	Same as 'no'. Shake your head and use a thumbs-down gesture.

1. Teach the concepts:

Give students the cubes and a copy of page 15. Work through it together, paying particular attention to singular and plural. Use a thumbs-up sign for positive statements and thumbs-down for negative. Students build the sentences with the cubes. If necessary, tell them, "Find 'I'....Find 'AM'....," etc., and have them repeat each sentence at least three times as you progress.

Start with the first sentence ('I am a student.'). Point to it and say:

"Statement....'Yes' statement." (Thumbs up.)

Point to each word and say:

"Singular...Singular...Singular...Singular," to convey that all of the words are singular.

Move to the next sentence ('I am not a student.'). Point to it and say:

"Statement....'No' statement." (Thumbs down.)

Point to each word and say:

"Singular...Singular...Singular...Singular," to convey that all of the words are singular. Skip 'NOT' since it is neither singular nor plural.

Repeat the above with all the statements in the singular column. Then return to the first sentence ('I am a student.'). say it again, and work across the page to the plural form ('We are students.') in column 2. Use the same script as above,

LESSON 4 - MAKING STATEMENTS WITH 'BE'

changing 'Singular' to 'Plural' for the forms in column two. Note that 'not' is the same in singular and plural.

Repeat the above process using 'TEACHER' and 'TEACHERS'.




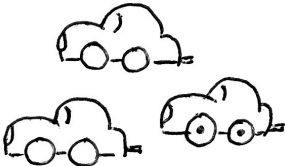
2. Conversation/games:

- A. Give students the cubes for the lesson. Players roll the pronoun cube (the anchor cube) and rotate the remaining cubes to make statements that agree. For example, if 'IT' turns up, students rotate the remaining cubes to build 'IT IS A CAR.' and 'IT IS NOT A CAR.'. The student who rolls the anchor cube reads the statement aloud and tells if it is singular or plural. Have students write the sentences. Keep score for fun.
- B. Repeat exercise A above, using the noun cube as the anchor. For instance, if 'TEACHERS' turns up, the student(s) could build 'WE ARE TEACHERS.' or 'WE ARE NOT TEACHERS.' (or other plural forms).
- C. Make customized noun cubes (Exercise B, page 10) and use them in either A or B above.
- D. Put objects on a table (at least two of each), all of whose names begin with a consonant sound and end with 's' in the plural. Hold up one object. The student names it (i.e., "Pencil") and makes a statement orally ("It is a pencil.") Hold up two or more of the same object and repeat the process.

3. Written exercises:

Give page 16 to the students. Do the example first, and then one or two of the exercises together to make sure they understand what to do. Let them work alone or together, using page 15 as a guide. Encourage them to help each other. Check answers together.

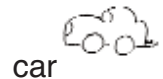
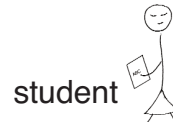
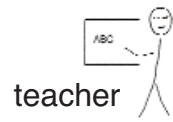
LESSON 4 - MAKING STATEMENTS WITH 'BE'

singular (1)	plural (2, 3, 4...)
	
<p>I am a student. I am not a student.</p>	<p>We are students. We are not students.</p>
<p>You are a student. You are not a student.</p>	<p>You are students. You are not students.</p>
<p>He is a student. He is not a student.</p>	<p>They are students. They are not students.</p>
<p>She is a student. She is not a student.</p>	<p>They are students. They are not students.</p>
	
<p>It is a car. It is not a car.</p>	<p>They are cars. They are not cars.</p>

LESSON 4 - MAKING STATEMENTS WITH 'BE'

Write:

am are is not a .



1. He is a teacher .



2. It is not a teacher.
It is a car .



3. They _____ cars _____



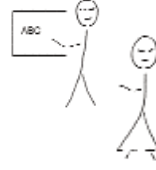
4. _____ am _____



5. We _____



6. You _____ teachers _____



7. You _____



8. She is _____ car.
She is _____



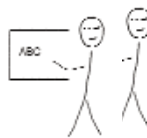
9. They _____



10. I am _____



11. We _____



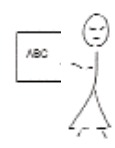
12. She _____ student.



