



Language Development Cards

English Language Development

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**Mc
Graw
Hill**
Education

Grades K–1

MATERIALS:

Language Development Practice, pp. 1-2

OBJECTIVE:

- Identify and use singular nouns in a sentence.

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	Introduce the Concept	Model the Skill
I Do	<p>Explain that a noun is a word that names a person, place, or thing in a sentence.</p> <p>Demonstrate by pointing out examples of nouns in the classroom and telling if each item is a person, place, or thing:</p> <ul style="list-style-type: none"> • teacher, child (<i>person</i>) • classroom, library (<i>place</i>) • book, pencil (<i>thing</i>) 	<p>Demonstrate by displaying an open book.</p> <p>Write:</p> <ul style="list-style-type: none"> • The book is open. <p>Read the sentence aloud. Circle the word <i>book</i>. Tell students that the word <i>book</i> is a noun because it names a thing. Repeat the exercise using other examples.</p> <ul style="list-style-type: none"> • The teacher is talking. (<i>teacher = person</i>) • The boy is in the room. (<i>boy = person, room = place</i>)
	Interactive Examples	Corrective Feedback
We Do	<p>Write and Read:</p> <ul style="list-style-type: none"> • The door is closed. <p>Ask a volunteer to identify the noun. Then, ask if it is a person, a place, or a thing (<i>door = thing</i>)</p> <p>Write and Read:</p> <ul style="list-style-type: none"> • The pen is red. <p>Ask a volunteer to identify the noun. Then, ask if it is a person, a place, or a thing. (<i>pen = thing</i>)</p> <p>Repeat the exercise:</p> <ul style="list-style-type: none"> • The bus is yellow. (<i>bus = thing</i>) • The school is open. (<i>school = place</i>) • My dad is tall. (<i>dad = person</i>) 	<p>Remind students that a noun refers to a person, place, or thing (including ideas).</p> <p>Identify incorrect responses and ask children to think about the categories of person, place, or thing in order to decide if a word is a noun.</p> <p>Provide additional modeling as needed:</p> <ul style="list-style-type: none"> • My cat is gray. (<i>cat = thing</i>) • The car is small. (<i>car = thing</i>) • I like the beach. (<i>beach = place</i>)
	Oral Practice	Written Practice
You Do	<p>Collaborate: Have partners work together to complete the sentence frames with singular nouns.</p> <ul style="list-style-type: none"> • I like to go to the _____. • I have a _____ in my desk. • I have a _____ in my desk. • I like to eat _____. 	<p>Provide each student with a copy of Practice pages 1-2 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. 3–4

OBJECTIVE:

- Correctly identify and use common and proper nouns.

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	Introduce the Concept	Model the Skill
I Do	<p>Explain that a common noun names ANY person, place, or thing and begins with a lowercase letter, but a proper noun names an EXACT person, place, or thing and begins with a capital letter.</p> <p>Demonstrate by pointing out examples of common nouns compared to proper nouns.</p> <ul style="list-style-type: none"> • <i>Each of you is a student. The word student is a common noun. But each of you has a name, such as Lisa. The word Lisa is a proper noun.</i> 	<p>Write and Read:</p> <ul style="list-style-type: none"> • man Bill <p>Circle the word <i>Bill</i>. Tell children that the word <i>Bill</i> is a proper noun because it is a man’s first name. Underline the capital letter <i>B</i> and tell children that a proper noun should always start with a capital letter.</p> <p>Repeat the exercise:</p> <ul style="list-style-type: none"> • Max / cat • school/ Lane Elementary School • girl / Sara
	Interactive Examples	Corrective Feedback
We Do	<p>Write and Read:</p> <ul style="list-style-type: none"> • dog • <i>Is this a common noun or a proper noun?</i> (common) <p>Write and Read:</p> <ul style="list-style-type: none"> • Carla girl <p>Ask a volunteer to circle the proper noun and underline the capital letter. (<i>Carla</i>)</p> <p>Repeat the exercise: Tim / boy; pig / Sid; man / Mr. Hall</p>	<p>Remind children that a proper noun names a specific person, place, or thing and starts with a capital letter.</p> <p>Identify incorrect responses and give positive guidance:</p> <ul style="list-style-type: none"> • <i>Proper nouns start with a capital letter. What are the names of your friends?</i> <p>Provide additional modeling:</p> <ul style="list-style-type: none"> • Kate has a book. • Jon went to the park.
	Oral Practice	Written Practice
You Do	<p>Collaborate: Have partners work together to complete the sentence frames with common and proper nouns.</p> <ul style="list-style-type: none"> • I am a _____. • My name is _____. • I have a _____ named _____. 	<p>Provide each student with a copy of Practice pages 3–4 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. 5-6

