



LanguageLinks[®] to Literacy

INSTRUCTOR'S MANUAL



in
on
under

his
hers
theirs

he/she

him/her

they
them

mine/yours

here/there

front
back
next to

Mary Sweig Wilson, PhD, CCC-SLP
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is
is not



LanguageLinks® to Literacy Instructor's Manual

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Published, distributed, and marketed by Attainment Company, Inc

Printed in the United States of America

ISBN: 1-57861-997-1

Attainment Company, Inc.
P.O. Box 930160 Verona, Wisconsin 53593-0160 USA
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Instructor's Manual

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Overview

LanguageLinks® to Literacy is an extensive language intervention package that provides both receptive and expressive activities. Teaching focuses on the syntactic forms necessary for sentence understanding and use. As such, learning these forms provides the language link to literacy. As students work through the receptive software-delivered modules and the expressive instructor-delivered lessons, they learn critical language skills that are foundational to reading comprehension.

Before beginning the expressive lessons, you should first:

1. Give the *Expressive Syntax Assessment* (ESA) starting with the Unit 1 forms. Once testing of a unit has begun, finish it even if a student has failed a form.
2. If a student fails any forms in an ESA unit, enter him/her into **all** the software modules for that unit. The software modules teach comprehension of the grammatical forms in a unit.
3. The built-in software reports provide you with pre- and post-receptive language performance on the syntactic forms tested and taught.
4. Once a student has completed a software module, s/he can do the expressive lesson that corresponds to that software module (they both use the same numbering system).
5. You may also choose to have students complete all the software modules in a unit before starting with the expressive lessons.

The Expressive Lessons

Materials for each lesson include the scripts provided in this *Instructor's Manual*, the *Lesson Picture Book*, and a *Progress Monitoring Form*. The *Progress Monitoring Forms* for all lessons can be found in Appendix B of the *Implementation Guide*. This *Instructor's Manual* provides the scripts and instructions for delivering the expressive lessons. Each of the 40 lessons in this manual takes about 30 minutes to complete. For every lesson, we have provided a script for introducing the syntactic forms as well as for delivering the lesson stimuli. While we have suggested scripts for each of the lessons, students may give different spontaneous responses from the ones we have scripted. You should accept alternative phrasing as long as the goal form requested is correct.

Lesson Format

Each lesson begins with the materials needed (*Lesson Picture Book* and *Progress Monitoring Form* pages) and the syntactic goal.

- Using the introductory pictures, the instructor provides a scripted overview of the forms to be taught.
- The introductory pictures are then used to elicit first imitation and then spontaneous student responses.
- The first page of the pictures and sentences used to deliver the main content of the lesson is shown. Scripts are provided for eliciting imitation and spontaneous student responses.

Delivering the Lessons

To facilitate the delivery of the expressive lessons in this manual, we have established the following protocols:

- Instructions appear in black.
- What an instructor says appears in blue with targeted syntactic forms for the lesson in either *blue italics* or ***blue bold italics***.
- Student responses appear in red with the targeted syntactic forms for the lesson in ***underlined red bold italics***.

Lessons can be delivered individually or in small groups and can be repeated. Some students on IEPs may need multiple sessions on the same lesson before they reach 80% accuracy or whatever criterion has been established to indicate competence in using the sentence forms taught. Use the *Progress Monitoring Forms* to record correct and incorrect responses for each student receiving the lesson. These forms list all the sentences used in a lesson.

The ESA uses different illustrations than those used in the software modules and the expressive lessons. This means that post-testing after a student has completed the receptive modules and expressive lessons provides further progress monitoring and documentation of generalization.

