

Pronouns

Lesson 28: At the Beach

Subjective Pronouns — *he, she*



Give each student the Lesson 28 Pictures, glue, and scissors. Pre-cut the pictures for your younger students or have your older students cut out their own pictures. Place the pictures in front of the students. Then give each student the Lesson 28 Scene and read the following directions.

Let's look at the picture. We'll talk about what the children are doing in this picture, and then you'll glue your own pictures.

Today the kids at the after-school club are going to the beach. The first week of school is over and it's finally the weekend. Luckily, it's still warm enough to go to the beach. Jake, the camp counselor, and all the kids are looking forward to a day of swimming and playing in the sand.

First we'll be using the word *he* and the word *she*. We use the word *she* for a girl or woman. We use the word *he* for a boy or man.

Point to the lifeguard named Rico who is sitting in the chair. Rico is watching the kids. *He* is watching the kids.

Now let's answer a question together. What is *he* doing? Say the whole sentence. *He is watching the kids.*

Point to the woman sitting at the table. The woman is reading a book. *She* is reading a book.

Now you tell me. What is *she* doing? Say the whole sentence. *She is reading a book.*

Now let's glue some pictures of the kids at the beach.

Point to Jake standing in the sand. *He* likes to play catch. *He* wants a beach ball.

What does *he* want? Say the whole sentence. *He wants a beach ball.*

Pick up the beach ball and glue it in the sand near Jake.

Point to Chan swimming in the water. *He* wants a boogie board to body surf.

What does *he* want? *He wants a boogie board.*

Pick up the picture of the boogie board and glue it near Chan.

Point to Carmen sitting in the sand. *She* wants a sand bucket to build a sand castle.

Lesson 28 At the Beach, *continued*

What does *she* want? *She* wants a sand bucket.

Pick up the picture of the sand bucket and glue it next to Carmen.

Point to Kim eating her sandwich at the table. *She* is thirsty. *She* wants a cold drink.

What does *she* want? *She* wants a cold drink.

Pick up the cooler and glue it next to Kim.

Point to Brian bending over. *He* wants to find a shell to take home.

What does Brian want? *He* wants to find a shell.

Pick up the picture of the shell and glue it near Brian.

Point to Sarah sitting in a chair. *She* wants an umbrella because *she* is hot sitting in the sun.

What does Sarah want? *She* wants an umbrella.

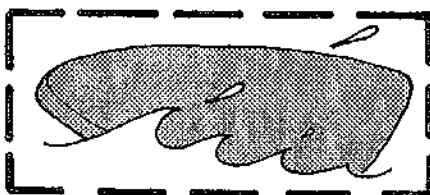
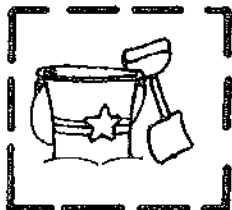
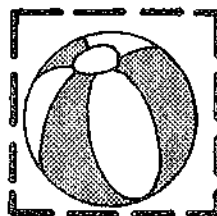
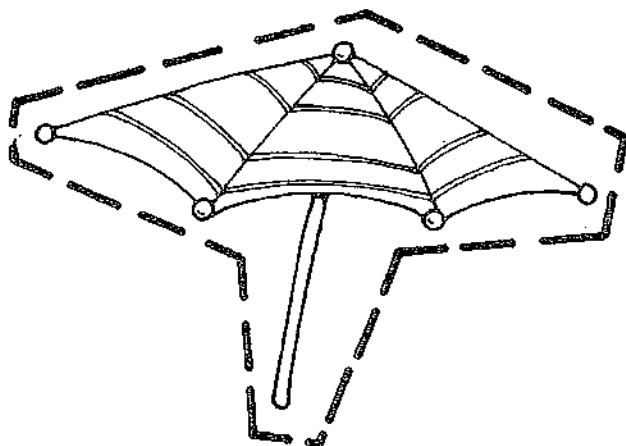
Pick up the picture of the umbrella and glue it on the X near Sarah.

It was a great day at the beach. You did a really great job making your picture and using the words *he* and *she*!

