



Language Development Cards

English Language Development

**Mc
Graw
Hill**
Education



Grades 2–3

LESSON 16

AUXILIARY VERBS

may, must, might

MATERIALS:

Language Development
Practice, pp. 91-93

OBJECTIVE:

- Identify and use the auxiliary verbs *may*, *must*, and *might*.

» Go Digital

Introduce the Concept		Model the Skill	
I Do	<p>Explain that an auxiliary or helping verb gives a special meaning to the action described in the main verb.</p> <ul style="list-style-type: none"> The auxiliary verb is one word. It does not change its form. The auxiliary verb is written right before the main verb. 		<p>Write and Read:</p> <ul style="list-style-type: none"> I may leave early. I must leave early. I might leave early. <p>Point to and circle the auxiliary and main verbs as you paraphrase each sentence.</p> <ul style="list-style-type: none"> I am allowed to leave early. I have to leave early. It is possible that I will leave early. <p>Repeat the exercise with the following sentences:</p> <ul style="list-style-type: none"> Sun Lee may/must/might study for the test. The team may/must/might practice.
Interactive Examples		Corrective Feedback	
We Do	<p>Write and Read:</p> <ul style="list-style-type: none"> Jake has to go upstairs. I can say the same thing using an auxiliary verb. Which words do I replace? (has to) Which auxiliary verb do I use? (must) <p>Have a volunteer rewrite the sentence with the correct auxiliary verb. (Jake must go upstairs.)</p> <p>Repeat with the following sentences:</p> <ul style="list-style-type: none"> Raoul is allowed to have more ice cream. It is possible the store will close for good. 		<p>Students are likely to have difficulty distinguishing between <i>may</i> and <i>might</i>, since Americans tend to use them interchangeably with each other and <i>can</i> in everyday conversation. As often as necessary, remind students that <i>may</i> indicates freedom or permission, while <i>might</i> indicates a possibility that is not yet decided. Auxiliary verbs are difficult to master, even for native English speakers. You may want to allow extra time for practice and review of this concept.</p>
Oral Practice		Written Practice	
You Do	<p>Have students restate each sentence with the correct auxiliary verb.</p> <ul style="list-style-type: none"> Maia is allowed to sleep late. It is possible the dog will want to play a game. Mark is allowed to go to the movies. The cat has to sleep in her basket by the fire. 		<p>Provide each student with a copy of Practice pages 91-93 that corresponds to his or her proficiency level. Go over the examples and have partners work together to complete the exercises.</p>

LESSON 16

AUXILIARY VERBS

should, could, would

MATERIALS:

Language Development Practice, pp. 94–96

OBJECTIVE:

- Identify and use the auxiliary verbs *should, could, and would*.

» Go Digital

	Introduce the Concept	Model the Skill
I Do	<p>Remind students that an auxiliary or helping verb gives a special meaning to the action described in the main verb. Explain that <i>should, could, would</i> are also auxiliary verbs.</p> <p>Tell students that <i>should</i> refers to a recommended future action, <i>could</i> refers to a possible future action, and <i>would</i> refers to an unlikely future action.</p>	<p>Write and Read:</p> <ul style="list-style-type: none"> I <i>should</i> leave early. I <i>could</i> leave early. I <i>would</i> leave early. <p>Point to and circle the auxiliary verbs as you paraphrase each sentence.</p> <ul style="list-style-type: none"> <i>Leaving early is recommended. Leaving early is possible. Leaving early is unlikely.</i> <p>Repeat the exercise with the following sentences:</p> <ul style="list-style-type: none"> Sun Lee <i>should/could/would</i> study for the test. The team <i>should/could/would</i> practice.
	Interactive Examples	Corrective Feedback
We Do	<p>Write and Read:</p> <ul style="list-style-type: none"> Jake <i>goes upstairs</i>. (recommended) How <i>would</i> you rewrite this sentence to show the mood in parentheses? Have a volunteer rewrite the sentence using the correct auxiliary verb. (<i>Jake should go upstairs.</i>) <p>Repeat with the following sentences:</p> <ul style="list-style-type: none"> Raoul <i>has more ice cream</i>. (possible) January <i>digs in the garden</i>. (unlikely) 	<p>Students may have difficulty understanding when to use <i>would</i> and <i>could</i>. Help them understand that <i>could</i> implies the action is likely, while <i>would</i> implies the opposite. Give them these examples:</p> <ul style="list-style-type: none"> I <i>could</i> organize a party very easily. I <i>would</i> organize a party, but I am very busy. <p>Go over the difference in emphasis between <i>could</i> and <i>would</i> in these sentences.</p>
	Oral Practice	Written Practice
You Do	<p>Have students restate each sentence, using an auxiliary verb to show the mood in parentheses.</p> <ul style="list-style-type: none"> Maia <i>sleeps late</i>. (possible) The dog <i>plays a game</i>. (unlikely) Mark <i>goes to the movies</i>. (recommended) The cat <i>sleeps in her basket by the fire</i>. (recommended) 	<p>Provide each student with a copy of Practice pages 94–96 that corresponds to his or her proficiency level. Go over the examples and have partners work together to complete the exercises.</p>