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OBJECTIVE:

- Form regular plural nouns by adding -s.

	Introduce the Concept	Model the Skill
I Do	<p>Explain that that the word <i>plural</i> means more than one. Tell children that a plural noun is used to name more than one person, place, or thing. Explain that most singular nouns can be made plural by adding -s to the end of the word.</p> <p>Demonstrate by pointing out singular and plural nouns in the classroom:</p> <ul style="list-style-type: none"> • one pencil; two pencils • one desk; three desks • one book; four books 	<p>Demonstrate by holding up a pen. Say, <i>I have one pen.</i> Pick up a second pen. <i>Now I have two pens.</i></p> <p>Explain that you used the plural noun pens because there is more than one pen. Write and Read:</p> <ul style="list-style-type: none"> • pen <p>Explain that you need to add an -s to make it plural. Add -s and circle it. Read the word aloud again. Point out the -s sound at the end.</p> <p>Repeat the exercise with:</p> <ul style="list-style-type: none"> • table/tables • line/lines
	Interactive Examples	Corrective Feedback
We Do	<p>Write and Read:</p> <ul style="list-style-type: none"> • pig • <i>Is this noun singular or plural?</i> Ask a volunteer to add -s to the word to make it plural. (<i>pigs</i>) <p>Write and Read:</p> <ul style="list-style-type: none"> • goat • <i>Is this noun singular or plural?</i> Ask a volunteer to make the word plural by adding an -s. (<i>goats</i>) <p>Repeat the exercise with:</p> <ul style="list-style-type: none"> • barn • hen • bug 	<p>Remind children that a noun refers to a person, place, or thing (including ideas) and that a plural noun is a name for more than one person, place, or thing.</p> <p>Identify incorrect responses and ask children to count the number of items the word represents.</p> <ul style="list-style-type: none"> • <i>If there is more than one, add an -s to the word to make it plural.</i> <p>Provide additional modeling:</p> <ul style="list-style-type: none"> • dog + -s = dogs • cat + -s = cats • duck + -s = ducks
	Oral Practice	Written Practice
You Do	<p>Collaborate: Have partners work together to change words from singular to plural:</p> <p>cow tree kid rake</p>	<p>Provide each student with a copy of Practice pages 5-6 that corresponds to his or her proficiency level. Go over the examples and have partners work together to complete the exercises.</p>

LESSON 2

PLURAL NOUNS

Add *-es*

MATERIALS:

Language Development Practice, pp. 7-8

OBJECTIVE:

- Form regular plural nouns by adding *-es* to nouns ending in *s*, *x*, *ch*, or *sh*.