Lesson 28 Pictures

Name _____

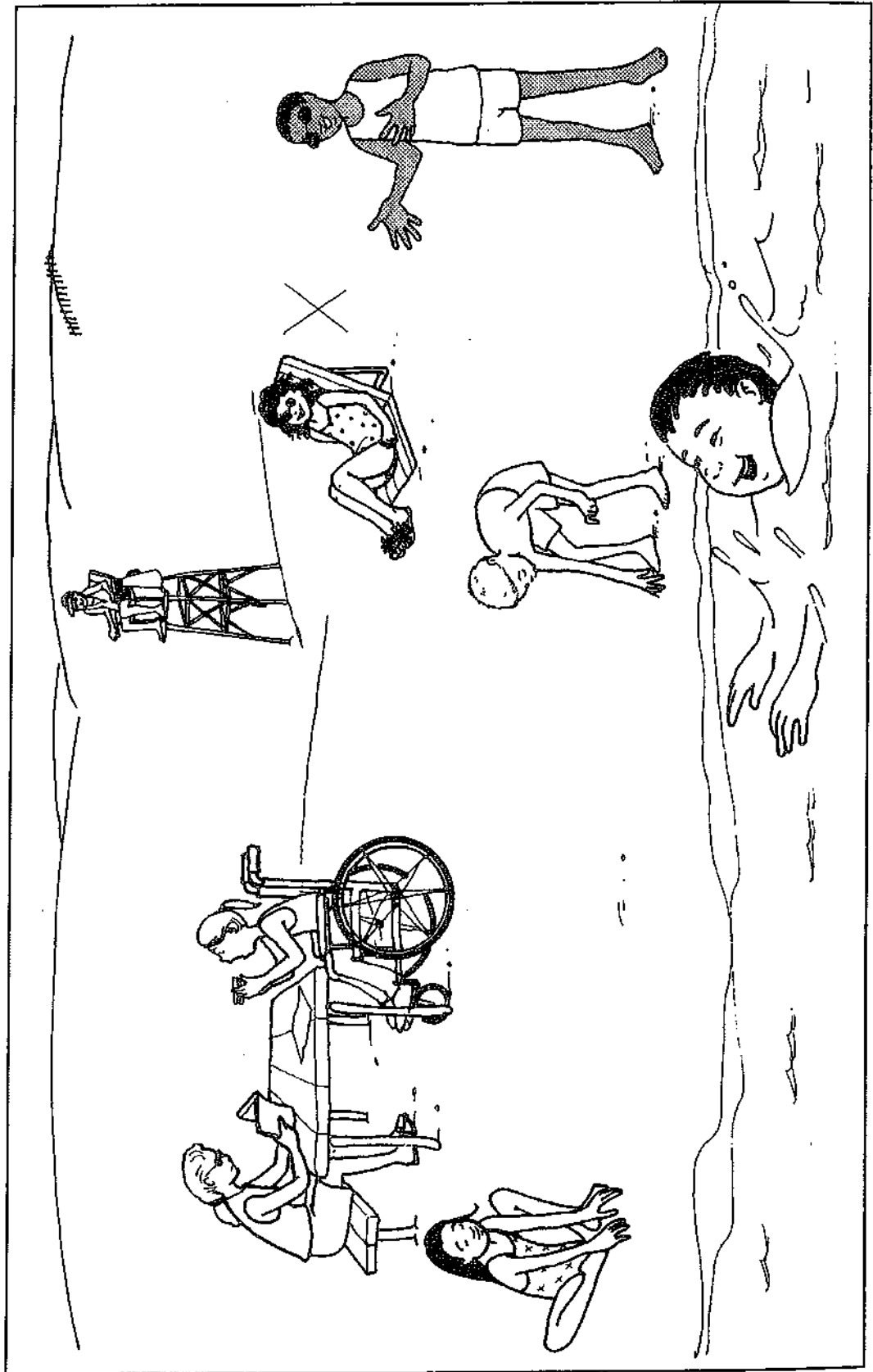
Cut out these pictures and use them with the scene on page 122.



Lesson 28 Scene

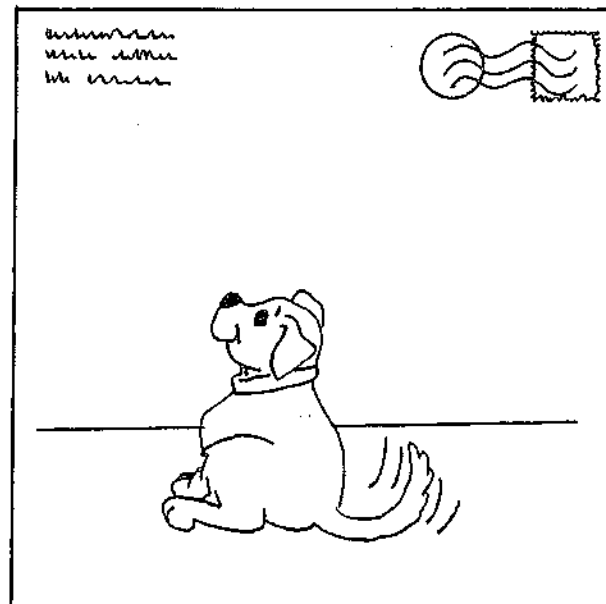
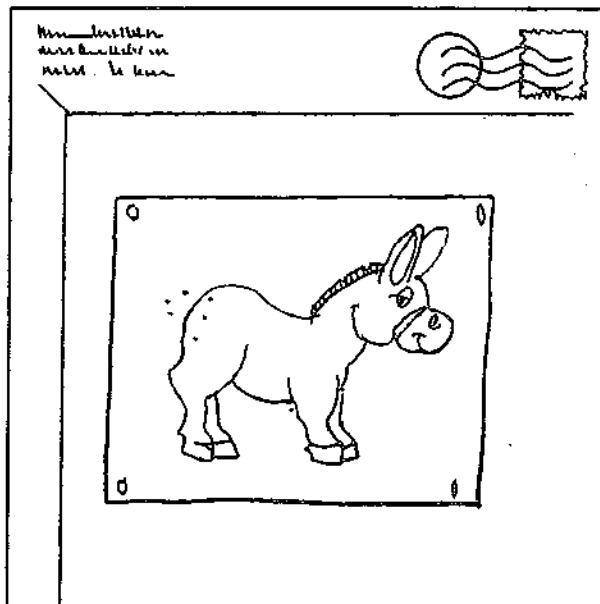
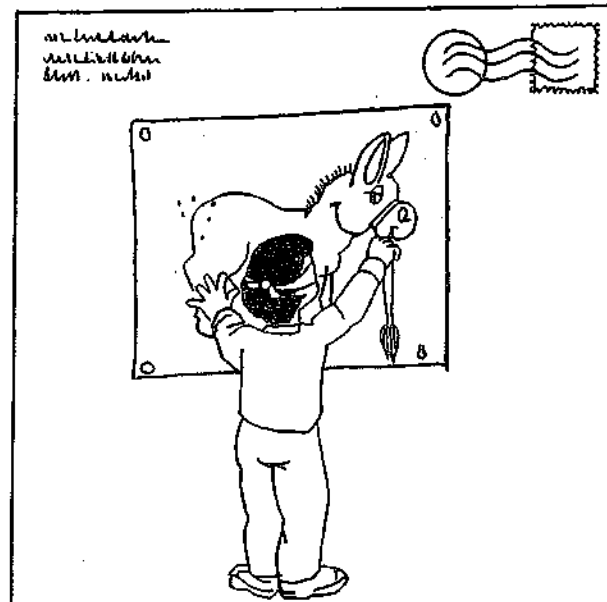
Name _____

Glue the pictures from page 121 on this scene.



