

Can Do Cubes™ for English grammar

by Helen Backhouse

North America edition : Laurie Fyke, Tara Jenner, Deb Bible Series consultant: Dr. Donna Lubcker

Introduction

Can Do Cubes for English grammar is a creative resource offering a variety of games and activities for students to enjoy the learning of English grammar. No special knowledge of English, or teacher training, is necessary for the full delivery of this resource. As with all English language programs, Can Do Cubes should be part of a literature rich environment.

A set consists of 150 hardwood cubes. Every cube is laser engraved, with the words appearing on each of their six faces being grammatically related (for example, all parts of a particular verb, all pronouns, prepositions or nouns etc.). On some of the cubes showing regular verbs, the sixth face is blank; these might be ignored or used by students to introduce their own, appropriate words. The most commonly used punctuation marks are included within the set.

Can Do Cubes acts as a link between the written and the spoken forms of the English language. Like the spoken form, individual words can be chosen, or taken at random, and combined with other words to form language 'chunks'. These 'chunks' can be cut, extended, changed or corrected at will. Students are, therefore, encouraged to experiment freely with the language. Like the written form, the words can be placed together to reveal structures or grammatical rules, or simply to start a piece of writing or something that might suggest a subject for acting out.

When grammatically correct, Students should be encouraged to copy out their 'chunks' or sentences. This way, mistakes are not recorded, only successes. Handwriting is practiced, therefore, by concentrating on the formation of the letters and words not on whether or not the words make sense.

The cubes are a pleasure to handle, and naturally encourage conversation and comparison. As such, they are particularly effective in one to one, group or whole class teaching and learning situations. By stimulating the interaction of an individual's visual, auditory and kinesthetic perceptual systems, learning is enjoyed and enhanced.

Can Do Cubes for English grammar meets all the needs of **hands-on learning**.

The cubes can be used as a single resource, can be expanded (see **Other Products** at the back of the book) and can be enjoyed alongside existing language programs.

The lessons and activities contained in the book are not arranged in any particular order and are not exhaustive. Users will, no doubt, find a variety of ways of enjoying their own sets of Can Do Cubes.

Organization

The 150 cube set contains three each of cubes numbered 1 – 50 in accordance with the Cube Maps (see pages 18,19 and 20). All cubes of a particular number display examples of the same part of speech, if not necessarily the same words (e.g. all three number 14 cubes display nouns, but the individual nouns are different on each cube). It is therefore possible to divide the cubes into three separate sets for use with larger groups of students. All the activities in this book can be enjoyed with these 50 cube sets. However, to encourage a variety of expression and to stimulate the creative exploration of our marvellous language, it is recommended that the full set be used with students whenever possible.

The set includes a number of bags to assist organization. Users may wish to keep all the cubes together in the large bag, to keep individual lessons (e.g. a range of noun phrases) in separate bags or simply collect the cubes from the eight different parts of speech together in their own bags.

Preparation

Can Do Cubes for phonics, uses all the same hands-on features as the 'for English grammar' set and offers a highly effective and enjoyable program for learning the letter/sound correspondences and the life-long skills needed for the reading, writing and spelling of the English language. For more information, see **Contacts** on page 21 of this book.

Support materials

For a glossary of terms, and examples of the grammar structures that make up the English language, see the **Grammar Guide** which accompanies the cubes.

The internet offers thousands of sites discussing the teaching and learning of English. We have no connection with any of the following sites, but we found them useful, and have included them here to provide examples of what is available.

www.learnenglish.de/grammar/determinertext.htm for a definition and examples of determiners
www.wikipedia.com for definitions and explanations of all aspects of the English language
www.tea.state.tx.us/index3.aspx?id=60&menu_id=793 writing study guides from Texas Education Agency

Teaching objectives

LEVEL 1 (Grades K-2)	.....	3
LEVEL 2 (Grades 3-5)	.....	3
LEVEL 3 (Grades 6-8)	.....	5
LEVEL 4 (Grade 9)	.....	6

Activities

Making More Sense	.....	7
Sub Clauses	.....	7
Punctuation Marks	.....	8
Finish the Sentence	.....	8
It's a Mystery!	.....	8
Throw a Verb	.....	8
Parts of Speech	.....	9
Pass the Apostrophe	.....	9
Big Nouns	.....	9
Investigate... Connectives	.....	10
Talking Proper!	.....	10
Talking Stories	.....	10
Quick Fire Nouns	.....	11
Sentence Turnaround	.....	11
Dramatic Adverbs	.....	11
Changing Sentences	.....	12
Verb Challenge	.....	12
Sentence Merry-Go-Round	.....	12
Lists, lists, lists!	.....	13
Pronoun Dice	.....	13
Conjunction Bingo	.....	13
Verb Stories	.....	14
The Hot Seat	.....	14
What's in a Sentence?	.....	14
Doing or Being Done To	.....	15
Will You, Won't You?	.....	15
Cross Words	.....	15
The Longest Sentence Ever	.....	16
Alphabet Towers	.....	16
Can Do Dominoes	.....	16
Most Valuable Sentence	.....	17
Cube Map One	.....	18
Cube Map Two	.....	19
Cube Map Three	.....	20
Other products	.....	21
Contacts	.....	21

The following grids suggest which activities might be used when exploring particular topics and how they might relate to the individual states' public education systems . They are not exhaustive, and, although laid out chronologically for ease of reference, do not represent a ranking of the activities. Many will want to change them to suit their own use.

With modification and with suitable supervision , all activities may be used with students of any age and ability.

It should be pointed out that all sentences start with a capital letter.