MATERIALS:

Language Development Practice, pp. 97–99

OBJECTIVE:

- Understand and use the present progressive tense.

» Go Digital

	Introduce the Concept	Model the Skill
I Do	<p>Review the present tense with students.</p> <p>Explain that the present progressive tense combines a present-tense form of <i>to be</i> with the <i>-ing</i> form of the main verb. The present progressive tense describes what is happening now, at this exact moment.</p> <p>Demonstrate by sitting down.</p> <ul style="list-style-type: none"> • <i>I am sitting down.</i> 	<p>Write and Read:</p> <ul style="list-style-type: none"> • present tense of “to be” + [verb]-ing <p>Examples:</p> <ul style="list-style-type: none"> • <i>I write.</i> → <i>I am writing.</i> • <i>You take notes.</i> → <i>You are taking notes.</i> • <i>The present progressive tense has two parts: the present tense of to be plus the -ing form of the main verb. The present progressive tense tells what is happening right now, at this moment.</i>
	Interactive Examples	Corrective Feedback
We Do	<p>Write and Read:</p> <ul style="list-style-type: none"> • <i>Cynthia goes to class.</i> • <i>How do I write this in the present progressive?</i> <p>Have a volunteer cross out <i>goes</i> and write <i>is going</i>.</p> <ul style="list-style-type: none"> • <i>What is the difference between the two sentences? (One tells about Cynthia’s everyday habit. The other is happening right now as we say the sentence.)</i> <p>Repeat with the following sentences:</p> <ul style="list-style-type: none"> • <i>Anjuli feeds the goats.</i> • <i>Paco cooks breakfast.</i> • <i>We watch the movie.</i> 	<p>If students have trouble understanding the distinction between present and present progressive, use sentence pairs like “It snows in winter” and “It is snowing right now” to help them understand that the present progressive describes actions happening right at that moment.</p> <p>Tell students to ask themselves <i>Is this action happening right now?</i> If they say yes, they should use the present progressive instead of the simple present tense.</p>
	Oral Practice	Written Practice
You Do	<p>Have students restate each sentence in the present progressive tense.</p> <ul style="list-style-type: none"> • <i>The clock ticks on the classroom wall.</i> • <i>We eat our lunch in the cafeteria.</i> • <i>Rosa and Tim go to the store for thumbtacks and paste.</i> • <i>You read your book, and I do my homework.</i> 	<p>Provide each student with a copy of Practice pages 97–99 that corresponds to his or her proficiency level. Go over the examples and have partners work together to complete the exercises.</p>

MATERIALS:

Language Development Practice, pp. 100-102

OBJECTIVE:

- Understand and use the past progressive tense.