Worksheet 3A

Name _____



Sentence Repetition Say what I say. (Point to each picture as you say:)

They are laughing.

He can't see.

It is on the wall.

It is sitting.

Sentence Production (Point to each picture and use a *wh*-question prompt. For example, ask,)

Who is laughing? (The child responds with sentences such as:)

They are laughing.

He can't see.

It is on the wall.

It is sitting.

(For the pronouns *we*, *I*, and *you*, roleplay with the child. For example, say,) Pretend you are at the party. Tell me what you and your friends are doing. (The child answers, We are ____.)

To Do Activity Cut these pictures apart and mount them on tagboard cards to make "letters." Make a mailbox out of a shoebox and let the child "mail" a letter if she uses a correct sentence to describe the picture on the envelope.

Lesson 29: The Backyard Cleanup

Possessive Pronouns — *his, her*



Give each student the Lesson 29 Pictures, glue, and scissors. Pre-cut the pictures for your younger students or have your older students cut out their own pictures. Place the pictures in front of the students. Then give each student the Lesson 29 Scene and read the following directions.

Let's look at the picture of the backyard. We'll talk about what the children are doing in this picture, and then you'll glue your own pictures in the backyard.

When Carmen and Juan got home from the after-school club, they needed to clean up the backyard. They had left their toys scattered everywhere! Their mom put a basket out for Carmen to put her toys in, and a basket for Juan to put his toys in. Let's help Carmen and Juan put their toys away.

Today we'll be using the words *his* and *her*. We use the word *her* for a girl or a woman.

Point to Carmen. Carmen is a girl.

Point to the arrow above Carmen at the top of your paper.

Say the word *her*. The ear is listening for the word *her*. The arrow has the word *her* on it.

Now it's your turn to listen for the word *her*. When you hear me say the word *her*, point to the arrow above Carmen. Are you ready? What word are you listening for? *her*

Point to the basket in front of Carmen. Carmen will put *her* toys in it. Did you point to the arrow when you heard *her*? Great!

Now let's answer a question together. Where will Carmen put *her* toys? in *her* basket

Now we're going to practice using the word *his*. We use the word *his* for a boy or man.

Point to Juan. Juan is a boy.

Point to the arrow above Juan at the top of your paper. Say the word *his*. The ear is listening for the word *his*. The arrow has the word *his* on it.

Now it's your turn to listen for the word *his*. When you hear me say the word *his*, point to the arrow at the top of your paper. Are you ready? What word are you listening for? *his*

Point to the basket in front of Juan. Juan will put *his* toys in it. Did you point to the arrow when you heard the word *his*? Great!

Now let's answer a question together. Where will Juan put *his* toys? in *his* basket

Lesson 29 The Backyard Cleanup, *continued*

Now let's glue the pictures of the toys that Juan and Carmen need to pick up.

Pick up the picture of the truck. The truck belongs to Juan. Juan is a boy. It is *his* truck.

Does the truck belong in *her* basket or *his* basket? in *his* basket

Glue the picture of the truck in *his* basket.

Pick up the picture of the action figure. The action figure belongs to Carmen. Carmen is a girl. It is *her* action figure.

Does the action figure belong in *her* basket or *his* basket? in *her* basket

Glue the picture of the action figure in *her* basket.

Pick up the picture of the ball. The ball belongs to Carmen. It is *her* ball.

Does the ball belong in *her* basket or *his* basket? in *her* basket

Glue the ball in *her* basket.

Pick up the picture of the skates. The skates belong to Juan. They are *his* skates.

Do the skates belong in *her* basket or *his* basket? in *his* basket

Glue the skates in *his* basket.

Pick up the picture of the bat. The bat belongs to Carmen. It is *her* bat.

Does the bat belong in *her* basket or *his* basket? in *her* basket

Glue the bat in *her* basket.

Pick up the picture of the skateboard. The skateboard belongs to Juan. It is *his* skateboard.

Does the skateboard belong in *her* basket or *his* basket? in *his* basket

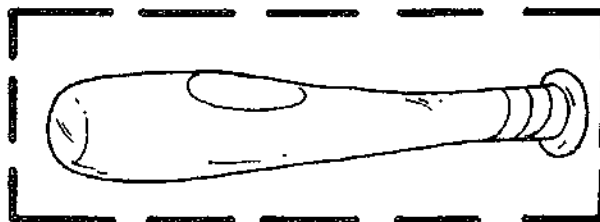
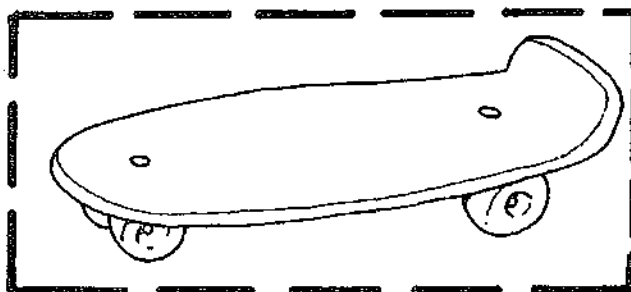
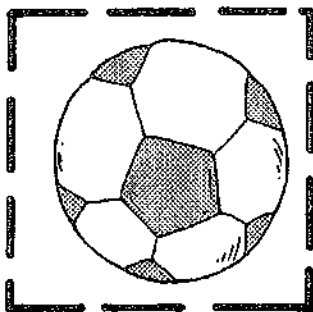
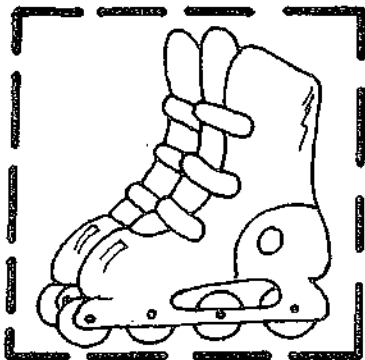
Glue the skateboard in *his* basket.