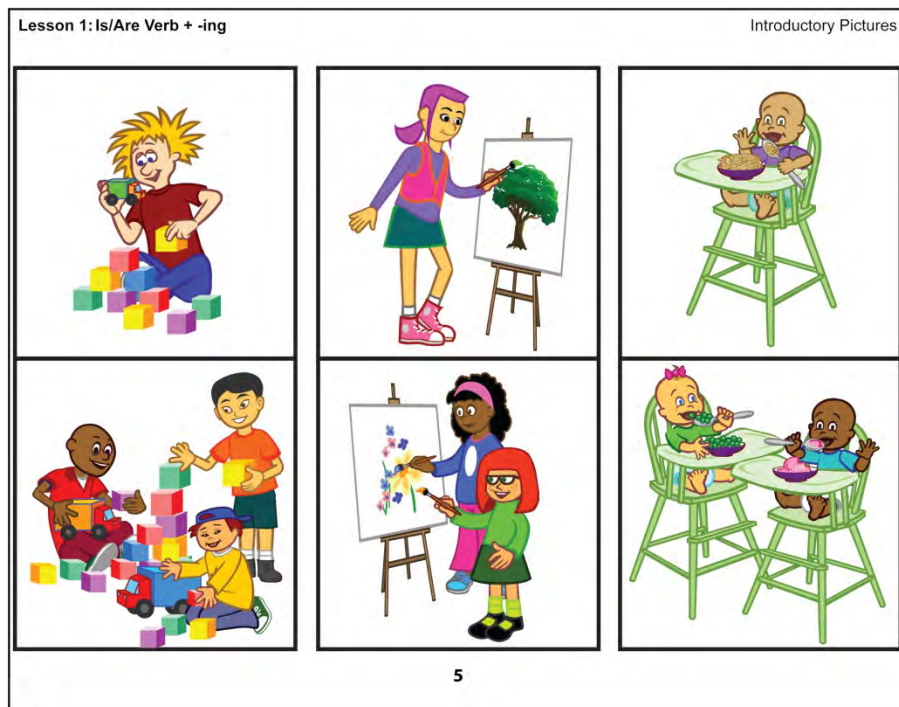
Lesson 1: Is/Are Verb + -ing

Materials: Lesson Picture Book Pages 5-10
Progress Monitoring Form Page 38 in *Implementation Guide*

Goal: Students will learn to use present progressive *Is/Are Verb + -ing* in simple sentences with singular and plural noun subjects.

Is/Are Verb + -ing Introduction

The following pictures (page 5) are used to introduce students to the grammatical forms *Is/Are Verb + -ing* (i.e., The boy *is playing*/The boys *are playing*; The girl *is painting*/The girls *are painting*; The baby *is eating*/The babies *are eating*).



- (Point to boy playing) When only one person is doing something we say, “The boy ***is playing***.”
- (Point to boys playing) When more than one person is doing something we say, “The boys ***are playing***.”
- (Point to girl painting) Here is one girl painting. We say, “The girl ***is painting***.”
- (Point to girls painting) Here are two girls painting. We say, “The girls ***are painting***.”
- (Point to baby eating) Look, one baby is eating. We say, “The baby ***is eating***.”

- (Point to babies eating) Look, two babies are eating. We say, “The babies **are eating.**”

Imitation Responses Using Introductory Pictures:

We recommend going through all the introductory examples asking for only imitation responses before asking for spontaneous responses. For all responses, you should expect the student to use full sentences.

- (Point to boy playing) What is the boy doing? The boy **is playing.**
Say, the boy **is playing.**
Student Imitation Response: **The boy is playing.**
- (Point to girl painting) What is the girl doing? The girl **is painting.**
Say, the girl **is painting.**
Student Imitation Response: **The girl is painting.**
- (Point to baby eating) What is the baby doing? The baby **is eating.**
Say, the baby **is eating.**
Student Imitation Response: **The baby is eating.**
- (Point to boys playing) What are the boys doing? The boys **are playing.**
Say, the boys **are playing.**
Student Imitation Response: **The boys are playing.**
- (Point to girls painting) What are the girls doing? The girls **are painting.**
Say, the girls **are painting.**
Student Imitation Response: **The girls are painting.**
- (Point to babies eating) What are the babies doing? The babies **are eating.**
Say, the babies **are eating.**
Student Imitation Response: **The babies are eating.**

Spontaneous Responses Using Introductory Pictures:

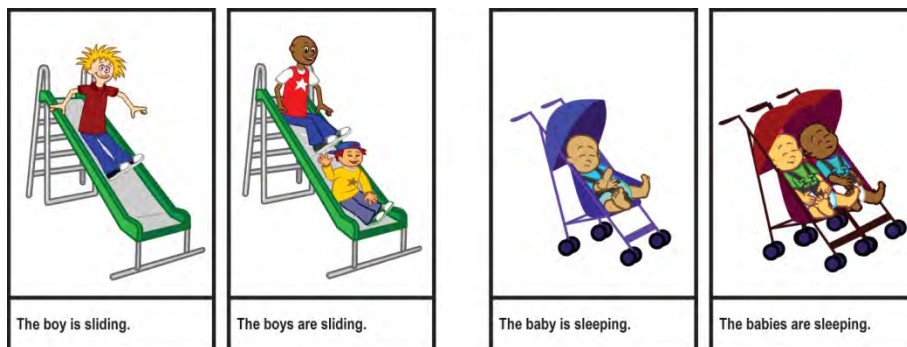
- (Point to boy playing) What is the boy doing?
Student Spontaneous Response: **The boy is playing.**

If students only respond with “playing,” prompt them to “say ...the whole thing.” You can also provide a prompt by starting students out with “The boy...”