Teaching objectives LEVEL ONE Grades K-2	Can Do Cubes Activity	page number
<p>Students are expected to:</p> <p>write simple sentences independently;</p> <p>use capital 'I' for personal pronoun;</p> <p>begin using the term 'sentence' to identify sentences;</p> <p>recognize that a line of writing is not necessarily a sentence;</p> <p>expect written text to make sense and to check for sense if it does not;</p> <p>add question marks to questions;</p> <p>use simple sentences to describe;</p> <p>find words and phrases that link sentences;</p> <p>reread own writing for sense and punctuation;</p> <p>use verb tenses with increasing accuracy;</p> <p>secure the use of simple sentences;</p> <p>be aware of the need for grammatical agreement;</p> <p>use standard forms of verbs;</p> <p>use commas in lists;</p> <p>write in clear sentences;</p> <p>turn sentences into questions;</p> <p>learning a range of wh- words.</p>	<p>What's in a Sentence?</p> <p>Pronoun Dice</p> <p>Cross Words</p> <p>Verb Challenge</p> <p>What's in a sentence?</p> <p>Punctuation Marks</p> <p>It's a Mystery</p> <p>Finish the Sentence It's a Mystery</p> <p>Punctuation Marks</p> <p>Verb Challenge</p> <p>It's a Mystery</p> <p>Finish the Sentence Throw a Verb</p> <p>Verb Challenge</p> <p>Lists, Lists, Lists!</p> <p>What's in a Sentence?</p> <p>Changing Sentences</p>	<p>14</p> <p>13</p> <p>15</p> <p>12</p> <p>14</p> <p>8</p> <p>8</p> <p>8 8</p> <p>8</p> <p>12</p> <p>8</p> <p>8</p> <p>12</p> <p>13</p> <p>14</p> <p>12</p>

Teaching objectives LEVEL TWO Grades 3-5	Can Do Cubes Activity	page number
<p>Students are expected to:</p> <p>understand the function of verbs in sentences;</p> <p>use the term 'verb' appropriately;</p> <p>use verb tenses with increasing accuracy;</p> <p>have secure knowledge of question marks and exclamation marks;</p> <p>understand the basic conventions of punctuation;</p>	<p>Verb Challenge</p> <p>Throw a Verb</p> <p>Verb Challenge</p> <p>Verb Stories</p> <p>Punctuation Marks</p>	<p>12</p> <p>8</p> <p>12</p> <p>14</p> <p>8</p>

use the term 'quotation marks';	Talking Stories	10
identify the boundaries between separate sentences;	What's in a Sentence	14
write in complete sentences;	The Longest Sentence Ever	16
use commas to separate items in a list;	Lists, Lists, Lists!	13
understand the function of adjectives within sentences;	Parts of Speech	9
use the term 'adjective' appropriately;	Big nouns	9
extend knowledge and understanding of pluralization;	Quick-fire Nouns	11
use the terms 'singular' and 'plural' appropriately;	Pronoun Dice	13
experiment with deleting words in sentences to see which are essential to retain meaning and which are not;	Sentence Turnaround	11
understand the differences between verbs in the first, second and third person;	Pronoun Dice	13
understand the need for grammatical agreement;	Throw a Verb	8
identify pronouns and understand their functions in sentences;	Pronoun Dice	13
ensure grammatical agreement;	Throw a Verb	8
use quotation marks;	Talking Stories	10
understand how sentences can be joined in more complex ways using a widening range of conjunctions;	Conjunction Bingo	13
become aware of the use of commas in marking grammatical boundaries;	Sub Clauses	7
check for grammatical sense;	Throw a Verb	8
revise work on verbs;	Most Valuable Sentence	17
identify the use of powerful verbs	Verb Stories	14
identify adverbs and to understand their functions in sentences;	Dramatic Adverbs	11
practice using commas to mark grammatical boundaries;	Sub Clauses	7
revise and extend work on adjectives;	Big Nouns	9
use the apostrophe accurately to mark possession;	Pass the Apostrophe	9
to understand the significance of word order;	Sentence Turnaround	11
to recognize how commas, connectives and periods are used to join and separate clauses.	Investigate Connectives	10
use the apostrophe accurately to mark possession.	Pass the Apostrophe	9

Teaching objectives LEVEL THREE Grades 6-8	Can Do Cubes Activity	page number
<p>Students are expected to:</p> <p>revise the different word classes e.g. prepositions;</p> <p>re-express sentences in a different order;</p> <p>construct complex sentences;</p> <p>revise earlier work on verbs and to understand the terms 'active' and 'passive' and to be able to transform a sentence from active to passive and vice versa;</p> <p>note and discuss how changes from active to passive affect word order and the sense of a sentence;</p> <p>investigate connecting words and phrases: position...; sequence...; logic...;</p> <p>identify connectives that have multiple purposes (e.g. on, under...)</p> <p>form complex sentences through using different connecting devices; explore how meaning is affected by sequence and structure of clauses;</p> <p>investigate conditionals, e.g. using if, then, might ,could, and their uses in deduction, speculation, supposition; use these forms to construct sentences which express possibilities, hypotheses;</p> <p>explore using conditionals in past and future, experimenting with transformations, discussing effects, e.g. speculating about possible causes (past) reviewing a range of options and their outcomes (future)</p> <p>extend their use and control of complex sentences by: recognizing and using subordinate clauses; exploring the functions of subordinate clauses; deploying subordinate clauses in a variety of positions within a sentence;</p> <p>expand nouns and noun phrases e.g. by using prepositional phrases;</p> <p>use punctuation to clarify meaning particularly in the boundaries between sentences and clauses;</p> <p>keep tense usage consistent and manage changes in tense so that meaning is clear;</p> <p>use the active of the passive voice to suit purpose;</p> <p>recognize and remedy ambiguity in sentences, e.g. unclear use of pronouns;</p> <p>use speech punctuation accurately to integrate speech into larger sentences;</p>	<p>Most Valuable Sentence</p> <p>Finish the sentence</p> <p>Sentence Turnaround</p> <p>Sub Clauses</p> <p>Doing or Being Done To</p> <p>Doing and Being Done To</p> <p>Investigate Connectives</p> <p>Investigate Connectives</p> <p>Investigate Connectives</p> <p>Will You, Won't You?</p> <p>Will You, Won't You?</p> <p>Make More Sense</p> <p>Investigate Connectives</p> <p>Finish the Sentence</p> <p>Finish the Sentence</p> <p>Punctuation Marks</p> <p>Verb Challenge</p> <p>Throw a Verb</p> <p>Talking Stories</p>	<p>17</p> <p>8</p> <p>11</p> <p>7</p> <p>15</p> <p>15</p> <p>10</p> <p>10</p> <p>10</p> <p>15</p> <p>15</p> <p>7</p> <p>10</p> <p>8</p> <p>8</p> <p>8</p> <p>12</p> <p>8</p> <p>10</p>

combine clauses into complex sentences, using the comma effectively as a boundary signpost and checking for fluency and clarity, e.g. using non-finite clauses;	Sub Clauses	7
explore the impact of a variety of sentence structures, recognizing when it is effective to use short, direct sentences;	It's a Mystery	8
to make good use of the full range of punctuation including colons and semi-colons;	Punctuation Marks	8
explore the effects of changes of tense, e.g. past to present for vividness	Verb Stories	12
recognize and exploit the use of conditionals and modal verbs when speculating, hypothesizing or discussing possibilities.	Will You, Won't You?	15

Teaching objectives LEVEL Four Grade 9	Can Do Cubes Activity	page number
Students are expected to:		
review and develop the meaning, clarity, organization and impact of complex sentences in their own writing;	Sub Clauses	7
use the full range of punctuation to clarify and emphasize meaning to the reader;	Punctuation Marks	8
write with differing degrees of formality, relating vocabulary and grammar to context, e.g. using the active or passive voice;	Doing of Being Done To	15
integrate speech, reference and quotation effectively into what they write.	Talking Stories	10

CAN DO CUBES

ACTIVITIES

Make More Sense

- Ask students to construct a simple sentence, e.g. *I went to the zoo.*

Remind them that a sentence must make sense. It must have at least one subject (e.g. '*I*') and one verb (e.g. '*went*').