Juan and Carmen's mom is proud that Juan put *his* toys away in *his* basket and Carmen put *her* toys away in *her* basket. Thank you for helping. You did a great job using the words *his* and *her*!

Lesson 29 Pictures

Name _____

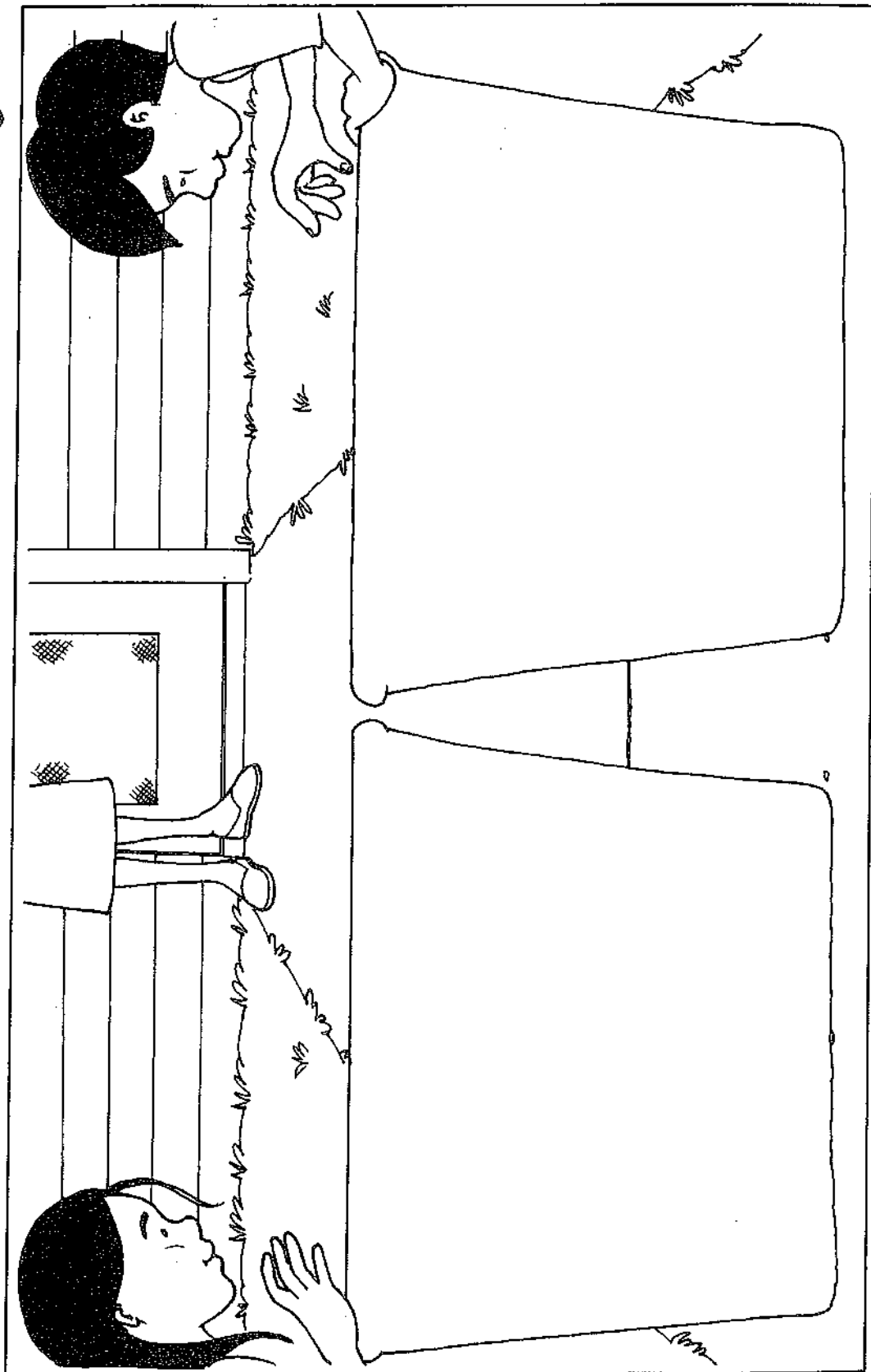
Cut out these pictures and use them with the scene on page 126.