- (Point to girl painting) What is the girl doing?
Student Spontaneous Response: **The girl is painting.**
- (Point to baby eating) What is the baby doing?
Student Spontaneous Response: **The baby is eating.**
- (Point to boys playing) What are the boys doing?
Student Spontaneous Response: **The boys are playing.**
- (Point to girls painting) What are the girls doing?
Student Spontaneous Response: **The girls are painting.**
- (Point to babies eating) What are the babies doing?
Student Spontaneous Response: **The babies are eating.**

Is/Are Verb + -ing Lesson Instruction

Following are pictures from the first page (p. 6) of five pages used in lesson instruction:

**Imitation Responses Using Lesson Pictures:**

- (Point to boy sliding) *What is the boy doing? The boy **is sliding**.*
*Say, the boy **is sliding**.*
Student Imitation Response: **The boy *is sliding*.**
- (Point to boys sliding) *What are the boys doing? The boys **are sliding**.*
*Say, the boys **are sliding**.*
Student Imitation Response: **The boys *are sliding*.**
- (Point to baby sleeping) *What is the baby doing? The baby **is sleeping**.*
*Say, the baby **is sleeping**.*
Student Imitation Response: **The baby *is sleeping*.**
- (Point to babies sleeping) *What are the babies doing? The babies **are sleeping**.*
*Say, the babies **are sleeping**.*
Student Imitation Response: **The babies *are sleeping*.**

Spontaneous Responses Using Lesson Pictures:

- (Point to boy sliding) *What is the boy doing?*
Student Spontaneous Response: **The boy *is sliding*.**
- (Point to boys sliding) *What are the boys doing?*
Student Spontaneous Response: **The boys *are sliding*.**
- (Point to baby sleeping) *What is the baby doing?*
Student Spontaneous Response: **The baby *is sleeping*.**
- (Point to babies sleeping) *What are the babies doing?*
Student Spontaneous Response: **The babies *are sleeping*.**

For students who are struggling, we recommend going through all the *Is Verb + -ing* examples first followed by the *Are Verb + -ing* examples. For these students, you may also want to go through the entire set of 10 pictures/sentences asking for only imitation responses. For more competent students, you can ask for all spontaneous responses and alternate the forms *Is/Are Verb + -ing*.

Proceed with the remaining lesson pictures and sentences.