- Ask for another simple sentence, e.g. *Mrs. Egg made a cake.*

- Can the two sentences be joined together?
I went to the zoo and Mrs. Egg made a cake.
Mrs. Egg made a cake, but I went to the zoo.

• Explain that these are both compound sentences because the conjunctions 'and' and 'but' connect two clauses of equal importance. It does not matter which clause comes first, as long as the conjunction appears between them.

- Can more interesting/informative conjunctions be used?
e.g. *I went to the zoo because Mrs. Egg made a cake.*
Discuss how the meaning of the sentence is changed by using different conjunctions.

• Point out that 'because' is a subordinating conjunction introducing a subordinate clause (*because Mrs. Egg made a cake*). This clause does not make sense on its own. It needs the main clause (*I went to the zoo*) to make sense. The main clause does make sense on its own. Subordinate clauses add information to main clauses.

- Ask students to construct their sentence putting the subordinate clause first: *Because Mrs. Egg made a cake, I went to the zoo.*

- Ask students to create examples of all sentence types (simple, compound, complex)

- Discuss how sentence variety is essential to the production of interesting and effective writing

(For punctuation in complex sentences, and examples, see your **Grammar Guide**.)

Sub Clauses

- Ask students to construct a simple sentence which consists of a **subject**, **verb** and **object**. Give them an example, such as: '*the girl had a phone*', or, '*the boy wanted a dog*', checking that they are clear about the difference between the subject and object.

- Help students to identify the relative pronoun cube (no. 4) and ask them to use these words to add more information about the object of the sentence, by adding another clause: '*the girl had a phone which was shiny*'.

- Share these sentences aloud, confirming that the new, subordinate, clause cannot stand alone: '*which was shiny*' is not a complete sentence.

- Then add another subordinate clause to the sentence, this time with more detail about the subject. (Relative pronouns 'who' and 'that' are available on different cubes.) Try out where this second clause could fit into the sentence and agree the best word order within the group. For example: '*the girl who I think should be on television had a phone which was shiny*'.

- Try out two or three further examples of complex sentences, starting with a main clause and adding two subordinate clauses, using relative pronouns such as: whose, who, whom, which and that.

- If there is time, you could go on to look at the punctuation of clauses within a sentence, where subordinate clauses are marked at either end by a comma, except at the very end of the sentence: '*the girl, who I think should be on television, had a phone, which was shiny*.' Equally, students could discuss the usefulness of packing so much information into one complex sentence rather than using a number of simple sentences. Students could try testing the limits of how many clauses are effective within a single sentence.

Punctuation Marks

- When working with punctuation, it can help if students are given a hierarchy of punctuation marks, each with an individual score, depending on their 'difficulty'.
- Thus a period might be worth 1 point; question marks and exclamation marks: 2 points; apostrophes and commas: 3 points; quotation marks and brackets: 4 points; colon: 5 points; semi-colon: 6 points.
- Students then need to work together as a team, one after the other, to collect the most points by constructing a sentence using a range of punctuation. They will need to discuss between them who is using what to ensure that all the punctuation marks are used. Extra points can be offered to any group providing a complete and accurate set of punctuation.
- You will need to check each of the sentences as they are presented by the group and keep a record of their score. The winning group is where students have demonstrated mastery of the widest range of the highest scoring punctuation marks.

Finish the Sentence

- Start with a simple sentence such as: '*it was smelly and horrible*'. Invite ideas for ways to continue the sentence and focus on those suggestions using a preposition.
- Pick out the three preposition cubes (nos.40-42) and challenge students to take turns to come up with a continuation of the sentence for each word. Students can use any vocabulary and offer their sentences orally. For example: '*it was smelly and horrible ... down the drainpipe*' or '*...by the cowshed*'.
- Choose any one of the prepositions and make the sentence using the cubes, then turn your attention to the conjunctions (cube nos. 44-46).
- Again orally, try to continue the sentence even further by adding another clause linked by the words on the three conjunction cubes. For example: '*it was smelly and horrible ... in his house ... although he was very cool*'.
- Point out to students that although the initial statement is negative, the conjunction turns the sentence into a positive one. Discuss which other conjunctions have the power to do the same thing (*though, unless*).

It's a Mystery!

- Explain to students that they are going to work together to create a mystery story, trying to make the opening as effective and atmospheric as possible.
- Within the group, one student should start the story by constructing a very short, simple opening sentence with the cubes. For example: '*I came to the house*'.
- Taking turns, the other students should continue the narrative by building more short sentences: '*the lights were off*', '*it was very mysterious*' etc. Continue until five or six sentences have been written. Invite each group of students together to read aloud their sequence of sentences in a dramatic way.
- Now challenge students to link their sentences with conjunctions (cubes nos. 44-46) to make two longer sentences. Read these aloud, again as a dramatic performance, and discuss which sentence structure creates the more powerful effect on the reader or listener.
- Encouraging students to write the openings for a mystery story focusing on short, dramatic sentences to create impact could extend this activity.

Throw a Verb

- Take the pronoun cube (no. 1) and each member of the group throws it like a dice to find out which pronoun to adopt for the rest of the activity.
- Then each student chooses a verb cube and the whole team should appoint a leader for the task. This student rolls his or her cube and must make a sentence using their pronoun and whatever tense the verb cube dictates. For example, if the student has rolled the pronoun '*we*' and the verb '*giving*', the sentence could be: '*we are giving you a box*'.