Lesson 29 Scene

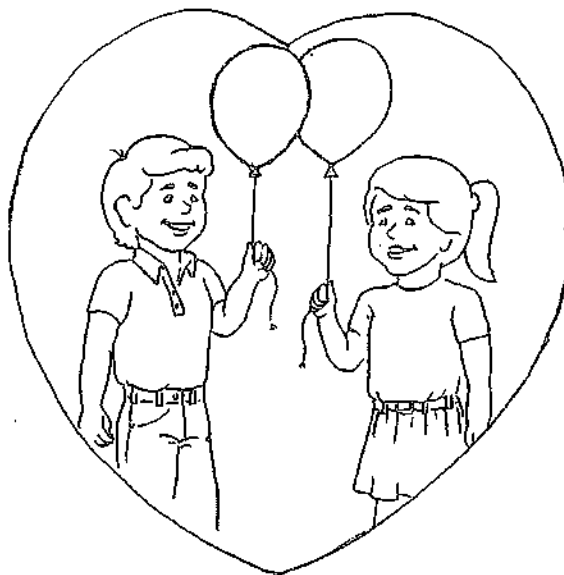
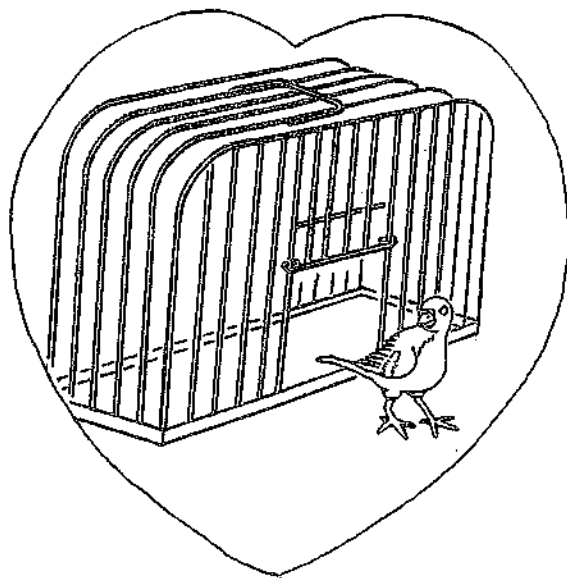
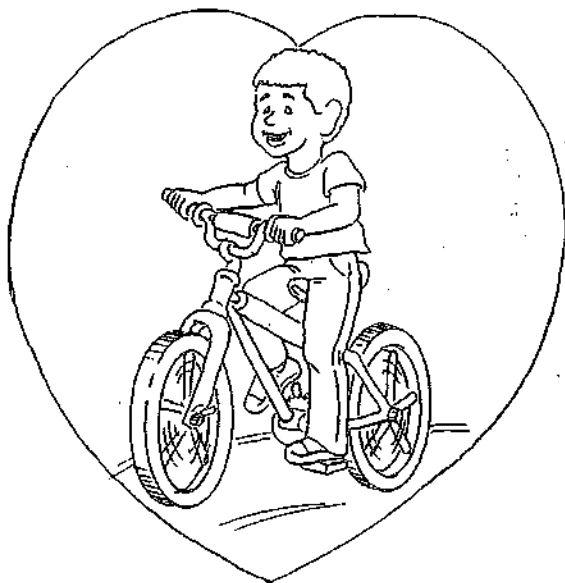
Name _____

Glue the pictures from page 125 on this scene.



Worksheet 2A

Name _____



Auditory Bombardment Listen carefully. (Stress the pronoun in each picture as you point to the object described.)

- his bicycle
- her comb
- its cage
- their balloons

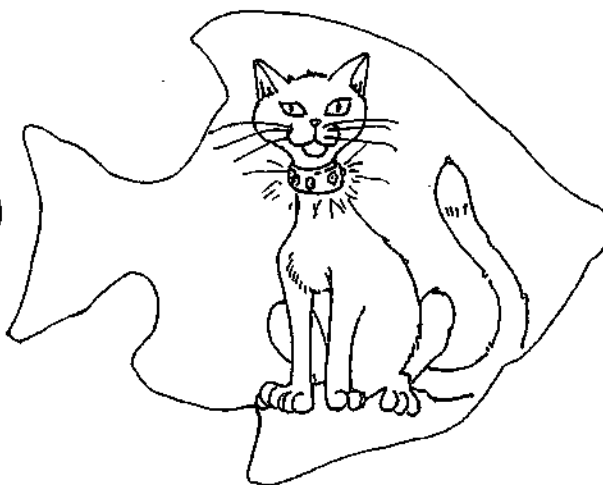
Auditory Discrimination Listen to what I say. Then, point to the picture I talk about. (Describe the pictures at random.)

- his bicycle
- her comb
- its cage
- their balloons

(For the pronouns *my*, *our* and *your*, roleplay. For example, say,) Pretend this bird belongs to me. It's my bird.)

To Do Activity Cut out a large heart from construction paper. Next, cut these pictures out and paste them on construction paper. Then, have the child choose the picture you describe and paste it on the large heart.

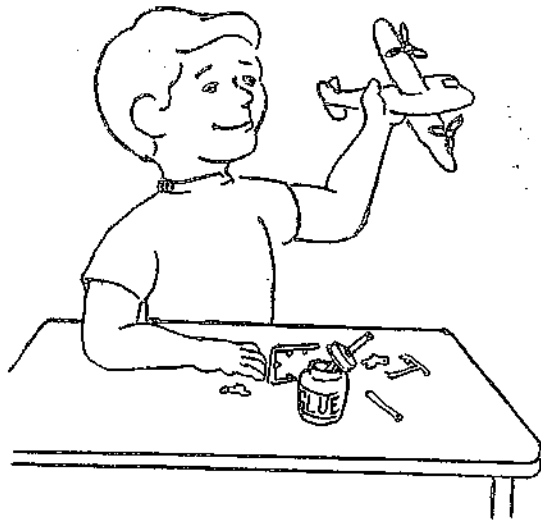
Possessive Nouns



Auditory Bombardment Listen carefully. (Point to each picture as you name it.)
 the dog's toy
 the cat's collar
 the woman's car
 the man's cane

Auditory Discrimination Listen to what I say. Then, point to the picture I talk about. (Ask about the pictures at random.)
 Show me . . . the dog's toy.
 the cat's collar.
 the woman's car.
 the man's cane.