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	Introduce the Concept	Model the Skill
I Do	<p>Explain that a plural noun names more than one noun. Singular nouns that end in <i>-s</i>, <i>-x</i>, <i>-ch</i>, or <i>-sh</i>, are made plural by adding <i>-es</i> to the end of the word.</p> <p>Demonstrate by pointing out examples of nouns that end in <i>-s</i>, <i>-x</i>, <i>-ch</i>, or <i>-sh</i>. Say the plural form of the word.</p> <ul style="list-style-type: none"> lunch, lunches class, classes bush, bushes mix, mixes 	<p>Demonstrate by holding up one box for children to see while saying the word <i>box</i>. Pick up a second box and say two <i>boxes</i>.</p> <p>Write and Read:</p> <ul style="list-style-type: none"> box <p>Underline the <i>x</i>. Tell students that when the word ends in <i>-x</i>, you need to add <i>-es</i> to it to make it plural.</p> <p>Write and Read:</p> <ul style="list-style-type: none"> kiss + <i>-es</i> = kisses; six + <i>-es</i> = sixes bunch + <i>-es</i> = bunches
	Interactive Examples	Corrective Feedback
We Do	<p>Write and Read:</p> <ul style="list-style-type: none"> I have two watches. I ate radishes for lunch. <p>Ask a volunteer to circle the plural nouns. (<i>watches</i>, <i>radishes</i>)</p> <p>Write and Read:</p> <ul style="list-style-type: none"> I saw two <u>fox</u>. <p>Ask a volunteer to help you change <i>fox</i> to the plural form by added <i>-es</i>.</p> <p>Repeat the exercise with:</p> <ul style="list-style-type: none"> I washed two drinking <u>glass</u>. 	<p>Remind children that a plural noun refers to more than one of something and that if the word ends with <i>-s</i>, <i>-x</i>, <i>-ch</i>, or <i>-sh</i>, to add <i>-es</i> to make it plural.</p> <p>Identify incorrect responses and ask children to think about the sound at the end of the word. Provide additional modeling:</p> <ul style="list-style-type: none"> The <u>dishes</u> are clean. The firemen carried <u>axes</u>. I cleaned up two <u>messes</u> yesterday.
	Oral Practice	Written Practice
You Do	<p>Collaborate: Have partners work together to change these singular nouns to plural nouns.</p> <p>boss fix crash bench</p>	<p>Provide each student with a copy of Practice pages 7-8 that corresponds to his or her proficiency level. Go over the examples and have partners work together to complete the exercises.</p>

LESSON 3

IRREGULAR PLURAL NOUNS

Children, men, women, feet, mice

MATERIALS:

Language Development Practice, pp. 9-10

OBJECTIVE:

- Identify and use common irregular plural nouns.

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	Introduce the Concept	Model the Skill
I Do	<p>Explain that some nouns cannot be made plural by adding <i>-s</i> or <i>-es</i>. Instead they need a new word or a different pattern to become plural.</p> <p>Demonstrate by having one child stand up. Say: <i>child</i>. Ask another child to stand up. Then say: <i>children</i>.</p> <p>Explain that <i>children</i>, not <i>childs</i>, is the plural of <i>child</i>.</p>	<p>Demonstrate by showing a picture of a man. Say the word <i>man</i>. Then show a picture of multiple men. Say the word <i>men</i>.</p> <p>Write and Read:</p> <ul style="list-style-type: none"> <i>man</i> <i>men</i> <p>Circle the word <i>men</i>. Tell children that the word <i>men</i> is plural because it means more than one man. Point out that there is no <i>-s</i> or <i>-es</i> at the end of the word. Repeat the exercise with:</p> <ul style="list-style-type: none"> <i>woman/women</i> <i>foot/feet</i> <i>mouse/mice</i>
	Interactive Examples	Corrective Feedback
We Do	<p>Write:</p> <ul style="list-style-type: none"> <i>I see a child.</i> <i>I see children.</i> <p>Read the sentences aloud. Ask a volunteer to circle the plural noun. (<i>children</i>)</p> <p>Repeat the exercise with:</p> <ul style="list-style-type: none"> <i>foot/feet</i> <i>man/men</i> <i>woman/women</i> <i>mouse/mice</i> 	<p>Remind children that irregular plural nouns do not use <i>-s</i> or <i>-es</i> to become plural.</p> <p>Identify incorrect responses and provide appropriate answers.</p> <p>Provide additional modeling:</p> <ul style="list-style-type: none"> <i>One man is here. Two men are there.</i> <i>One woman sits. Two women stand.</i> <i>One child sings. Two children play.</i> <i>I stand on one foot. I jump with two feet.</i> <i>The mouse eats cheese. The mice run away.</i>
	Oral Practice	Written Practice
You Do	<p>Collaborate: Have partners work together to complete the sentence frames with irregular plural nouns.</p> <ul style="list-style-type: none"> There are _____ in the park. The _____ went to work. What are the _____ doing? I walk on two _____. 	<p>Provide each student with a copy of Practice pages 9-10 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. 11-12

OBJECTIVE:

- Correctly identify and use possessive nouns.