- The other students in the group should then follow the leader's example by constructing a sentence using their own pronoun and verb, but keeping the tense consistent. For example, the leader's sentence used the present continuous, so all the students who follow should use the same form of their verb: *'I am making a bag'* or *'he is shouting loudly'*. These sentences could be built using the cubes or made up verbally.
- students can then take it in turns to be the leader and choose the tense by throwing their verb cube, or alternatively, you could intervene and insist on a particular tense such as the future (*will come*) or past perfect (*had come*).

Parts of Speech

- Display a sentence for all students to see, such as: 'the player skillfully kicked the ball into the goal because he saw that the lazy goal keeper was asleep' and identify examples of each of the important word classes: player / ball / keeper – noun; skillfully – adverb; kicked / saw – verb; into – preposition; because – conjunction; he – pronoun; lazy – adjective; article/determiner - the/that.
- Ask students in their groups to categorize the fifty cubes in the set according to their word class. They should end up with eight towers of cubes, plus one other tower for words on which they cannot agree or cannot identify.
- Ask each student in the group in turn to choose one of the towers, read aloud some of the words and explain to the rest of the group what role this particular word class has in the display sentence, or in any sentence.
- The winning group, if you want to turn this into a competition, is the one with the highest number of correctly categorized cubes and able to explain clearly the purpose and function of each part of speech.

Pass the Apostrophe

- Students need to be grouped in threes for this activity, sharing responsibility for deciding where the apostrophe should go when using it to show possession.
- The first member of the group picks two noun cubes, ensuring that one noun can belong to the other. For example: *'dog'* and *'doughnut'* or *'teacher'* and *'money'*.
- This student then presents these nouns to the others in the group and explains what belongs to whom.
- At this point, the student should also make clear if any of the nouns are plural (no. 9) although the teacher may want to add this possibility later on, once students are confident about their use of apostrophes for singular nouns.
- The second person in the group then has to decide where the apostrophe should go in order to correctly indicate the possession. For example: *dog's doughnut* (one dog's doughnut) or *'dogs' doughnut* (two or more dogs' doughnut).
- Once that phrase has been constructed using the punctuation cubes, and is agreed by the other members of the group, the third person has to make a sentence incorporating this phrase, such as: *'the burglar ate our dog's donut.'*
- The same task can then be repeated as often as required with students swapping roles each time to take responsibility for a different stage in the process.

Big Nouns

- Challenge each group to be the fastest to identify all the noun cubes in their set of fifty. There should be six of them (nos. 9 – 14). All students should choose one noun cube each.
- Ask a couple of students to read their six nouns aloud and clarify that everyone knows nouns are words for naming people, places and things. Go on to identify the adjective cubes within the set, of which there are five (15 – 19).
- Ask students what two adjectives they could add to their noun to describe it more vividly or in more detail. Invite them to share their ideas orally, for example: *'dirty smelly street'*.
- Encourage students also to use the cubes with relative and superlative adjectives (no. 18: *better, best*) and the cube with intensifiers (no. 39: *very, quite*). Students can then expand their noun phrases even further, such as: *'the very biggest and most beautiful bed'*.
- Students may need to take turns with using the cubes within the group, depending on how expansive their noun phrases are!

Investigate...Connectives

- Find the conjunction cubes (nos. 44, 45 and 46).
- Set students the challenge of finding a single complete sentence which could be followed by another clause and linked by all of these 18 conjunctions. For example: '*I went shopping*' or '*I gave him a book*'.
- Take turns within the group to build a compound sentence, using each of the conjunctions. For example: '*I went shopping although it was wet*' and '*I went shopping after eating a cracker*' etc. Work out the rules which apply to using conjunctions to link simple sentences or phrases to make compound sentences.
- Ask students if they can distinguish different types of conjunctions which have different purposes. For example, there are conjunctions used to suggest time (*then, after, during, when, before, while*); some suggest position (*where*); some suggest logic (*therefore, so, as, because*) and others suggest an opposing view or reserving judgment (*but, unless, if, or, although*).
- Some conjunctions are multi-purpose, such as '*and*' which is why it is so well used, but also perhaps why it is better to use other conjunctions which are more precise.

Talking Proper!

- To explore issues of Standard English using the cubes, students can be provided with a list of non-standard sentences; each one demonstrating a variant on the conventional agreement between noun and verb: (e.g. '*the teacher don't*'); subject and tense: (e.g. '*I done it*') or an example of double negatives: (e.g. '*don't need no*').
- The list below contains only suggestions, as teachers may well wish to use examples of regional variations familiar to their students, but here are a few common ones:
 - *Jack don't know nothing. (Jack doesn't know anything.)*
 - *She ain't gave it to her mom. (She didn't give it to her mom.)*
 - *Who be the biggest boy? Who is the biggest boy?*
 - *I done it yesterday. (I did it yesterday.)*
 - *The teachers doesn't give no money. (The teachers don't give any money.)*
 - *They wasn't watching the game. (They weren't watching the game.)*
 - *I should of went. (I should have gone.)*
 - *Him and me like chocolate. (He and I like chocolate.)*
 - *The boy done good. (The boy did well.)*
 - *Borrow me some money, please. (Lend me some money, please.)*
- The non-standard sentences could be copied out or displayed. Students then work as a group to rewrite the sentences in Standard English.
- It is possible that the teacher could reveal the sentences one by one in order to discuss with students what exactly needs to be changed, providing a valuable opportunity for students to use the terminology of grammar.

Talking Stories

- Explain to students that they are going to be writing stories, and provide them with the first line of their story, using reported speech. For example: '*Jack said that he wanted to give me some money.*'
- Ask the students to build three or four sentences to continue the story as best they can.
- Read these stories aloud. They should be straightforward past tense narratives, possibly using further examples of reported speech. For example: '*So I went to the door*', '*Jack was being very mysterious*', '*I said that he looked horrible*' etc.
- Ask students what Jack might actually have said at the beginning of the story – there are several possibilities about the actual words he might have used. How would this look different when written down? Remind students about the conventions for punctuating direct speech.
- Give students three more examples of reported speech to turn into direct speech or vice versa. For example: '*The teacher said that I was good*' transforms into: '*"You are good," said the teacher.*'
- Identify what has to change in terms of word order, tense and the use of pronouns.