» Go Digital

	Introduce the Concept	Model the Skill
I Do	<p>Review the present progressive tense with students.</p> <p>Explain that the past progressive tense combines a past-tense form of <i>to be</i> with the <i>-ing</i> form of a main verb. The past progressive tense describes a continuous action that was completed in the past.</p> <p>Demonstrate by sitting down.</p> <ul style="list-style-type: none"> • <i>I was standing up a minute ago.</i> 	<p>Write and Read:</p> <ul style="list-style-type: none"> • past tense of “to be” + [verb]-ing <p>Examples:</p> <ul style="list-style-type: none"> • I wrote. → I was writing. • You took notes. → You were taking notes. • <i>The past progressive tense has two parts: the past tense of to be plus the -ing form of the main verb. The past progressive tense describes past action at a specific moment.</i>
	Interactive Examples	Corrective Feedback
We Do	<p>Write and Read:</p> <ul style="list-style-type: none"> • <i>Sergei dressed for the party.</i> • <i>How do I write this sentence using the past progressive?</i> <p>Have a volunteer cross out <i>dressed</i> and write <i>was dressing</i>.</p> <ul style="list-style-type: none"> • <i>What is the difference between the two sentences? (One happened sometime in the past. The other describes a past action at a specific moment.)</i> <p>Repeat with the following sentences:</p> <ul style="list-style-type: none"> • <i>You called the hospital.</i> • <i>Frank kicked the ball.</i> • <i>We bought groceries.</i> 	<p>If students have trouble understanding the distinction between past and past progressive, use sentence pairs like “It snowed last winter” and “It was snowing all day yesterday” to help them understand that the past progressive describes a continuous action that was completed at a specific time in the past.</p> <p>Tell students to ask themselves <i>Was this action completed at a specific time?</i> If they say yes, they should use the past progressive instead of the simple past tense.</p>
	Oral Practice	Written Practice
You Do	<p>Have students restate each sentence in the past progressive tense.</p> <ul style="list-style-type: none"> • <i>The bird chirped on her nest.</i> • <i>The team rode the bus home from the match.</i> • <i>We smiled at the end of the movie.</i> • <i>You washed the windows, and I scrubbed the floor.</i> 	<p>Provide each student with a copy of Practice pages 100-102 that corresponds to his or her proficiency level. Go over the examples and have partners work together to complete the exercises.</p>

LESSON 18

SINGULAR PERSONAL PRONOUNS

MATERIALS:

Language Development Practice, pp. 103-105

OBJECTIVE:

- Correctly identify and use singular personal pronouns.

» Go Digital

	Introduce the Concept	Model the Skill								
I Do	<p>Explain that a pronoun is a word that is used in place of a noun. A personal pronoun is used to replace the name of a person. Personal pronouns can be used to name yourself; a person you are talking to; or a person outside the conversation.</p> <ul style="list-style-type: none"> • <i>To refer to the self, say I.</i> • <i>To refer to the person being addressed, say you.</i> • <i>To refer to another person, say he or she.</i> <p>Demonstrate by pointing to yourself and saying <i>I</i>. Point to a female student and say <i>she</i>. Point to a male student and say <i>he</i>.</p>	<p>Display the following chart:</p> <table border="1"> <thead> <tr> <th colspan="2">Personal Pronouns Singular</th> </tr> </thead> <tbody> <tr> <td>first person</td> <td>I</td> </tr> <tr> <td>second person</td> <td>you</td> </tr> <tr> <td>third person</td> <td>he, she</td> </tr> </tbody> </table> <p>Review the meaning of each pronoun:</p> <ul style="list-style-type: none"> • <i>I refers to the self. It is always capitalized.</i> • <i>You refers to a person being directly addressed.</i> • <i>She refers to a girl or woman not being directly addressed. He refers to a boy or man not being directly addressed.</i> 	Personal Pronouns Singular		first person	I	second person	you	third person	he, she
Personal Pronouns Singular										
first person	I									
second person	you									
third person	he, she									
	Interactive Examples	Corrective Feedback								
We Do	<p>Write and Read:</p> <ul style="list-style-type: none"> • <i>Karen goes to the gym.</i> • <i>Which word should I replace with a personal pronoun? (Karen) Which pronoun should I use? (She)</i> <p>Have a volunteer write the new sentence. (<i>She goes to the gym.</i>)</p> <p>Repeat for the following sentences:</p> <ul style="list-style-type: none"> • <i>Bill likes to bake bread.</i> • <i>Bruno and Sylvie washed the car.</i> 	<p>Many students will already be accustomed to using pronouns; these are among the first English words they learned. Point out the difference in the use of <i>she</i> and <i>her</i> if they misuse them. Work with them to clarify that it is not always necessary or useful to substitute a pronoun for a noun.</p> <p>Students might think of <i>I</i> as a “proper pronoun”; like proper nouns, it is always written with a capital letter.</p>								
	Oral Practice	Written Practice								
You Do	<p>Have students explain whom each underlined pronoun refers to.</p> <ul style="list-style-type: none"> • <u>I</u> like walking the dog. • <u>You</u> are late for school. • <u>He</u> broke the glass. • <u>She</u> got caught in the rain. 	<p>Provide each student with a copy of Practice pages 103-105 that corresponds to his or her proficiency level. Go over the examples and have partners work together to complete the exercises.</p>								