To Do Activity Cut these pictures apart and mount them on construction paper. Put a paper clip on each fish and use a fishing pole with a magnet at the end of a string. Have the child catch the fish with the picture you describe. Let her keep the fish if she is correct. See if she can catch all the fish!



Auditory Bombardment Listen carefully. (Point to each picture, stressing the possessive noun as you name it.)

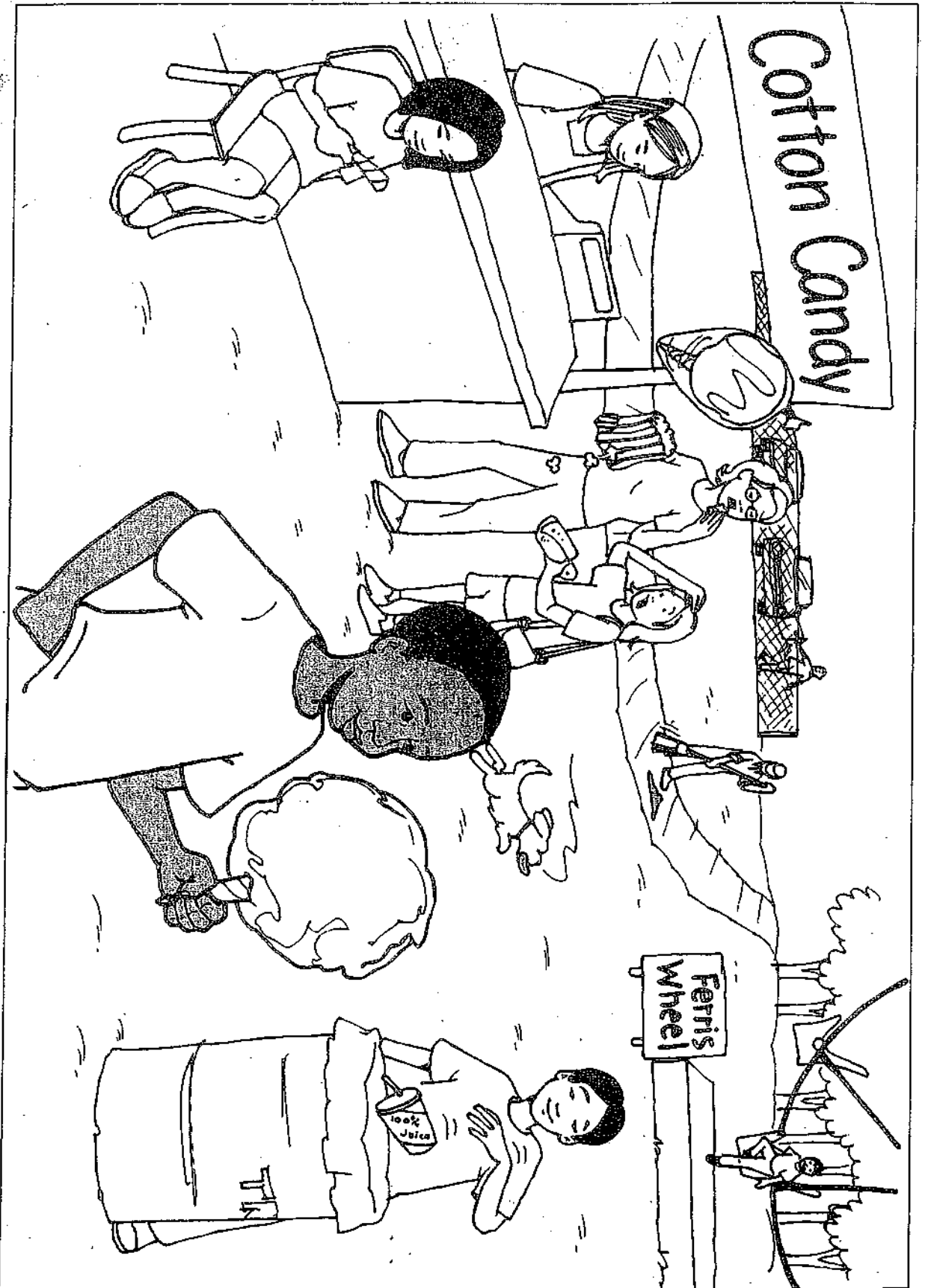
- the boy's airplane
- the girl's yo-yo
- Jeff's pencil
- Annette's new dress

Auditory Discrimination Listen to what I say. Then, point to the picture I talk about. (Ask about the pictures at random.)