13. You are _____ teacher.
You are _____ student.



14. I am _____ teacher _____



LESSON 5 - 'YES/NO' QUESTIONS WITH 'BE'

Prep: Cubes:

I YOU HE/SHE IT WE THEY	AM ARE IS WAS WERE BE	A AN THE	STUDENT STUDENTS TEACHER TEACHERS CAR CARS	? . ! ,
--	--------------------------------------	----------------	---	------------------

Overhead transparencies of pages 18 and 19

Copies of pages 18 and 19 for each student

Removable sticky labels (See Note and Exercise B, page 10)

Note: Teaching the subject-verb reversal in word order (I am--Am I?) can be difficult. Physically demonstrating the reversal with the cubes makes the task much easier.

Vocabulary:

question Explain 'question' (Am I a teacher? How many?, etc.) using hand signals and facial expressions

1. Teach the concepts:

Give students the cubes for the lesson and a copy of page 18. Work through it together. Point out the reversal in word order from statement to question. The first two words are numbered for the 'I am' and 'you are' examples to help illustrate the reversal. Students build the statements and questions and say them aloud. Call attention to the question mark.

2. Conversation/games:

- A. Give students the cubes for the lesson. One student rolls the subject pronoun cube (which becomes the anchor---see Note, page 13), builds a correct statement with the remaining four cubes, and says the words aloud. He/she then makes a question using the same words and says them aloud. Students take turns doing this exercise. As usual, keep points for fun and focus.
- B. Repeat exercise A above, using the noun cube as the anchor.
- C. Make customized noun cubes (Exercise B, page 10) and use them in either A or B above.
- D. Write nouns (singular and plural) on the board that start with a consonant sound and form their plurals with 's'. Students in the class take turns making oral statements and questions using the nouns.

3. Written exercises:

Give page 19 to the students. Do the example first, and then one or two of the exercises together to make sure they understand what to do. Check answers together.

LESSON 5 - 'YES/NO' QUESTIONS WITH 'BE'

	Statements	Questions
<u>Singular</u>	<div>(1) (2)</div> I am a student.	<div>(2) (1)</div> Am I a student?
	<div>(1) (2)</div> You are a student.	<div>(2) (1)</div> Are you a student?
	He is a student.	Is he a student?
	She is a student.	Is she a student?
	It is a car.	Is it a car?
<u>Plural</u>	We are students.	Are we students?
	You are students.	Are you students?
	They are students.	Are they students?
	They are cars.	Are they cars?

LESSON 5 - 'YES/NO' QUESTIONS WITH 'BE'

Writing:

Make questions.

Statements	Questions
1. I am a student. —————→	1. <u>Am I a student ?</u>
2. She is a teacher. —————→	2. _____ ?
3. They are cars.	3. _____ ?
4. It is a car.	4. _____ ?
5. We are teachers.	5. _____ ?
6. He is a student.	6. _____ ?
7. They are students.	7. _____ ?
8. You are a teacher.	8. _____ ?
9. We are students.	9. _____ ?
10. I am a teacher.	10. _____ ?
11. He is a teacher.	11. _____ ?
12. You are teachers.	12. _____ ?
13. She is a student.	13. _____ ?
14. It is _____.	14. _____ ?
15. They are _____.	15. _____ ?
16. She is _____.	16. _____ ?
17. You are _____.	17. _____ ?
18. I am _____.	18. _____ ?

LESSON 6 - ANSWERING 'YES/NO' QUESTIONS WITH 'BE'

Prep: Cubes:

I YOU HE/SHE IT WE THEY	AM ARE IS WAS WERE BE	A AN THE	STUDENT STUDENTS TEACHER TEACHERS CAR CARS	? . ! ,	YES NO MAYBE	NOT AS THAN ALSO TOO
--	--------------------------------------	----------------	---	------------------	--------------------	----------------------------------

Overhead transparencies of pages 22 and 23

Copies of pages 22 and 23 for each student

Removable sticky labels (See Note and Exercise B, page 10)

Note: The commas after 'yes' and 'no' on pages 22 and 23 have been omitted for simplicity. If you wish to include commas, write them in before copying the pages, and use one of the blank cubes to make an extra punctuation cube (including a comma) for exercises with the cubes.