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	Introduce the Concept	Model the Skill
I Do	<p>Explain that a possessive noun shows that something belongs to a person, place, or thing. Possessive nouns are usually formed by adding 's to the end of a singular noun. The possessive noun appears before whatever belongs to it.</p> <p>Demonstrate by holding up a book:</p> <ul style="list-style-type: none"> • <i>This book belongs to Carla. This is Carla's book.</i> • <i>The word Carla's is a possessive noun because it shows that Carla owns something—the book.</i> 	<p>Demonstrate by picking up an item from a child's desk. Identify the item. Point out that it belongs to the child. Say the possessive noun.</p> <p>Write:</p> <ul style="list-style-type: none"> • <i>I dropped Jake's hat.</i> <p>Read the sentence aloud. Circle the word <i>Jake's</i>. Tell students that the word <i>Jake's</i> is a possessive noun because it shows that the hat belongs to Jake.</p> <p>Repeat the exercise with:</p> <ul style="list-style-type: none"> • <i>The dog's fur is soft.</i> • <i>Sofia's bus was late.</i>
	Interactive Examples	Corrective Feedback
We Do	<p>Write and Read:</p> <ul style="list-style-type: none"> • <i>Ann lunch was hot.</i> <p>Point out that the lunch belongs to Ann. Ann should be possessive. To make Ann possessive an 's should be added to the end of the word.</p> <p>Ask a volunteer to add 's to the word to make it a possessive noun. (<i>Ann's</i>)</p> <p>Repeat the exercise with:</p> <ul style="list-style-type: none"> • <i>Jon coat is black. (Jon's)</i> • <i>Dad truck is big. (Dad's)</i> • <i>The girl hat is lost. (girl's)</i> 	<p>Remind students that a possessive noun shows ownership. Tell them to look for the apostrophe to distinguish possessive nouns from plural nouns.</p> <p>If children struggle to understand which word should have an 's, tell them to think about who is the owner rather than what is being owned.</p> <ul style="list-style-type: none"> • <i>Jane owns a cat. It is Jane's cat.</i> • <i>The cat has a toy. It is the cat's toy.</i> <p>Provide additional modeling and ask who is the owner:</p> <ul style="list-style-type: none"> • <i>Bill's car (Bill)</i> • <i>the house's door (the house)</i>
	Oral Practice	Written Practice
You Do	<p>Collaborate: Have partners work together to use the possessive nouns to create sentences.</p> <ul style="list-style-type: none"> • <i>Jen's</i> • <i>bird's</i> • <i>dog's</i> 	<p>Provide each student with a copy of Practice pages 11-12 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. 13-14

OBJECTIVE:

- Correctly Identify and use regular present-tense verbs.

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	Introduce the Concept	Model the Skill
I Do	<p>Remind children that a verb is a word that tells about an action. Present-tense verbs tell about an action that is happening right now. Tell children they will need to add -s to the end of most verbs when using them with a singular person, place, or thing.</p> <p>Demonstrate by pointing out examples of present-tense verbs in the classroom:</p> <ul style="list-style-type: none"> • The clock ticks. • Tomas looks. • Grace talks. • The children listen. 	<p>Demonstrate by having a girl stand up next to you.</p> <p>Write:</p> <ul style="list-style-type: none"> • We stand. • Kim stands. <p>Read the sentences aloud. Circle the word <i>stands</i>. Tell students that you had to add an -s to <i>stand</i> to use it with the singular noun Kim. Repeat the exercise with:</p> <ul style="list-style-type: none"> • They walk. He walks. • They eat. She eats.
	Interactive Examples	Corrective Feedback
We Do	<p>Write and Read:</p> <ul style="list-style-type: none"> • We run fast. <p>Ask a volunteer to circle the word <i>run</i>.</p> <p>Write and Read:</p> <p>The boy _____ on the grass.</p> <ul style="list-style-type: none"> • Ask a volunteer to help you complete the sentence by adding a verb. Point out that the verb will need an -s on the end in order to use it with <i>boy</i>. <p>Repeat the exercise with:</p> <ul style="list-style-type: none"> • They _____ up and down. (<i>jump</i>) • She _____ up and down. (<i>jumps</i>) 	<p>Remind children that verbs tell the action in a sentence and change forms when telling about one or more than one.</p> <p>Identify incorrect responses and ask children to identify who is doing the action to help them decide which form of the verb to use. If they struggle with which form needs an -s, tell them to remember:</p> <ul style="list-style-type: none"> • more than one = no -s • just one = add -s <p>Provide additional modeling:</p> <ul style="list-style-type: none"> • They move. / She moves. • We live. / He lives. • They ride. / She rides.
	Oral Practice	Written Practice
You Do	<p>Collaborate: Have partners work together to complete the sentence frames with regular present-tense verbs. Encourage them to add details to extend the sentences.</p> <ul style="list-style-type: none"> • They _____. /She _____. • We _____. / He _____. 	<p>Provide each student with a copy of Practice pages 13-14 that corresponds to his or her proficiency level. Go over the examples and have partners work together to complete the exercises.</p>