MATERIALS:

Language Development Practice, pp. 106–108

OBJECTIVE:

- Correctly identify and use plural personal pronouns.

» Go Digital

	Introduce the Concept	Model the Skill								
I Do	<p>Review singular personal pronouns with students.</p> <p>Explain that each singular pronoun has a plural form. Plural pronouns are words that are used in place of more than one person’s name.</p> <ul style="list-style-type: none"> • <i>To refer to ourselves as a group, say we.</i> • <i>To refer to two or more people being addressed, say you.</i> • <i>To refer to two or more people outside the conversation, say they.</i> <p>Demonstrate by gesturing to indicate yourself and the class and saying <i>we</i>.</p>	<p>Display the following chart:</p> <table border="1"> <thead> <tr> <th colspan="2">Personal Pronouns Plural</th> </tr> </thead> <tbody> <tr> <td>first person</td> <td>we</td> </tr> <tr> <td>second person</td> <td>you</td> </tr> <tr> <td>third person</td> <td>they</td> </tr> </tbody> </table> <p>Review the meaning of each pronoun:</p> <ul style="list-style-type: none"> • <i>We refers to ourselves as a group.</i> • <i>You refers to two or more people being directly addressed.</i> • <i>They refers to two or more people outside the conversation.</i> 	Personal Pronouns Plural		first person	we	second person	you	third person	they
Personal Pronouns Plural										
first person	we									
second person	you									
third person	they									
	Interactive Examples	Corrective Feedback								
We Do	<p>Write and Read:</p> <ul style="list-style-type: none"> • <i>Bruno and Sylvie washed the car.</i> • <i>Which words should I replace with a personal pronoun? (Bruno and Sylvie)</i> <i>Which pronoun should I use? (They)</i> <p>Have a volunteer write the new sentence. (<i>They washed the car.</i>)</p> <p>Repeat with the following sentences:</p> <ul style="list-style-type: none"> • <i>You and I did our homework.</i> • <i>You and Dave can go out to play.</i> 	<p>Point out that <i>you</i> is the only pronoun whose singular and plural forms are the same.</p> <p>Point out that <i>he</i> and <i>she</i> both have the same plural form, <i>they</i>.</p> <p>Native Spanish speakers may find pronouns confusing, because Spanish has gendered plural pronouns and also has both a formal and informal second-person pronoun. You may want to explain that English once had an informal second-person pronoun, <i>thou</i>, but today we use <i>you</i> in all situations.</p>								
	Oral Practice	Written Practice								
You Do	<p>Have partners work together to replace each underlined phrase with an appropriate plural pronoun.</p> <ul style="list-style-type: none"> • <i>Can <u>you and Paco</u> come over later?</i> • <i>How soon can <u>Minami and Luca</u> get ready?</i> • <i><u>Julia and I</u> have practice.</i> • <i><u>You and I</u> make a good team!</i> 	<p>Provide each student with a copy of Practice pages 106–108 that corresponds to his or her proficiency level. Go over the examples and have partners work together to complete the exercises.</p>								

MATERIALS:

Language Development Practice, pp. 109-111

OBJECTIVE:

- Correctly identify and use subject pronouns.