Quick Fire Nouns

- Lay out the cubes, 1-50, in a block on the table in front of the students, with the words facing them. Inform students that they are going to focus on nouns and different types of nouns.
- One by one, call out a type of noun from the following list, in any order, repeating some as necessary: common noun, proper noun, person, place, thing, abstract noun, concrete noun, singular noun, plural noun.
- The competition is simply to be the fastest member of the group to pick out a cube with a correct example of the noun specified by the teacher. If there are several groups within the class, students can work as a team to compete against other groups, with points being awarded for the quickest team.
- Once students have grasped the idea, move on to do the same for pronouns (nos. 1 – 5): male pronoun, female pronoun, singular pronoun, plural pronoun, 1st person, 2nd person, 3rd person, possessive pronoun, or even a combination of these. For example: 3rd person singular possessive female pronoun!
- The same activity can work equally well for familiarizing students with a range of grammatical features, as well as giving an opportunity to check their understanding.

Sentence Turnaround

- Give students three simple sentences to build with the cubes: '*There was no cake.*' '*She went quickly in to town.*' and '*Mrs. Egg wanted to go shopping.*'
- Add an element of competition by challenging the groups to be the fastest to construct the sentences, including the punctuation. Emphasize that the sentences can go in any order.
- Ask students to work as a team to link these three sentences using two conjunctions to make one long sentence. For example: '*Mrs. Egg wanted to go shopping so she went quickly in to town but there was no cake.*'
- Read these aloud and see if groups have made different sentences.
- Ask students to change the order of the clauses within their sentence. Point out that this might mean swapping the proper noun '*Mrs. Egg*' and the pronoun '*she*' as if the pronoun came before the proper noun in the sentence it would not be clear who was doing what.
- Again read these variations aloud and compare them.
- Next, ask students to try substituting one word from each of the three clauses with another word of the same part of speech. For example: '*There was no cheese so Mrs. Egg went sadly in to town because she wanted to go surfing.*'
- Extra points can be awarded if students can tell you which part of speech they have changed. For example, in the sentence above, a noun, adverb and verb have been changed.
- Finally, challenge students to remove as many words as possible from their sentence while still making sense. For example: '*no cake so went shopping*'.

Dramatic Adverbs

- With all fifty cubes laid out in a block in front of them, ask students to pick out the adverb cubes from the rest of the set – how do they recognize an adverb? (from the suffix 'ly') You may need to help students by giving them an example such as 'patiently'.
- Ensure students also have the cube marked: 'sometimes, often' etc and point out that not all adverbs end in 'ly'.
- Challenge students to think of a sentence using one of the adverbs on the three cubes. For example: '*I ran quickly*'.
- Ask what word the adverb is next to in that sentence – the verb – because the adverb tells the reader or the listener how something was done.
- Ask students to think of other adverbs which could be substituted for the original one which are not on the cubes. For example: '*I ran strangely, swiftly, dreamily...*' etc.

- One by one, ask the students in the group to build a sentence in cubes, using an adverb correctly, and dare another member of the group to act it out.
- Continue until all students have made accurate sentences and done some acting.
- To end, ask each group to choose their best sentence and performance to share with the rest of the class.

Changing Sentences

- Ensure that students are familiar with the meaning of keywords relating to different sentence types, such as: statement, question, order, as well as understanding the difference between positive and negative statements, by asking them for examples of each.
- Model how the grammar of each sentence type differs: *Jack picked up the cat* (statement); *Did Jack pick up the cat?* (question); *Pick up the cat, Jack!* (order). Also: *Jack picked up the cat* (positive statement), *Jack did not pick up the cat* (negative).
- Look together at the changes to word order, verb tense, punctuation and additions or deletions of words in these sentence changes.
- Give students a list of sentences, either photocopied or on the board and specify how each of them should be transformed. A suggested list might be:
 - *Jack is a lazy doctor.* (question)
 - *He gave the CD to the teacher.* (order)
 - *Is she cooking cakes?* (statement)
 - *I like reading and writing.* (negative)
 - *There are no crocodiles in the house.* (positive)
- Ask individual students within the group to take responsibility for a particular aspect of grammatical change: 1) word order, 2) verb tense, 3) additional words, 4) deleted words and 5) punctuation changes.
- As a group, students need to agree on how to construct the new sentence types and be ready to explain to the rest of the class what has changed and why.
- The same method, where students take on the role of 'expert' for one small aspect of a greater learning objective, can be applied to many different activities with learning grammar through the cubes.

Verb Challenge

- Remove all the verbs from the set of cubes. (nos. 22-32)
- Challenge students to make a sentence with the words which remain. Give them a few minutes before acknowledging that it is impossible.
- Ask students why a verb is so important to a sentence – because it provides action, and without it nothing happens!
- Give students the verb cubes and ask them to choose any one of the verb cubes which gives a range of different tenses.
- Holding their verb cube, ask students to create a sentence orally for each tense of the verb on the cube and say the sentences out loud to a partner within their group. For example: *'I want to eat a pancake'*, *'I eat pigs ears'*, *'my sister eats fries'*, *'yesterday I ate beans and rice'*, *'I like eating ice cream'* and *'I have eaten too much'*.

Sentence Merry-Go-Round

- In groups, using the cubes, ask students to write a simple story of four or five sentences, but without putting in any punctuation. If there are fewer than three groups, students should work in pairs or individually with their own set of cubes at a separate table.

- Give students an opening sentence if they appear to be struggling. For example: *'the burglar chased the dog along the street'*.
- When they have finished, ask the group to push their sentences together so the cubes make one long line across the table without any gap visible between the sentences.
- Now ask each group to move around the room to where another group has left their story. The task then is to read the story and try to make sense of it.
- Students need to agree where they think the sentence boundaries should be and make a gap in the line of cubes to show where one sentence ends and the next begins. Encourage students to make corrections to the stories if they think there are any errors.
- When this stage is complete, students move on again to a third table, again reading the story, confirming the sentence boundaries established by the previous group and using the punctuation cubes to show where full stops, question marks, exclamation marks or even commas should go.
- Finally, return to the group's original story and study what other students have done to it. Give feedback to the rest of the class.

Lists, lists, lists!

- Explain to students that when we write a list of the same type of word in a sentence, we use commas to separate the items in the list and make them clear. This could be a list of verbs, such as: *'coming, shouting and going'*; nouns: *'teacher, doctor and vet'* and adverbs or adjectives: *'slowly, carefully and cautiously'*.
- Point out that the final word in the list is preceded by 'and', not a comma, to show that the list is finished.
- Provide students with three sentences to complete and specify which class of word they should use and how many of them. For example: *'he went skating with a ... dog'* (three adjectives).
- Students within the group should work together to construct the basic sentence then take turns to add a word to the list as well as the appropriate punctuation.
- Another example of a sentence to complete could be: *'I saw ain the park'* (three nouns). Students could then create their own sentences orally or using cubes to show their understanding of commas in lists.