Vocabulary:

question	Make two columns, one titled 'Question?' and one titled 'Answer.'.
answer	Use hand signals and facial expressions to demonstrate questions. For example, point to yourself and ask, "Teacher?" Then say, "Question." (Write 'Teacher?' in the question column.) Ask, "Teacher?" again, then pause for a moment, nod your head and answer, "Yes," followed by, "Answer." (Write 'Yes.' in the answer column.) Repeat as necessary. Point to a student and ask, "Teacher?", shaking your head and answering, "No". in response.
comma	(If used here), a pause. Demonstrate this by 'walking' the answers, i.e., 'yes' is the first step, pause for the comma, 'I' is the second step, and 'am' is the third. Bring your feet together and put up your hand to signal the period (stop).

1. Teach the concepts:

Give students the cubes for the lesson and a copy of page 22. Show that the singular forms are at the top of the page and plural forms at the bottom. Work through page 22 together. As usual, students say the sentences aloud and build them with the cubes. Use thumbs up, thumbs down to illustrate 'yes' and 'no'. (You may want to point out that a simple 'yes' or 'no' is also correct for answering the questions.)

2. Conversation/games:

A. Give students the cubes for this lesson. One student rolls the subject pronoun cube (which becomes the 'anchor'---See Note, page 13), builds a correct question by rotating the remaining cubes, and says the words aloud. He/she makes a 'yes' answer and says it aloud, then a 'no' answer. Students take turns doing this exercise, or teams using two sets can play with one another, i.e., one team makes a question, and the other answers it.

LESSON 6 - ANSWERING 'YES/NO' QUESTIONS WITH 'BE'

- B. Repeat exercise A above, using the noun cube as the anchor.
- C. Make customized noun cubes (See Exercise B, page 10) and use them in either A or B above.
- D. Oral. Write nouns on the board that start with a consonant sound and form their plurals with 's'. Students (or teams) in the class take turns making questions and answers with them, with or without the cubes.

3. Written exercises:

Give page 23 to the students. Show that they will work across the page. Do the example first, and then one or two of the following exercises together to make sure they understand what to do. Let them work alone or together, using page 22 as a guide. Encourage them to help each other. Check answers together.

LESSON 6 - ANSWERING 'YES/NO' QUESTIONS WITH 'BE'

	Questions	Answers
<u>Singular</u>	Am I a student? →	Yes I am. No I am not.
	Are you a student? →	Yes you are. No you are not.
	Is he a student? →	Yes he is. No he is not.
	Is she a student? →	Yes she is. No she is not.
	Is it a car? →	Yes it is. No it is not.
<hr style="border-top: 1px dashed black;"/>		
<u>Plural</u>	Are we students? →	Yes we are. No we are not.
	Are you students? →	Yes you are. No you are not.
	Are they students? →	Yes they are. No they are not.
	Are they cars? →	Yes they are. No they are not.

LESSON 6 - ANSWERING 'YES/NO' QUESTIONS WITH 'BE'

Writing:

Write the 'yes' and 'no' answers.

Questions	Yes Answers	No Answers
1. Is she a teacher?	1. <u>Yes</u> <u>she</u> <u>is</u> .	1. <u>No</u> <u>she</u> <u>is</u> <u>not</u> .
2. Am I a student?	2. Yes _____ .	2. No _____ .
3. Are they cars?	3. _____ .	3. _____ .
4. Is it a car?	4. _____ .	4. _____ .
5. Are we teachers?	5. _____ .	5. _____ .
6. Is he a student?	6. _____ .	6. _____ .
7. Are they students?	7. _____ .	7. _____ .
8. Are you a teacher?	8. _____ .	8. _____ .
9. Are we students?	9. _____ .	9. _____ .
10. Is he a teacher?	10. _____ .	10. _____ .
11. Is he a boy?	11. _____ .	11. _____ .
12. Are they teachers?	12. _____ .	12. _____ .
13. Is she a girl?	13. _____ .	13. _____ .
14. Is it _____ ?	14. _____ .	14. _____ .
15. Are they _____ ?	15. _____ .	15. _____ .
16. Is she _____ ?	16. _____ .	16. _____ .

