

# Blue Book 1

## New Syntax

### ► Plural noun phrases

Only the regular plural marker (-s) is used. Plural noun phrases have the following patterns: number + noun (e.g., “two boys”) or determiner + number + noun (e.g., “The two boys.”). Plural noun phrases are first applied to quantities of two, and singular and plural noun phrases are contrasted. Later, plural noun phrases depict more than two to demonstrate that *plural* does not mean only two. The classification developed by Quirk, Greenbaum, Leech, and Svartvik (1972, p. 166) was used as a guide in introducing regular and irregular plurals.

## Story 1: The Truck

### Prereading Activities

**Table of Contents** ► Have the students turn to the Table of Contents page. Write the title of the story, “The Truck,” on the board and ask the students to find the title and the page number. Have them turn to the correct page.

**Title Page** ► Have the students read the title of the story. When discussing the picture on the title page, encourage the students to recall and relate prior experiences they have had with ice cream trucks (or other ice cream vehicles). Ask them to establish the setting (place and season) and predict what might happen in the story. Write their responses on the board.

**Spelling Pretest** ► Have the students complete the Pretest for this story and immediately correct misspelled words.

### New Words

**cone** ► Show the children the new word and picture on page 2. Write the word on the board and say/sign and fingerspell it. Ask the students how many letters are in the word. Ask them what the first letter is and what sound it makes. Have them fingerspell the word. The children probably all know what an ice cream cone is and have had previous experiences with that concept. As they tell about their experiences with ice cream cones, take every opportunity to link the concept to the printed word. Introduce them to the geometric shape and see if they know that this particular shape is called a *cone*. Have them study the word, then say/sign and fingerspell it three times, following your model. Then have them write the word.

**one\*/two\*** ► Show the children the new words and pictures on page 2. Write the words on the board and say/sign and fingerspell them. Ask the students how many letters are in each word. Ask them what the first letter is and what sound it makes for each word. Have them fingerspell the words. Point to the numerals 1 and 2 on page 2 and ask the children what they are (they have probably had instruction on numbers in their math classes). The children should also have the concepts of *one* and *two* from their math work. Reinforce these concepts by using manipulables; for example, give each child three or four grapes. Hold up a card with *one*, *two*, 1, or 2 on it and have the children separate the appropriate number of