Pronoun Dice

- Ensure that a chart showing singular and plural pronouns and first, second and third person is clearly displayed in the classroom and generally understood.
- Then take just the personal pronoun cube (no. 1) and ask each student in the group to take turns throwing the cube like dice.
- Where it lands, the individual student needs to identify the pronoun and make up a sentence orally using the correct verb agreement. For example, if the die lands on *'she'*, the student should be able to identify this as third person singular (albeit with reference to the displayed poster, at least at the start!) and make a sentence such as: *'she watches television'*.
- Other students in the group take turns to do the same. Then move on to using one of the other pronoun cubes (nos. 2-5) and do the same thing.
- At some point, you might choose to put away the pronoun chart to assess how many students have fully digested the pronoun structure.
- Some students might enjoy rolling two dice and using pronouns as both the subject and object of their sentences. For example: *'he gave the film to them'*.

Conjunction Bingo

- One member of the group needs to be the bingo caller and is responsible for pulling one of the three conjunction cubes out of the bag and reading the word aloud.
- The other students in the group should each choose five of the eighteen conjunctions to write down on a blank sheet of paper.

- As the caller picks out a cube, he or she should read aloud the word on the top face and give an example of how it might be used in a sentence. For example: 'before' ; '*I put my things away before I went out for playtime*'.
- Alternatively, the caller could challenge one of the other members of the group to make up a sentence using the conjunction pulled out of the bag. In a small group, the teacher could take the role of caller to challenge the students.
- The other students in the group check off their words as they are called out. The first one to check off all their words shouts out 'Bingo!' S/he is the winner.
- To finish, work as a group to use the conjunction cubes to construct three compound sentences, choosing any of the words except 'and' or 'then'.

Verb Stories

- Put all the cubes in the bag and ask students, one by one, to take out a cube and read aloud the six words on the cube to the others, then ask, '*Are these verbs?*'
- Students need to be able to identify the verbs and explain that they are verbs because they are doing words, or action words or describing something you do. Don't worry about the other word classes so long as students can correctly identify the verbs. Collect the verb cubes, (nos. 22-32) and put them into the bag. Students then need to pick out one verb cube each to use for the remainder of the activity.
- Having explained that they are going to be telling stories next, the teacher starts the students off by providing the first sentence in the present tense. For example: '*the magician is a tall, secretive man*'.
- The students, one by one, have to follow suit by using the verb on their cube to make up a sentence and continue the story. For example: '*he has lots of secrets*', '*the magician goes for a ride on his horse*' etc.
- Ask students if the story sounds good to them and suggest the alternative of using the past tense. Recap the first few sentences using past tense and confirm that this is usually how stories are told.
- Ask students to continue the story for as long as they can, taking turns to use the verbs on their cubes.
- This could be carried out as a whole class activity, depending on the number and concentration levels of the students involved.

The Hot Seat

- One member of the group, needs to talk about him or herself for a few minutes, providing the rest of the group with a range of statements regarding their name, age, family, pets, likes, dislikes, recent vacations etc.
- The students need to listen carefully then use the question cube to prepare an interview. Each student in turn throws the question cube like dice, then uses the word to frame a question for the person who has talked about themselves. For example: 'where', '*Where were you born?*' or 'who', '*Who is your favorite singer?*'
- The interviewee then answers the question. This could well mean repeating some of the information already given, but the task is focused on the use of questions as opposed to sophisticated interview techniques!
- Students can swap around to take a turn in the hot seat. To finish, use the rest of the cubes to build a question and ensure that a question mark is used.

What's in a Sentence?

- Decide on three very simple sentences, such as: '*the big dog went to school*', '*it was a red box*' and '*can you come to the park*'.
- Take the cubes which make up these sentences and lay them out at random on the table in clusters of two or three.
- Ask students to look at the words and see if they think any of the groups makes a sentence. Focus on whether the groups of words make any sense.
- Then form the three simple sentences with the cubes, and ask students to read them aloud and decide if they make more sense now. Students should read to partners to decide what punctuation goes at the end of the sentences

- Ask students to try taking one word out of each sentence and check whether it still makes sense. Experiment, and discover that only the adjectives in the first and second sentences can be removed with the sentences still making sense.
- Challenge students to move around the words again and try to make a new sentence. For example: *'the dog was in the box'* or *'you went to school'*. Insist that students do not turn the cubes over.
- When they have made a sentence, read it aloud and, if the teacher agrees, the students can finish the sentence with a period. If they have it wrong, encourage them to try again to complete a proper sentence.

Doing or Being Done To

- Ask students to form a simple sentence (i.e. consisting of a **subject**, a **verb** and an **object**) e.g. *'Mrs. Egg ate the cake.'*
This sentence is about Mrs. Egg. Mrs. Egg is the subject of the sentence.

The subject is doing the action (eating) to the object (the cake).
This is an active sentence.

- Can we write the sentence from the cake's viewpoint?
'The cake was eaten by Mrs Egg.'

The sentence is about the cake. The cake is the subject of the sentence. The subject is receiving the action.
This is a passive sentence.

- Experiment with turning active sentences into passive sentences and vice versa.
- How do we change the word order and what is added to an active sentence to convert it to a passive sentence?
- Start a mystery by not revealing the perpetrator in your passive sentence: *'The cake was eaten.'*
- Create as many 'mystery' sentences as you can from your cubes. How many sentences can we get before the perpetrator is revealed?

Will You, Won't you?

- Find the cube showing the modal verbs (nos. 19,20).
Construct a sentence using the verb 'to go'.
e.g. *I will go to school.*
- What different meanings does the sentence have when each of the modal verbs is used?
- Which modal verbs express the following: ability; permission; obligation; volition; possibility; prediction and habitual activity?
Create a sentence for each.
- Use 'if' to start some sentences with modal verbs (e.g. 'could', 'might' or 'would') to create conditional sentences.
If you came, I would go to school.
What type of sentence is this? Could the 'if' clause be moved without altering the sense of the sentence?

