**Week 5: June 4th and 6th, 2013**

**Articles:**

**In English, there are 3 articles: *A, An* (un, una) and *The* (el, la, los, las). To choose which article to use, you must decide whether the noun is countable or non-countable.**

**Countable nouns:** Specific, individual objects that can be counted, used with numbers, and made plural. plural (book, pencil, student, dog).

**Non-countable nouns:** Nouns that are not counted, used with numbers, or made into plurals. (salt, sand, hair). Usually non-count nouns refer to general categories of things (cake, fruit, meat), abstract ideas (independence, luck), or something made up of many small parts (salt, sand, hair)

\*Note: Some nouns can be count or non-count.

 Example: I want **a** cake for my birthday. (specific – 1 cake - count)

 I want cake. (cake in general – no specific quantity – non-count)

**Here are some basic rules to decide which article to use:**

1. Use the indefinite article (a, an) to talk about professions, or membership in a group (there are many of that thing, but you are referring to one of them in particular)

* *She’s an architect.*
* *He’s a gentleman.*
* *My grandfather was a boy scout.*

2. **Singular**, **countable** nouns always have an article – **a**/**an** or **the** – or another determiner (my, your, this, that etc.)

3. We use the indefinite article - **a**/**an** - when we talk about something that is not definite or specific, or when we mention something for the first time (since the listener does not know about the thing to which we are referring)

* I saw a cute dog yesterday. *The listener doesn’t know which dog*
* There’s a man at the door. *We don’t know who the man is.*
* Do you want a drink? *It’s not a particular drink.*

4. We use the definite article - **the** – when we talk about something more certain, a specific item, or when we think that the listener knows which thing we are talking about (maybe because we mentioned it before, or because there is only one of it)

* I’m going to take the dog for a walk. *The dog is a pet – it’s not just any dog.*
* Have you seen the car key? *Speaker and listener know which car. It’s not just any car.*
* They live in the house in front of ours. *There’s only one house in front.*

5.  When we talk about things in general we usually use a plural noun or a non-countable noun with **no article**.

* Birds eat worms. *NOT ~~The birds eat the worms~~.(not specific birds or specific worms)*
* Water flows downhill. *(water=non-count)*
* Kangaroos live in Australia.(*all kangaroos, in general)*

BUT *We went to the zoo and saw the kangaroos*. These are particular kangaroos – not kangaroos in general.

**PRACTICE:** Write **a, an, the** or **no article** on each line.

Today was \_\_\_\_\_ important day at \_\_\_\_\_ school where I work. \_\_\_\_\_ director of \_\_\_\_\_ Foundation came to visit with some guests from \_\_\_\_\_ United States. She is \_\_\_\_\_ journalist. When I got to \_\_\_\_\_school, I saw \_\_\_\_\_ dog running in \_\_\_\_\_ school yard. \_\_\_\_\_ dog was big and black and he had \_\_\_\_\_ white spot on his \_\_\_\_\_chest. He ran toward \_\_\_\_\_\_ school garden. I ran after \_\_\_\_\_\_ dog to make sure he didn’t make \_\_\_\_\_\_ mess. I took \_\_\_\_\_ dog out of \_\_\_\_ school yard and closed \_\_\_\_\_\_\_ gate. Next, I got to work getting \_\_\_\_\_ school ready for \_\_\_\_\_ visit. I cleaned \_\_\_\_\_\_ entire school, and put up \_\_\_\_\_\_ big sign that said “Welcome”. \_\_\_\_\_ sign was blue and green. When \_\_\_\_\_ visitors arrived, we gave them \_\_\_\_tea and \_\_\_\_\_cake for \_\_\_\_\_\_\_breakfast. Then, \_\_\_\_\_ students sang \_\_\_\_\_ song for \_\_\_\_\_ guests. At \_\_\_\_\_ end of \_\_\_\_\_ day, we had \_\_\_\_\_ big party at \_\_\_\_\_ school. At \_\_\_\_\_\_ party, we played \_\_\_\_\_music, and \_\_\_\_\_ students danced in \_\_\_\_\_ school yard. We ate \_\_\_\_\_\_fruit and \_\_\_\_\_ leftover cake. \_\_\_\_\_ party was fun. After \_\_\_\_\_\_ party, \_\_\_\_\_\_ visitors went to \_\_\_\_\_ restaurant to eat \_\_\_\_\_lunch. \_\_\_\_\_ director ordered \_\_\_\_\_ beer and \_\_\_\_beans with \_\_\_\_\_rice. Finally, everyone went to \_\_\_\_\_ amazing farm to relax for \_\_\_\_\_\_ rest of \_\_\_\_\_ afternoon. It was \_\_\_\_\_ good day.