» Go Digital

	Introduce the Concept	Model the Skill										
I Do	<p>Remind students that the subject is a noun that carries out the action described by the verb.</p> <p>Explain that a pronoun can also act as a subject.</p> <p>Demonstrate by picking up a book and saying:</p> <ul style="list-style-type: none"> • <i>The teacher picks up the book.</i> • <i>I pick up the book.</i> • <i>I is the subject pronoun. It stands for The teacher.</i> 	<p>Display the following chart:</p> <table border="1"> <thead> <tr> <th colspan="2">Subject Pronouns</th> </tr> <tr> <th>Singular</th> <th>Plural</th> </tr> </thead> <tbody> <tr> <td>I</td> <td>we</td> </tr> <tr> <td>you</td> <td>you</td> </tr> <tr> <td>he, she, it</td> <td>they</td> </tr> </tbody> </table> <p>Review the meaning of these pronouns.</p> <p>Explain that <i>it</i> refers to an object or idea, but never to a person. <i>It</i> can refer to an animal if the animal's gender is unknown.</p>	Subject Pronouns		Singular	Plural	I	we	you	you	he, she, it	they
Subject Pronouns												
Singular	Plural											
I	we											
you	you											
he, she, it	they											
	Interactive Examples	Corrective Feedback										
We Do	<p>Write and Read:</p> <ul style="list-style-type: none"> • <u>Luis and I</u> pushed our bikes up the hill. • Which subject pronoun can replace Luis and I? <p>Have a volunteer write in the correct subject pronoun. (We)</p> <p>Repeat with the following sentences:</p> <ul style="list-style-type: none"> • <u>Fiona</u> swam five laps of the pool. • <u>The cat</u> ran out from under the car. 	<p>Remind students that if the pronoun <i>I</i> is part of the subject, the plural will always be <i>we</i>.</p> <p>Point out that <i>you</i> does not change its form; it is spelled the same, whether it is singular or plural.</p>										
	Oral Practice	Written Practice										
You Do	<p>Have students replace each underlined word or group of words with an appropriate subject pronoun.</p> <ul style="list-style-type: none"> • <u>My friends and I</u> went to get ice cream. • <u>Cara and Nico</u> worked together on a project. • <u>Shawon</u> read aloud to his brother. 	<p>Provide each student with a copy of Practice pages 109-111 that corresponds to his or her proficiency level. Go over the examples and have partners work together to complete the exercises.</p>										

MATERIALS:

Language Development Practice, pp. 112-114

OBJECTIVE:

- Correctly identify and use object pronouns.