Lesson 1 Sentences:**Page 6**

The boy *is sliding.*

The boys *are sliding.*

The baby *is sleeping.*

The babies *are sleeping.*

Page 7

The dog *is running.*

The dogs *are running.*

The girl *is riding.*

The girls *are riding.*

Page 8

The cat *is sitting.*

The cats *are sitting.*

The boy *is walking.*

The boys *are walking.*

Page 9

The baby *is waving.*

The babies *are waving.*

The girl *is cooking.*

The girls *are cooking.*

Page 10

The boy *is clapping.*

The boys *are clapping.*

The baby *is crying.*

The babies *are crying.*

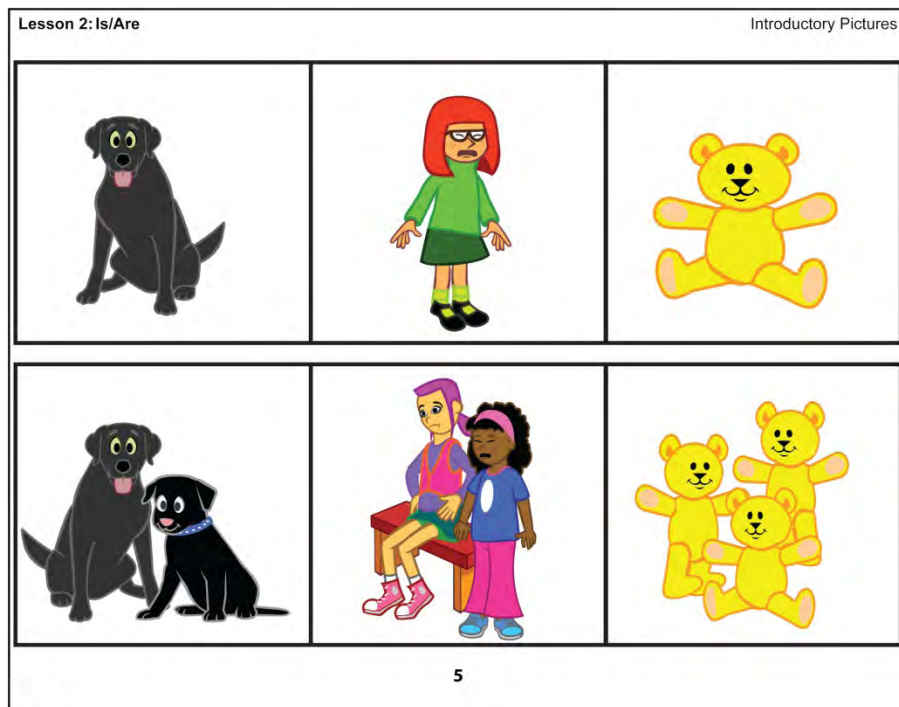
Lesson 2: Is/Are

Materials: Lesson Picture Book Pages 11-16
Progress Monitoring Form Page 39 in *Implementation Guide*

Goal: Students will learn to use copular *Is/Are* in a sentence with a singular or plural subject and an adjective.

Is/Are Introduction

The following pictures (page 11) are used to introduce students to the grammatical forms of Copular “be” *Is/Are* (i.e., The dog *is* black/The dogs *are* black; The girl *is* sad/The girls *are* sad; The bear *is* yellow/The bears *are* yellow).



- (Point to dog) When we talk about only one dog we say, “The dog ***is*** black.”
- (Point to dogs) When we talk about more than one dog we say, “The dogs ***are*** black.”
- (Point to girl) Here one girl is sad. We say, “The girl ***is*** sad.”
- (Point to girls) Here two girls are sad. We say, “The girls ***are*** sad.”
- (Point to bear) Look, here is one yellow bear. We say, “The bear ***is*** yellow.”
- (Point to bears) Look, here are three yellow bears. We say, “The bears ***are*** yellow.”

Imitation Responses Using Introductory Pictures:

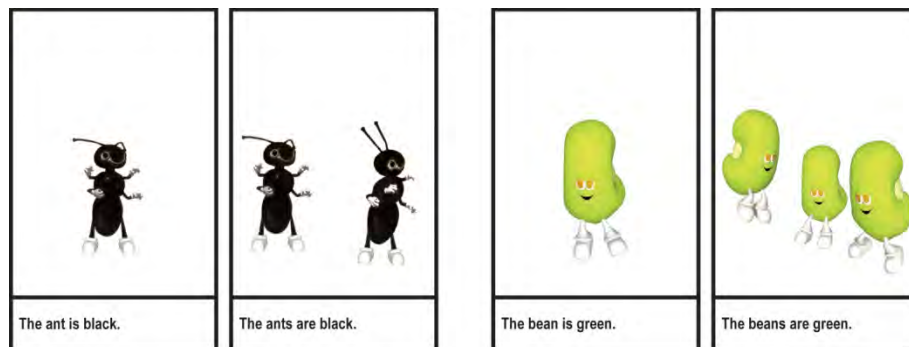
- (Point to dog) Tell me about the dog. The dog **is** black.
Say, the dog **is** black.
Student Imitation Response: The dog **is** black.
- (Point to girl) Tell me about the girl. The girl **is** sad.
Say, the girl **is** sad.
Student Imitation Response: The girl **is** sad.
- (Point to bear) Tell me about the bear. The bear **is** yellow.
Say, the bear **is** yellow.
Student Imitation Response: The bear **is** yellow.
- (Point to dogs) Tell me about the dogs. The dogs **are** black.
Say, the dogs **are** black.
Student Imitation Response: The dogs **are** black.
- (Point to girls) Tell me about the girls. The girls **are** sad.
Say, the girls **are** sad.
Student Imitation Response: The girls **are** sad.
- (Point to bears) Tell me about the bears. The bears **are** yellow.
Say, the bears **are** yellow.
Student Imitation Response: The bears **are** yellow.

Spontaneous Responses Using Introductory Pictures:

- (Point to dog) Tell me about the dog.
Student Spontaneous Response: The dog **is** black.
- (Point to girl) Tell me about the girl.
Student Spontaneous Response: The girl **is** sad.
- (Point to bear) Tell me about the bear.
Student Spontaneous Response: The bear **is** yellow.
- (Point to dogs) Tell me about the dogs.
Student Spontaneous Response: The dogs **are** black.
- (Point to girls) Tell me about the girls.
Student Spontaneous Response: The girls **are** sad.
- (Point to bears) Tell me about the bears.
Student Spontaneous Response: The bears **are** yellow.