Cross Words

- To begin with, a simple sentence is built and laid on the table
- Students take turns within the group to construct sentences (with or without punctuation) which must intersect with a word from the previous sentence, so that the sentences are laid out like words in a crossword puzzle, horizontally and vertically.
- Sentences should be at least three words long, but a maximum of eight or ten words is advisable or else the sentences may go on forever!
- Students can choose to add to an existing sentence with an extra phrase or even a single word, provided that it does not interfere with any of the other words in the grid. For example, if the sentence *'the dog is smelly'* has been created, a subsequent player could add , *'because he liked cheese'* to the end or beginning of this sentence.

- Students can choose their words from any of the cubes, which need to be laid out on the table for all to see.
- Older, or more mature students might also enjoy the challenge of winning points by using particular parts of speech in their sentences, which reinforces their ability to identify them as well as their ability to utilize them in their writing. For example, articles, prepositions and pronouns might earn one point; nouns and verbs two points; adjectives and adverbs three points etc.
- The game continues until all the cubes have been used.

The Longest Sentence Ever

- Starting with any word, challenge students to keep adding a word at a time to make as long a sentence as they can, continuously adding new clauses.
- Obviously the sentence has to make sense and be more or less grammatically accurate!
- The object is to use as many cubes as possible.
- Have groups compete with each other to make the longest sentences, or try the same task orally as well.
- Another extension to this activity is to go back over the sentence and divide it up, using punctuation cubes, to show where more natural sentence boundaries might be, possibly even using paragraph breaks if the sentence was especially long.

Alphabet Towers

- Particularly suited to younger students, although quite challenging for more mature students too, this activity involves putting the words on the cubes into alphabetical order.
- Students can use the word on any side of the cube and work together to put the words in order according not only to the first letter, but also to the second and third letters where necessary, as in a dictionary.
- Each group of words should then be placed in the right order in a tower of cubes, with the A words on the left and the B tower standing next to them, followed by the C tower and so on until a whole alphabet wall has been constructed from left to right.
- This is inevitably a challenge for both linguistic awareness as well as fine motor skills, but therein lies the fun.
- Teachers can add further instructions to challenge students; for example demanding that there are towers for every letter of the alphabet (except X perhaps) or that at least one tower must be ten cubes high, ensuring that students have to read each word on every cube before deciding which word to categorize.
- If balancing the towers themselves becomes a distraction, then students can be redirected to create Alphabet Snakes or Flat Alphabet Towers!

Can Do Dominoes

- Students need to take twelve, fifteen or even twenty cubes from the bag to play with, depending on the number of students sharing the set.
- One cube is then placed on the table and students take turns to lay their cubes like dominoes.
- The cubes can be laid to follow according to either the first or last letter of the previous word. For example, if the first word to be placed is 'money' then the next student could choose to lay either 'your' or another word beginning with 'y' to the right of 'money', or 'making' (or any other word beginning with 'm', to the left, joining the two 'm's'.
- This leaves the next player to find a word beginning with 'r' or 'g' to continue the game.
- If a player cannot find a word on any of their cubes which fits, then they have to skip their turn.
- The winner is the student who is able to put down the most, or all of their cubes. Additional rules for the same activity include allowing words to be laid down if they rhyme or belong to the same word class as the words already laid down, always providing that students can explain why they have put down a particular word.

Most Valuable Sentence

- Remind students that a sentence:

- a) must make sense;
- b) must contain at least one verb;
- c) must have at least one subject;
- d) might contain words from any or all of the eight parts of speech.

- Write the eight parts of speech on the board and give them values:

e.g. verb = 1 ; pronoun = 2 ; noun = 2 ; preposition = 2 ;
conjunction = 3 ; determiner = 1 ; adverb = 3 ; adjective = 3

- Depending on what you are teaching, you may award points for just, e.g. adjectives

- Ask students take a set number of cubes from the word bag without looking (any number between 5 and 10).

- Give students up to five minutes to investigate their cubes.

- Allow them to discard and 'lucky dip' up to three cubes on two occasions. They must do their best with what is then left.

- The object of the activity is to make a sentence and to score as many points as possible.

- Any complete sentence earns a score of five points plus the value of the individual words used. Any recognizable 'chunk' of language (e.g. *the big green tree*) can be scored for the individual words.

- Play as many rounds as time will allow.

CUBE MAP ONE

cube no. part of speech

1	pronoun	I	you	s/he	it	they	we
2	..	me	you	him	them	us	her
3	..	my	your	his	its	our	their
4	..	which	whose	whom	who	what	where
5	determiner	mine	yours	hers	its	ours	theirs
6	..	the	a	an	some	all	one
7	..	this	that	those	these	the	a
8	..	some	all	many	any	much	most
9	nouns	dogs	lives	flies	mice	bushes	houses
10	..	lion	cheese	phone	zoo	town	doctor
11	..	crocodile	park	television	teacher	street	burger
12	..	money	football	book	door	school	burglar
13	..	vet	bed	CD	rocket	box	house
14	..	Chicago	Mrs Egg	class	swarm	love	greed
15	adjective	good	bad	ugly	big	beautiful	cool
16	..	slimy	smelly	horrible	scary	mysterious	amazing
17	..	red	dirty	new	tiny	shiny	wet
18	..	bigger	biggest	better	best	worse	worst
19		quite	not	really	just	slightly	very
20	modal verb	must	might	may	could	can	will
21	..	would	will	shall	should	ought	can
22	verb	to do	do	does	did	doing	done
23	..	to have	have	has	had	having	.
24	..	to come	come	comes	came	coming	.
25	..	to go	go	goes	went	going	gone
26	..	to give	give	gives	gave	giving	given
27	..	to make	make	makes	made	making	
28	..	to want	want	wants	wanted	wanting	
29	..	to think	think	thinks	thought	thinking	
30	..	to say	say	says	said	saying	
31	..	to be	am	are	is	was	were
32	..	be	being	been	are	is	was
33	..	to eat	eat	eats	ate	eating	eaten
34	..	cooking	shopping	surfing	playing	reading	dancing
35	..	asked	liked	chased	saw	lost	bought
36	..	looked	ran	slid	found	felt	walked
37	adverb	happily	hastily	lazily	well	secretly	loudly
38	..	sleepily	kindly	quickly	slowly	carefully	possibly
39	..	sometimes	often	never	ever	usually	always
40	preposition	up	through	down	between	across	along
41	..	for	out	to	from	about	over
42	..	in	on	at	off	by	with
43	question	where	what	when	who	why	how
44	conjunction	and	or	but	as	before	although
45	..	unless	because	after	and	whereas	then
46	..	if	so	while	therefore	since	when
47	negative	no	nothing	none	no-one	nor	not
48	noun/adverb	tomorrow	today	yesterday	there	here	away
49	punctuation	"	!	?	.	,	s
50	..	"	s	,	:	;	'