LESSON 4

REGULAR PAST-TENSE AND FUTURE-TENSE VERBS

MATERIALS:

Language Development Practice, pp. 15-16

OBJECTIVE:

- Correctly identify and use past- and future-tense verbs to show time awareness.

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	Introduce the Concept	Model the Skill
I Do	<p>Remind children that verbs tell us about an action.</p> <p>Explain that verbs can also tell us when an action happened. Past-tense verbs tell about an action that has happened already and usually end in <i>-ed</i>. Future-tense verbs tell about an action that has not happened yet and have <i>will</i> before the verb.</p> <p>Elaborate by giving examples with time words and telling if you are talking about the past or the future.</p> <ul style="list-style-type: none"> • Yesterday I walked home. (<i>past</i>) • Tomorrow I will walk to school. (<i>future</i>) 	<p>Write and Read:</p> <ul style="list-style-type: none"> • We play ball. • I want to change this sentence to tell about what we did yesterday. To do this I need to add <i>-ed</i> to the end of play. <p>Add <i>-ed</i> to the end of <i>play</i> and read the new sentence.</p> <ul style="list-style-type: none"> • I can also change the sentence to tell about what we are going to do tomorrow. <p>Cross out the <i>-ed</i> and add <i>will</i> before <i>play</i>. Read the new sentence.</p> <p>Repeat the exercise with the following sentences:</p> <ul style="list-style-type: none"> • The girl talked to her friend. • The man washed the car.
	Interactive Examples	Corrective Feedback
We Do	<p>Write and Read:</p> <ul style="list-style-type: none"> • We pull the rope. <p>Ask a volunteer to circle the verb. (<i>pull</i>) Then, ask another volunteer to make the sentence future tense. (<i>We will pull the rope.</i>)</p> <p>Write and Read:</p> <ul style="list-style-type: none"> • We hike the path. <p>Ask a volunteer to circle the verb. (<i>hike</i>) Then, ask another volunteer to change the verb to the past tense. (<i>hiked</i>)</p>	<p>Remind students that they can add <i>will</i> in front of most verbs to make the future tense. Review how to add <i>-ed</i> to words to make the past tense.</p> <p>If children struggle with adding <i>-ed</i> to words ending in silent <i>e</i>, tell them that because the <i>e</i> is silent, you can use the <i>e</i> that is there and just add a <i>d</i> to the end of the verb to make the past tense.</p> <p>Provide additional modeling:</p> <ul style="list-style-type: none"> • Our cat jumped down. • Our cat will jump up.
	Oral Practice	Written Practice
You Do	<p>Collaborate: Have partners work together to recount what they did the day before and to tell what they plan to do the next day by completing the sentence frames.</p> <ul style="list-style-type: none"> • Yesterday, I _____. • Tomorrow, I will _____. 	<p>Provide each student with a copy of Practice pages 15-16 that corresponds to his or her proficiency level. Go over the examples and have partners work together to complete the exercises.</p>