**NUMBERS**

|  |  |  |  |
| --- | --- | --- | --- |
| 0 | zero (oh) | 20 | twenty |
| 1 | one | 21 | twenty-one |
| 2 | two | 30 | thirty |
| 3 | three | 31 | thirty-one |
| 4 | four | 40 | forty |
| 5 | five | 50 | fifty |
| 6 | six | 60 | sixty |
| 7 | seven | 70 | seventy |
| 8 | eight | 80 | eighty |
| 9 | nine | 90 | ninety |
| 10 | ten | 100 | one hundred / a hundred |
| 11 | eleven | 101 | one/a hundred (and) one |
| 12 | twelve | 110 | one/a hundred (and) ten |
| 13 | thirteen | 200 | two hundred |
| 14 | fourteen | 300 | three hundred |
| 15 | fifteen | 1,000 | one thousand / a thousand |
| 16 | sixteen | 10,000 | ten thousand |
| 17 | seventeen | 100,000 | one hundred thousand |
| 18 | eighteen | 1,000,000 | one million / a million |
| 19 | nineteen | 1,000,000,000 | one billiona billion |

1,342: One thousand three hundred (and) forty-two
212,599: Two hundred (and) twelve thousand five hundred (and) ninety-nine

**ORDINAL NUMBERS**

\*Rule 🡪 Add “th” to end of number

\*Numbers ending in “y” (20, 30, 40, etc.) 🡪 change “y” to “ie”, then add “th”

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1st | first | 9th | ninth | 17th | seventeenth |
| 2nd | second | 10th | tenth | 18th | eighteenth |
| 3rd | third | 11th | eleventh | 19th | nineteenth |
| 4th | fourth | 12th | twelfth | 20th | twentieth |
| 5th | fifth | 13th | thirteenth | 21st | twenty-first |
| 6th | sixth | 14th | fourteenth | 30th | thirtieth |
| 7th | seventh | 15th | fifteenth | 31st | thirty-first |
| 8th | eighth | 16th | sixteenth | 100th | one-hundredth / hundredth |

**Activities to teach numbers:**

* Board Game (throw dice, count spaces)
* Craft: Make a Caterpillar (put numbers in order)
* Number Line Up : Give each student a card with a number, have them line up in order, then read their numbers in order (can also make groups using colors, shapes, etc. and have students find their matching group, then get in order)
* Ball toss
* Books: Count the objects on each page
* Line students up and give each a number. When each student is tapped, they say their number (1, 1-2-1, 1-2-3-2-1, etc.). Count forwards and backwards.

**Recommended Books:**

* *The Very Hungry Caterpillar*, by Eric Carle (count foods on each page)
* *Eency Weency Spider*, by Margaret Wang
* *Monkey Trees Sight Word Book* (<https://www.youtube.com/watch?v=wbTty0rdCWk>)

**Songs:**

10 Little Indians

One little, two little, three little Indians

Four little, five little, six little Indians

Seven little, eight little, nine little Indians

Ten little Indian boys.

Ten little, nine little, eight little Indians

Seven little, six little, five little Indians

Four little, three little, two little Indians

One little Indian boy.

5 Little Ducks (by Raffi)

Five little ducks went out one day,
Over the hills and far away.
Mother duck said "Quack, quack, quack, quack, But only **four** little ducks came back.

(Repeat with 4, 3, 2 ducks)

One little duck went out one day,
Over the hills and far away.
Mother duck said "Quack, quack, quack, quack, But **none** of the five little ducks came back.

Sad mother duck went out one day,
Over the hills and far away.
Mother duck said "Quack, quack, quack, quack,
And all of the five little ducks came back.

Five Green and Speckled Frogs (by Raffi)

Five green Speckled Frogs
sat on a speckled log
Eating some most delicious bugs. Yum! Yum!
One jumped into the pool
Where it was nice and cool
Then there were 4 green speckled frogs

(repeat with 4, 3, 2) – final line: Then there were no green speckled frogs

5 Little Monkeys

Five little monkeys [Hold up five fingers.]
jumping on the bed. [Jump up and down.]
One fell off [Hold up one finger and then roll your hand down towards the floor.]
And bumped his head. [Tap your head with your fist.]
Mama called the doctor and the doctor said, [Make telephone with hand]
"No more monkeys jumping on the bed!" [Put one hand on your hip and wag your index finger.]

(repeat with 4, 3, 2, 1)

**COLORS**

Red (rojo) Orange (anaranjado) Yellow (amarillo) Green(verde)
Blue(azul) Purple(morado) Pink (rosado) Brown (café)
Black (negro) White (blanco) Gray (gris) Silver (plateado)
Gold (dorado)

**Activities to Teach Colors:**

* Paint a rainbow
* Book: *Brown Bear, Brown Bear, What Do You See?* By Eric Carle
* Color-Find Game: Find something that’s \_\_\_\_\_\_
* Name objects that are a color
* I spy something \_\_\_\_\_\_\_
* Color by number
* Plastilina – give directions about what colors to use
* Colored strips of paper– “Show me \_\_\_\_\_”
* Arts and crafts – talk about the colors
* Board Game with colors – make dice or spinner with colors