CUBE MAP TWO

cube no. part of speech

1	pronoun	I	you	s/he	it	they	we
2	..	me	you	him	them	us	her
3	..	my	your	his	its	our	their
4	..	which	whose	whom	who	what	where
5	determiner	mine	yours	hers	its	ours	theirs
6	..	the	a	an	some	all	one
7	..	the	all	many	any	much	most
8	..	this	that	those	these	the	a
9	noun	books	hooves	cries	sheep	boxes	spices
10	..	tiger	rice	trumpet	farm	mountain	singer
11	..	cow	field	computer	mom	garden	vegetable
12	..	jelly	baseball	balloons	bedroom	man	dentist
13	..	writer	chair	pen	car	bottle	country
14	..	USA	Mr Big	herd	team	joy	dismay
15	adjective	silent	jolly	foolish	little	angry	gorgeous
16	..	spotty	huge	tasty	disgusting	strange	new
17	..	green	wild	dry	proud	happy	worried
18	..	late	later	latest	soon	sooner	soonest
19		quite	not	really	just	slightly	very
20	modal verb	must	might	may	could	can	will
21	..	would	will	shall	should	ought	can
22	verb	to do	do	does	did	doing	done
23	..	to have	have	has	had	having	.
24	..	to come	come	comes	came	coming	.
25	..	to go	go	goes	went	going	gone
26	..	to give	give	gives	gave	giving	given
27	..	to know	know	knows	knew	knowing	known
28	..	to want	want	wants	wanted	wanting	
29	..	to play	play	plays	played	playing	
30	..	to tell	tell	tells	told	telling	
31	..	to be	am	are	is	was	were
32	..	be	being	been	are	is	was
33	..	to take	take	takes	took	taking	taken
34	..	watching	hoping	running	playing	reading	talking
35	..	sold	ran	kicked	saw	climbed	screamed
36	..	laughed	played	danced	walked	felt	grabbed
37	adverb	cheerfully	quietly	hopefully	sadly	gently	noisily
38	..	angrily	sensibly	slowly	anxiously	roughly	probably
39	..	sometimes	often	never	ever	usually	always
40	preposition	up	through	down	back	across	along
41	..	for	out	to	from	about	over
42	..	in	on	at	off	by	with
43	question	where	what	when	who	why	how
44	conjunction	and	or	but	as	before	although
45	.	unless	because	after	and	where	then
46	..	if	so	while	therefore	since	when
47	negative	no	nothing	none	no-one	nor	not
48	noun/adverb	tomorrow	today	yesterday	there	here	away
49	punctuation	"	!	?	.	,	s
50	..	"	s	,	:	;	'

CUBE MAP THREE

cube no. part of speech

1	pronoun	I	you	s/he	it	they	we
2	..	me	you	him	them	us	her
3	..	my	your	his	its	our	their
4		which	whose	whom	who	what	where
5	determiner	mine	yours	hers	its	ours	theirs
6		the	a	an	some	all	one
7	..	the	all	many	any	much	most
8	..	this	that	those	these	the	a
9	noun	movies	wives	countries	women	quizzes	racers
10	..	eagle	meat	pocket	library	sea	nurse
11	..	shark	library	internet	dad	road	doughnut
12	..	pocket	tennis	mouth	window	school	policeman
13	..	diver	couch	DVD	boat	table	city
14	..	Florida	Ms Chan	band	pack	surprise	fear
15	adjective	tall	famous	silly	funny	enormous	wicked
16	..	grumpy	tiny	nasty	sick	sharp	brilliant
17	..	blue	old	sad	noisy	strange	empty
18	..	far	further	furthest	loud	louder	loudest
19		quite	not	really	just	slightly	very
20	modal verb	must	might	may	could	can	will
21	..	would	will	shall	should	ought	can
22	verb	to do	do	does	did	doing	done
23	..	to have	have	has	had	having	.
24	..	to come	come	comes	came	coming	.
25	..	to go	go	goes	went	going	gone
26	..	to give	give	gives	gave	giving	given
27	..	to stand	stand	stands	stood	standing	
28	..	to want	want	wants	wanted	wanting	
29	..	to see	see	sees	saw	seeing	seen
30	..	to ask	ask	asks	asked	asking	
31	..	to be	am	are	is	was	were
32	..	be	being	been	are	is	was
33	..	to get	get	gets	got	getting	gotten
34	..	sailing	drinking	skating	playing	reading	washing
35	..	swam	flew	jumped	saw	loved	stole
36	..	cheered	waited	sat	fell	felt	raced
37	adverb	dangerously	smoothly	painfully	lovingly	helpfully	rudely
38	..	bravely	strangely	suddenly	carelessly	deliberately	definitely
39	..	sometimes	often	never	ever	usually	always
40	preposition	up	through	down	back	across	along
41	..	for	out	to	from	about	over
42	..	in	on	at	off	by	with
43	question	where	what	when	who	why	how
44	conjunction	and	or	but	as	before	although
45	..	unless	because	after	and	where	then
46	..	if	so	while	therefore	since	when
47	negative	no	nothing	none	no-one	nor	not
48	noun/adverb	tomorrow	today	yesterday	there	here	away
49	punctuation	"	!	?	.	,	s
50	..	"	s	,	:	;	'

Other Can Do Products

For use with **Can Do Cubes for English grammar**:

- Can Do Cubes + for homophones
- Can Do Cubes + for maths words
- Can Do Cubes + for science words

Can Do Cubes for systematic phonics, Home Edition
Can Do Cubes for systematic phonics, School Edition

Contacts:

USA

FLORIDA

The Brain Trainers
13470 Parker Commons Blvd
Suite 105
Fort Myers, FL 33912

Phone: (239) 218-4307
Email: thebraintrainers@comcast.com
web: www.thebraintrainers.net

ILLINOIS

Literacy4u
5735 S Bradley Ct
Hanover Park, IL 60133

Phone: (630) 270-5042
Fax: (630) 672 7146
Email: literacy4u@me.com

CANADA

ONTARIO

Teacher's Little Helper
1500 Upper Middle Road West
Suite 144
Oakville, ON,
Canada
L6M 0C2

Phone: (905) 483-1995
Email: nancy@teacherslittlehelper.ca
web: www.teacherslittlehelper.ca

copyright © 2010 Can Do Education Limited