» Go Digital

	Introduce the Concept	Model the Skill									
I Do	<p>Review subject pronouns with students. Explain that there is a second category of pronouns called object pronouns. A subject does the action; the object receives the action.</p> <p>Demonstrate by picking up a pen.</p> <ul style="list-style-type: none"> • <i>The teacher picks up the pen.</i> • <i>Teacher is the subject. Pencil is the object.</i> • <i>I pick it up.</i> • <i>I is the subject pronoun; it stands for teacher. It is the object pronoun. It stands for pencil.</i> 	<p>Model object pronouns in sentences:</p> <ul style="list-style-type: none"> • <i>I saw her on the playground.</i> • <i>They watched us get on the bus.</i> <p>Display the chart of object pronouns:</p> <table border="1"> <thead> <tr> <th>Pronouns</th> <th>Subject</th> <th>Object</th> </tr> </thead> <tbody> <tr> <td>Singular</td> <td>I you he, she, it</td> <td>me you him, her, it</td> </tr> <tr> <td>Plural</td> <td>we you they</td> <td>us you them</td> </tr> </tbody> </table>	Pronouns	Subject	Object	Singular	I you he, she, it	me you him, her, it	Plural	we you they	us you them
Pronouns	Subject	Object									
Singular	I you he, she, it	me you him, her, it									
Plural	we you they	us you them									
	Interactive Examples	Corrective Feedback									
We Do	<p>Write and Read:</p> <ul style="list-style-type: none"> • <i>Tom put the leftovers away after lunch.</i> • <i>What is the object in this sentence? (the leftovers) Which object pronoun should replace it? (them)</i> <p>Have a volunteer X out the direct object and write the correct pronoun below it.</p> <p>Repeat with the following sentences:</p> <ul style="list-style-type: none"> • <i>Paco took Helena and JoJo to the zoo yesterday.</i> • <i>I opened my umbrella in the rain.</i> 	<p>Review the fact that <i>you</i> never changes its form. It is both singular and plural. It is both an object and a subject pronoun.</p> <p>Point out that <i>it</i> is both an object and a subject pronoun.</p> <p>Explain that like the subject pronoun <i>they</i>, the object pronoun <i>them</i> can refer to either gender, or to a mixed group of both genders.</p>									
	Oral Practice	Written Practice									
You Do	<p>Have students replace each underlined group of words with an appropriate object pronoun.</p> <ul style="list-style-type: none"> • <i>Jorge and Susan fed <u>the dogs and the cat</u>.</i> • <i>Most students voted for <u>Teresa</u> in the election.</i> • <i>Carmelo asked <u>Joe</u> to mail the letter.</i> 	<p>Provide each student with a copy of Practice pages 112-114 that corresponds to his or her proficiency level. Go over the examples and have partners work together to complete the exercises.</p>									

MATERIALS:

Language Development Practice, pp. 115-117

OBJECTIVE:

- Correctly identify and use indefinite pronouns.

» Go Digital

Introduce the Concept		Model the Skill																	
I Do	<p>Remind students that most pronouns are used to refer to specific people, animals, or objects.</p> <p>Introduce the term “indefinite pronoun.” An indefinite pronoun replaces a non-specific noun. Like all pronouns, indefinite pronouns replace nouns. Those nouns can name people, animals, places, ideas, or things.</p> <p>Indefinite pronouns ending in <i>-one</i> and <i>-body</i> refer to people. Those ending in <i>-thing</i> refer to things.</p>	<p>Display this list of indefinite pronouns:</p> <table border="1"> <tr> <td>(one or more)</td> <td>(all)</td> </tr> <tr> <td>anybody</td> <td>everybody</td> </tr> <tr> <td>anyone</td> <td>everyone</td> </tr> <tr> <td>anything</td> <td>everything</td> </tr> <tr> <td>(zero)</td> <td>(one)</td> </tr> <tr> <td>nobody</td> <td>somebody</td> </tr> <tr> <td>no one</td> <td>someone</td> </tr> <tr> <td>nothing</td> <td>something</td> </tr> </table> <p>Point out the common endings. Explain how each indefinite pronoun refers to a certain number of people, animals, places, ideas, or things.</p>		(one or more)	(all)	anybody	everybody	anyone	everyone	anything	everything	(zero)	(one)	nobody	somebody	no one	someone	nothing	something
	(one or more)	(all)																	
anybody	everybody																		
anyone	everyone																		
anything	everything																		
(zero)	(one)																		
nobody	somebody																		
no one	someone																		
nothing	something																		
Interactive Examples		Corrective Feedback																	
We Do	<p>Write and Read:</p> <ul style="list-style-type: none"> • _____ wants to march in the parade. • Which indefinite pronoun should I use if all want to march? (everyone, everybody) <p>Have a volunteer complete the sentence frame.</p> <p>Repeat with similar sentences, using different pronouns.</p> <ul style="list-style-type: none"> • _____ is hiding in the closet. (What if the closet is empty?) (nobody, no one) 	<p>Point out that <i>no one</i> is the only indefinite pronoun written as two words. This is to avoid a double-o in the middle of “noone” which no one would know how to pronounce!</p> <p>Help students use the words <i>zero</i>, <i>one</i>, <i>one or more</i>, and <i>all</i> to distinguish among the indefinite pronouns.</p>																	
	Oral Practice		Written Practice																
You Do	<p>Have students work together to complete the sentence frames by using an appropriate indefinite pronoun. Have students explain the meaning of each indefinite pronoun they use.</p> <ul style="list-style-type: none"> • I think _____ else would make a better present. • _____ was paying attention. • _____ was very good at this game. 	<p>Provide each student with a copy of Practice pages 115-117 that corresponds to his or her proficiency level. Go over the examples and have partners work together to complete the exercises.</p>																	