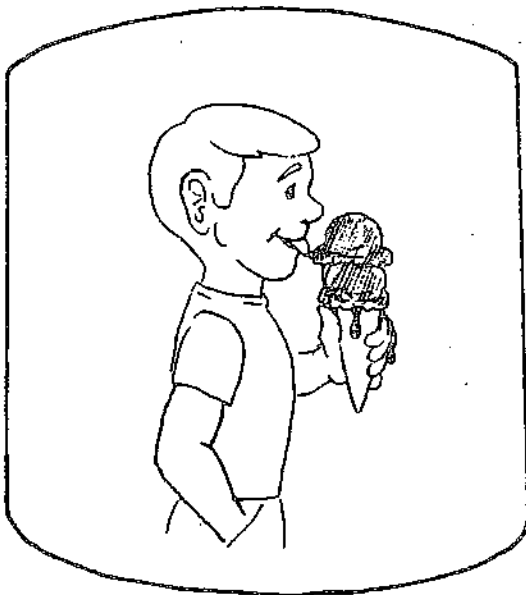
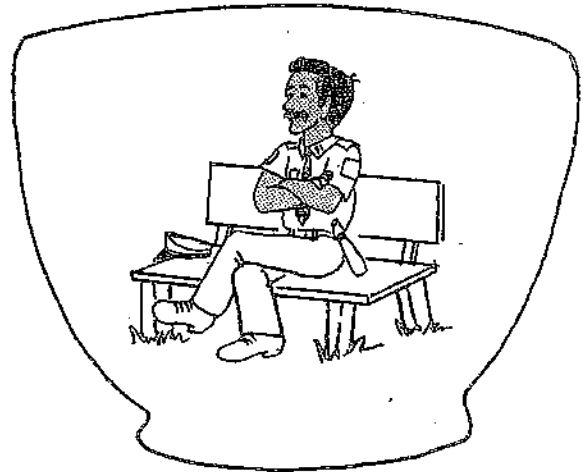
- Show me . . . the boy's airplane.
- the girl's yo-yo.
- Jeff's pencil.
- Annette's new dress.

To Do Activity Have the child color these pictures and cut them apart. Mount the pictures on construction paper. Next, lay the pictures on the table in front of the child and name one of the items. If he points to the correct picture let him place it in an empty Kleenex box. See if he can collect all the pictures.

Irregular Past Tense Verbs



Irregular Past Tense
SPARC for Grammar



Auditory Bombardment Listen carefully.
(Describe the actions, stressing the past irregular verbs as you point to each picture.)

The police officer is standing. Now, he isn't.

The police officer stood.

The boy is eating. Now, he's done.

The boy ate.

Auditory Discrimination Listen to what I say.
Then, point to the picture I talk about. (Describe the pictures at random.)

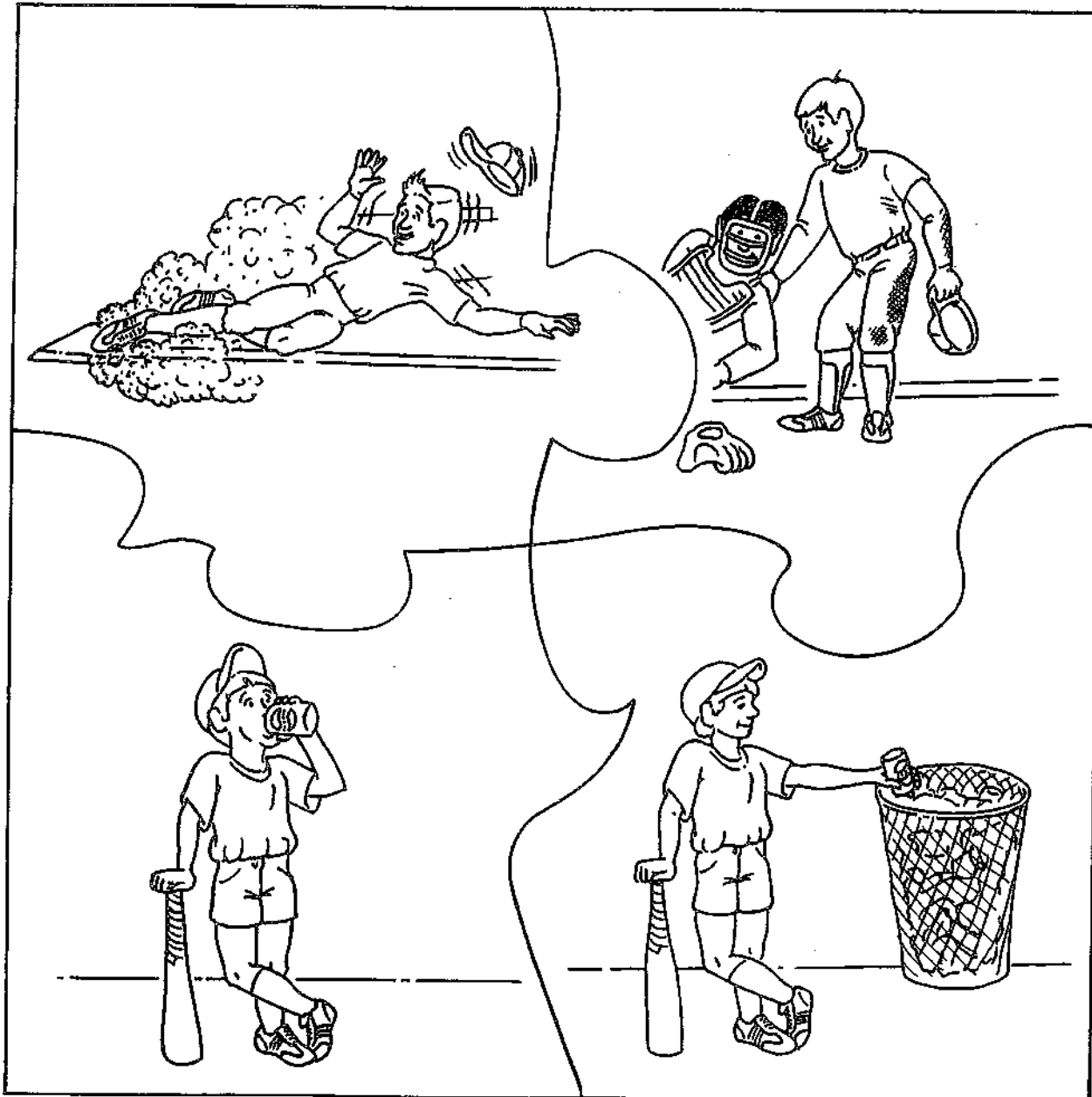
The police officer is standing.