LESSON 7 - ARTICLES 'A' AND 'AN' WITH NOUNS

Prep: Cubes:

A
AN
THE

STUDENT
STUDENTS
TEACHER
TEACHERS
CAR
CARS

ANIMAL
ANIMALS
EGG
EGGS
INSECT
INSECTS

Overhead transparencies of pages 25 and 26

Copies of pages 25 and 26 for each student

Removable sticky labels (See Note and Exercise B, page 10.)

Dark blue pens

Note: Students will need to know the difference between consonant and vowel sounds.

Vocabulary:

consonant sound

vowel sound

Demonstrate 'sound' by making lots of different ones: whistle, knock on the table, clap, etc. Say, "Sound," after each action. Review vowels and consonants. Then, starting with the consonants, say their sounds ("buh" for 'b', "duh" for 'd', etc.), repeating, "Consonant sound." Do the same for the vowels.

(See the lists on page 25 for new words.)

1. Teach the concepts:

Give each student a copy of page 25. Read through it together (students repeat after you). Start with the consonant sound nouns, explaining that 'a' goes before consonant sounds. Then teach 'an' and the vowel sound nouns, and finally, the proper nouns (no 'a' or 'an').

Have each group write proper nouns (their first names, and at least one place---such as 'Ohio' or 'Seattle') on sticky labels, and attach the labels to any cube(s) not being used for the lesson. Practice singular proper nouns orally ('It is Seattle.', 'I am Maria.', etc.).

2. Conversation/games:

- A. Give students the article and consonant start noun cube for this lesson and the following cubes: 1) subject pronoun, 2) 'be' verb (am, are, is), and 3) punctuation. Have them roll the noun cube and build a statement and/or a question. For example, if 'STUDENT' turns up, possible sentences are 'I am a student.', or 'Is he a student?', etc.
- B. Repeat exercise A with the vowel noun cube and then a customized proper noun cube (See above.). For more of a challenge, use all three noun cubes at the same time.

3. Written exercises:

Give page 26 to the students. Let them work alone or together, using page 25 as a guide. Encourage them to help each other. Check answers together.

LESSON 7 - ARTICLES 'A' AND 'AN' WITH NOUNS

Singular - Before consonant sounds		Singular - Before vowel sounds	
<u>Article</u>	<u>Noun</u>	<u>Article</u>	<u>Noun</u>
a	car	an	egg
a	student	an	insect
a	teacher	an	animal
a	woman	an	apple
a	man	an	umbrella
a	child	an	infant
a	baby	an	elephant
a	mother	an	author
a	father	an	orange

Singular - Before proper nouns	
<u>Article</u>	<u>Noun</u>
a	Maria
an	Africa
	Abdi
	Jose
	Amina
	Mexico
	Seattle

LESSON 7 - ARTICLES 'A' AND 'AN' WITH NOUNS

Writing:

Write 'a' 'an' or 'X'.

- | | |
|-----------------------------|--------------------------------|
| 1. It is <u>a</u> car. | 17. Is he _____ teacher? |
| 2. They are <u>X</u> cars. | 18. Are you _____ teachers? |
| 3. It is <u>an</u> animal. | 19. Are they _____ women? |
| 4. You are _____ man. | 20. Is it _____ France? |
| 5. It is _____ egg. | 21. Am I _____ artist? |
| 6. They are _____ eggs. | 22. Is he _____ man? |
| 7. It is _____ Korea. | 23. Are they _____ eggs? |
| 8. He is _____ child. | 24. Are we _____ children? |
| 9. I am _____ student. | 25. Is he _____ Abdi? |
| 10. You are _____ artist. | 26. Are you _____ Anna? |
| 11. They are _____ mothers. | 27. Are we _____ authors? |
| 12. It is _____ Africa. | 28. Is it _____ elephant? |
| 13. He is _____ Juan. | 29. Is it _____ South America? |
| 14. She is _____ Anna. | 30. Are they _____ apples? |
| 15. We are _____ women. | 31. Am I _____ mother? |
| 16. It is _____ apple. | 32. Are we _____ mothers? |