MATERIALS:

Language Development Practice, pp. 118-120

OBJECTIVE:

- Correctly identify and use possessive pronouns.

» Go Digital

	Introduce the Concept	Model the Skill				
I Do	<p>Review possessive nouns with students.</p> <p>Explain that you can use a possessive pronoun to replace a possessive noun to show what someone owns. There are singular and plural possessive pronouns.</p> <p>Demonstrate by holding up a book.</p> <ul style="list-style-type: none"> • <i>This is the teacher's book. This is my book.</i> <p>Gesture to indicate the classroom.</p> <ul style="list-style-type: none"> • <i>This classroom is where we work and study. This is our classroom.</i> 	<p>Display the following chart:</p> <table border="1"> <thead> <tr> <th>Singular Possessive Pronouns</th> <th>Plural Possessive Pronouns</th> </tr> </thead> <tbody> <tr> <td>my, mine your, yours his, her, hers, its</td> <td>our, ours your, yours their, theirs</td> </tr> </tbody> </table> <p>Explain that there are two ways to use a possessive pronoun to show belonging to. For each way, we use a different form.</p> <p>Write and read:</p> <ul style="list-style-type: none"> • This is my book. This book is mine. • This is your book. This book is yours. 	Singular Possessive Pronouns	Plural Possessive Pronouns	my, mine your, yours his, her, hers, its	our, ours your, yours their, theirs
Singular Possessive Pronouns	Plural Possessive Pronouns					
my, mine your, yours his, her, hers, its	our, ours your, yours their, theirs					
	Interactive Examples	Corrective Feedback				
We Do	<p>Write and Read:</p> <ul style="list-style-type: none"> • <i>George's jacket is the blue one with the letter on it.</i> • <i>What is the possessive noun? (George's) What possessive pronoun can I use to replace it? (His)</i> <p>Have a volunteer write the new sentence. (<i>His jacket is the blue one with the letter on it.</i>)</p> <p>Repeat for the following sentences:</p> <ul style="list-style-type: none"> • <i>Stephanie's sweater is a beautiful color.</i> • <i>We can use the library's computer to do our research.</i> 	<p>Point out that <i>your</i> and <i>yours</i> do not change form in the plural. Context shows whether <i>your</i> or <i>yours</i> is singular or plural.</p> <p>Remind students that possessive pronouns, unlike possessive nouns, do not have apostrophes. You may have to repeat this rule several times. Post it in the classroom as a constant reminder.</p> <p>If students make the very common mistake of using <i>it's</i> as a possessive pronoun, write on the board: IT'S = IT IS.</p>				
	Oral Practice	Written Practice				
You Do	<p>Have students replace the possessive nouns with appropriate possessive pronouns.</p> <ul style="list-style-type: none"> • <i>The doctor's coat is in the closet.</i> • <i>My cat's bed is a soft cushion.</i> • <i>I used the neighbors' new computer.</i> • <i>Sara's umbrella got broken.</i> 	<p>Provide each student with a copy of Practice pages 118-120 that corresponds to his or her proficiency level. Go over the examples and have partners work together to complete the exercises.</p>				