The police officer stood.

The boy is eating.

The boy ate.

To Do Activity Have the child cut out these pictures and paste them on small paper plates. Then, have the child put the pictures in the correct sequence as you describe them.



Sentence Repetition (Point to each picture as you say:)

Listen. The runner is sliding. Now, he's done.

Say what I say: The runner slid.

Listen. The bat boy is drinking. Now, he's done. Say what I say: The bat boy drank.

Sentence Production (Point to each picture and ask,) What is the ____ doing? (or) What did the ____ do? (The child responds with sentences such as:)

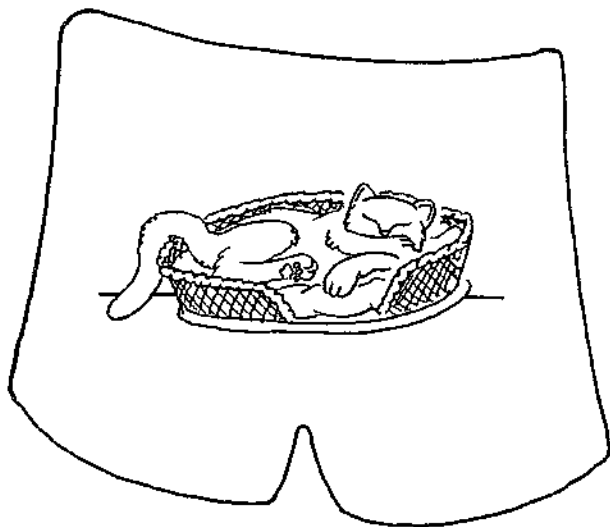
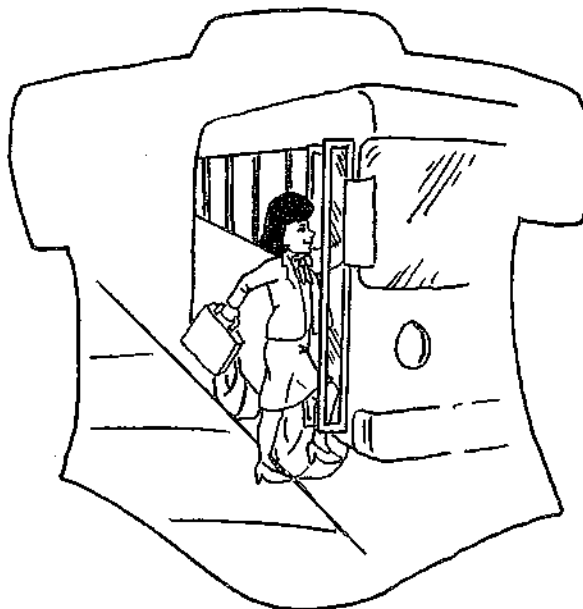
The runner is sliding.

The runner slid.

The bat boy is drinking.

The bat boy drank.

To Do Activity Cut the pictures apart like four jigsaw puzzle pieces. Have the child glue the pieces back together on a piece of cardboard if she describes the pictures using correct sentences.



Auditory Bombardment Listen carefully.
(Describe the actions, stressing the past irregular verbs as you point to each picture.)

The lady is running. Now, she's done.

The lady ran.

The cat is sleeping. Now, it's done.

The cat slept.

Auditory Discrimination Listen to what I say.
Then, point to the picture I talk about. (Describe the pictures at random.)

The lady is running.

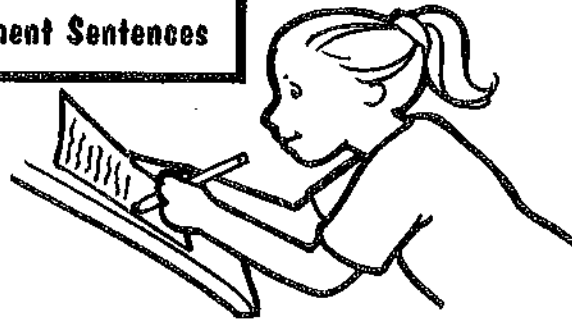
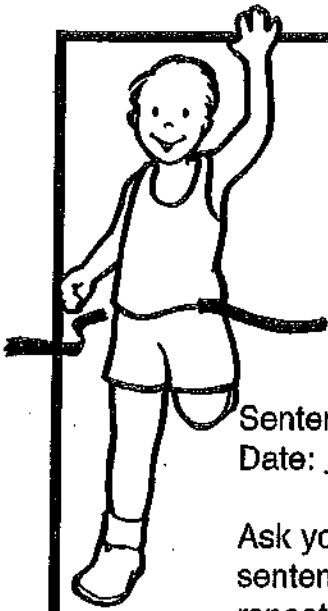
The lady ran.

The cat is sleeping.

The cat slept.

To Do Activity Have the child color each picture. Next, cut each picture out and paste it on a piece of construction paper. Then, have the child put the pictures in the correct sequence and attach them to a "clothesline" (a piece of string or rope) with clothespins or paper clips as you describe them.

Home Speech Practice Auditory Bombardment Sentences



Sentence Structure: He + irregular past tense verb + the + noun
Date: _____

Ask your child to listen carefully as you read the following list of sentences slowly and clearly. It is important that your child not repeat the sentences but just listen to them quietly. Please spend one to two minutes daily reading these sentences to your child. After listening to these sentences, your child may color the pictures on the page!

1. He won the race.
2. He bought the scooter.
3. He threw the ball.
4. He read the magazine.
5. He wrote the letter.
6. He hid the present.
7. He cut the paper.
8. He made the airplane.
9. He fed the lizard.
10. He broke the glass.

Additional Comments/Helpful Hints:

