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CUBE GUIDE

GROUP	COLOR	WORDS ON CUBE	FUNCTION
pronouns	blue	I, you, he/she, it, we, they	subject pronouns
pronouns	blue	me, you, him/her, it, us, them	object pronouns
pronouns	blue	my, your, his/hers, its, our, their	possessive adjectives (pronouns used as adjectives)
pronouns	blue	mine, yours, his/hers, its, ours, theirs	possessive pronouns
pronouns	blue	this, that, these, those, here, there	demonstrative pronouns
question words	green	what, when, where, which, who/whom, why	information questions
question words	green	how, how far, how many, how much, how often, whose	information questions
nouns	dark blue	car, cars, student, students, teacher, teachers	regular count nouns, consonant sound start
nouns	dark blue	animal, animals, egg, eggs, insect, insects	regular count nouns, vowel sound start
nouns	dark blue	child, children, man, men, woman, women	irregular count nouns (no s in plural)
nouns	dark blue	food, fruit, help, money, water, work	noncount nouns (no plural)
articles	dark blue	a, an, the	definite and indefinite articles
prepositions	dark blue	in, on, over, next to, between, under	prepositions of location
prepositions	dark blue	at, for, to, from, with, of	common prepositions
verbs	red	be, am, are, is, was, were	present and past forms of be
verbs	red	be, being, to be, been	other forms of be
verbs	red	have, has, had, having, to have	all forms of have
verbs	red	do, does, did, doing, done, to do	all forms of do
verbs	red	look, looks, looked, looking, to look	all forms of look (regular verb)

verbs	red	go, goes, went, going, gone, to go	all forms of go
verbs	red	need, needs, needed, want, wants, wanted	commonly used forms of need and want
verbs	red	will, would, can, could, shall, should	all forms - modal auxiliary verbs
verbs	red	may, might, must	all forms - modal auxiliary verbs
adverbs	orange	every day, yesterday, tomorrow, right now, if, for	time prompt words for verb tenses
adverbs	orange	always, ever, never, rarely, sometimes, usually	frequency adverbs
adverbs	orange	happily, loudly, quickly, sadly, slowly, softly	regular adverbs (ending with ly)
adjectives	purple	happy, loud, quick, sad, slow, soft	use with above cube to teach adverb formation
adjectives	purple	angry, beautiful, calm, old, ugly, young	vowel and consonant starts for practice with a/an
adjectives	purple	angry, angrier, angriest, old, older, oldest	regular comparatives and superlatives
adjectives	purple	good, better, best, bad, worse, worst	irregular comparatives and superlatives
adjectives	purple	any, many, much, few, little, lot	determiners for count/noncount noun exercises
adjectives	purple	all, each, every, more, most, some	determiners for singular/plural noun exercises
adjectives	purple	one, two, three, first, second, third	cardinal and ordinal numbers
punctuation	black	! ? . ,	basic punctuation
conjunctions	black	both, either, neither, after, before, while	words for building complex sentences, etc.
conjunctions	black	and, or, nor, as, because, but	words for building complex sentences, etc.
conjunctions	black	not, also, too, as, than	positive, negative, comparative words
conjunctions	black	yes, no, maybe	for positive, negative, uncertain sentences
none	blank		for extra punctuation, pronouns, articles, etc.
none	blank		for extra punctuation, pronouns, articles, etc.

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What's so great about manipulatives?

Why are manipulatives so successful as learning tools? They are certainly a lot more fun than lectures and endless written problems, and we humans do learn faster and better when we're having fun. Even more important, with manipulatives we build meaning with our own hands. This tactile (touch) experience is recognized as one of the three most important ways we learn. The other two are auditory (hearing and speaking) and visual. In many ways, the tactile learning style is the most powerful of the three. We may forget a hundred "Don't touch!" commands, but remember one burned finger for a lifetime.

Everyone uses all three styles when learning, but each of us prefers a particular style or combination of styles. Most formal teaching methods focus on auditory/visual styles, so if those are your personal learning preferences, you have probably done well in school. Tactile learners, however, are usually at a considerable disadvantage in the classroom.

Math and science lend themselves to hands-on activities, and there are many excellent manipulatives in use for those subjects. The best of them engage all three styles at the same time. Language teaching, on the other hand, relies almost exclusively on auditory/visual methods, and few manipulatives are available, apart from ABC building blocks and word tiles.

A great deal of research has been done on how people learn, and Multisensory Structured Language (MSL) teaching methods are at the top of the list of effective techniques. Briefly, MSL principles prescribe:

- Simultaneous teaching to the auditory, visual, and tactile learning styles
- Systematic and cumulative teaching--starting with the basics and building on them step-by-step to the more complex
- Direct instruction--continuous interaction between teacher and student without assumptions about what the student knows
- Repetition, repetition, repetition and review, review, review
- Synthetic and analytic teaching--building the whole with the parts and breaking the whole into its parts

What's so special about English on a Roll?

English on a Roll encompasses all of the MSL techniques described above, and it is fun for all ages. It is also one of the few manipulatives available that is intentionally designed to systematically teach the structure and patterns of the English language.

Most of the individual cubes in the cube set are engraved with color-coded words that represent one basic pattern (rule) of English. For instance, one cube bears all the subject pronouns (I, you, he, she, it, we, they). Since these words, and only these, are always used in the same way to build sentences, the right answer is always on the cube. So students choose among seven words instead of thousands! And as they rotate the cube to find the correct word, they learn by association that all seven words are related.

Examples of every verb tense in the English language can be built with the nine verb cubes in the set. This is possible because most English verb tenses and questions are formed with helping verbs, and all but two of the nine cubes in the set can be used as helping verbs. And, amazingly, the different forms of every verb in English (with one exception---'be') fit on a single cube, so, again, the correct answer will always be found on its 'cluster' cube.

For instance, teaching the simple present or past tenses (including questions) can be done with two verb cubes (look, looks, looked, looking, to look) and (do, does, did, doing, to do), the subject pronoun cube (I, you, he, she, it, we, they), and the punctuation cube (. , ! ?). All of the forms are possible, from 'I look.' to 'Does she look?' to 'They looked.' to 'Did you look?', etc. By bringing in additonal helping verb cubes such as 'be' (am, is, are, was, were...), 'have' (have, has, had...), and (will, would, can, could, shall, should), any verb tense can be formed.

Once students learn a pattern with the cluster words in the set, it is important to customize cubes to incorporate other words that follow the same pattern. In the above example, we might choose 'talk' as the verb of the day, and customize a cube with its five forms (talk, talks, talked, talking, to talk). We then build the same tenses, using the same patterns. (See page 10, part B of the text for information on customizing.)

Because of these cluster words and customizing features--which apply to all parts of speech--English on a Roll is truly unlimited in scope.

Who can learn with English on a Roll?

Anyone five years or older can use the cubes. They are so versatile that the possibilities seem endless.

Homeless Appalachian children learn spelling and sight reading with them. The cubes are placed in a paper bag, and a player picks one cube out, rolls it and spells the word that turns up. If the spelling is correct, he or she keeps the cube. (It's worth a point at the end of the game.) If the player can read the word aloud, that's another point.

High level students use the cubes as a springboard for writing exercises, by first building a complex sentence such as 'I would not go to work if I had the money.' and writing a paragraph to follow.

That said, English on a Roll is particularly valuable to beginning and intermediate students of all ages, especially those in ESL/ESOL, Special Education, Literacy, and Beginning Reader programs, since these students often profit most from the Multisensory Structured Language approach outlined above.

The cubes can be used for one-on-one teaching, small groups or large classes. (See 'How Does It Work?' below.)

Who can teach English with it?

Anyone--teacher, volunteer, assistant, parent, sibling, classmate--who speaks and writes English reasonably well and is attentive to his or her student's needs can use English on a Roll as a teaching tool.

You don't have to be an English teacher--or a trained teacher at all--in order to use the cubes. Although it's helpful, you don't even have to know the rules or language of grammar. Working through the lessons in this text with your students will refresh your memory.

HOW DOES IT WORK? IMPORTANT! BE SURE TO READ THIS!

Now for the most important part.

A. The Cube Guide is your friend! Find the Cube Guide on pages D and E at the beginning of this text. Start with the 'Function' column on the right side of the page. In the first row you will find the words 'subject pronouns'. Read back across the row to find the words on the subject pronoun cube (I, you, he/she, it, we, they), the color of the print on the cube (blue), and the cube's word group (pronouns). Look for the pronoun cubes (which are a lighter blue than the noun cubes), and pick out the subject pronoun cube. Repeat this process down the guide pages to familiarize yourself with every cube in the set. Using the Guide will save you time, and make it easy to create lessons for any grammar instruction.

B. Using the text. The textbook is designed to save you as much time for teaching as possible, so very little preparation is needed. Every lesson follows the same format:

Prep: Shows the cubes needed for the lesson, pages to copy, and materials.

Notes and Vocabulary: Contain teaching tips and new vocabulary.

Teach the Concepts: Explains in detail how to teach the lesson using the cubes and reproducible teaching handouts.

Games/Conversation: Contains games for practicing the new concepts.

Written Exercises: Provides reproducible exercises for more practice.

C. Important tips.

1. Give the students only the cubes for the lesson! It is distracting to have all the cubes on the table, so pick out the ones that are needed, close the box and put it aside. In the beginning, students will need help locating the cubes for the lesson, but as they become familiar with using the set, finding the cubes becomes a game in itself.

2. The cubes can be shared by up to six students at a time, which encourages valuable peer teaching. Make sure, however, that everyone takes turns.

3. Use multiple sets for large classes (teams of five or six students per set). Arrange the class so that you can easily move from one team to another. When using multiple sets, it is a good idea to color-code each one. For instance, color-code the 'red' set with a red permanent marker by making a dot on <u>one</u> face of each of the cubes in the set. Do the same for a blue set, etc. Have students put the colored dot facing up when they place the cubes in their box.

4. Make your teaching multisensory. When working through the teaching handouts, have students:

   a. Repeat after you (three times--especially with new words and phrases)
   b. Rotate the cubes to build examples
   c. Read their work aloud
   d. Demonstrate meaning

5. Students may roll or rotate the cubes. Usually, however, only one cube is rolled at a time. The word that comes up becomes the 'anchor' word, and all the other cubes are rotated (<u>not</u> rolled) to form phrases or sentences that agree with the anchor word.

6. When starting the written exercises, do the example and one or two problems together to be sure students understand.

7. In the classroom, use overhead transparencies for the teaching handouts and written exercises if possible.

8. Write new words on the board if they are not on the handouts.

9. Teach the basics of phonics. Your students will need it for grammar.

10. The cubes can be used to show inflection in a sentence by moving the stressed word cube above the straight line of the other cubes in the sentence.

11. Once students have grasped a new concept, customize cubes with new words to practice it with related vocabulary. See page 10 for more details.

12. Make a practice of having students put all the cubes back in their open box at the end of class. Check that each box is full before students leave the room.