Is/Are Lesson Instruction

Following are pictures from the first page (p. 12) of five pages used in lesson instruction:

**Imitation Responses Using Lesson Pictures:**

- (Point to ant) Tell me about the ant. The ant **is** black.
Say, the ant **is** black.
Student Imitation Response: The ant **is** black.
- (Point to ants) Tell me about the ants. The ants **are** black.
Say, the ants **are** black.
Student Imitation Response: The ants **are** black.
- (Point to bean) Tell me about the bean. The bean **is** green.
Say, the bean **is** green.
Student Imitation Response: The bean **is** green.
- (Point to beans) Tell me about the beans. The beans **are** green.
Say, the beans **are** green.
Student Imitation Response: The beans **are** green.

Spontaneous Responses Using Lesson Pictures:

- (Point to ant) Tell me about the ant.
Student Spontaneous Response: The ant **is** black.
- (Point to ants) Tell me about the ants.
Student Spontaneous Response: The ants **are** black.
- (Point to bean) Tell me about the bean.
Student Spontaneous Response: The bean **is** green.
- (Point to beans) Tell me about the beans.
Student Spontaneous Response: The beans **are** green.

Proceed with the remaining lesson pictures and sentences.

Lesson 2 Sentences:**Page 12**

The ant ***is*** black.

The ants ***are*** black.

The bean ***is*** green.

The beans ***are*** green.

Page 13

The bird ***is*** red.

The birds ***are*** red.

The book ***is*** blue.

The books ***are*** blue.

Page 14

The elephant ***is*** grey.

The elephants ***are*** grey.

The bear ***is*** brown.

The bears ***are*** brown.

Page 15

The grape ***is*** purple.

The grapes ***are*** purple.

The truck ***is*** red.

The trucks ***are*** red.

Page 16

The puppy ***is*** brown.

The puppies ***are*** brown.

The duck ***is*** white.

The ducks ***are*** white.

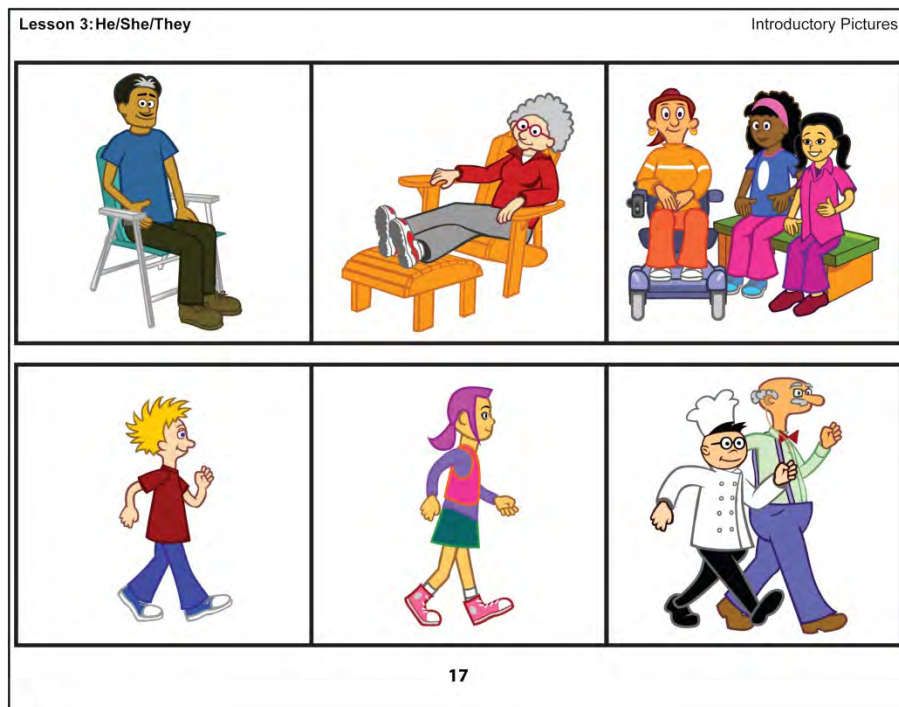
Lesson 3: He/She/They

Materials: Lesson Picture Book Pages 17-27
Progress Monitoring Form Pages 40-41 in *Implementation Guide*

Goal: Students will learn to use nominative case (subject position) 3rd person pronouns *He/She/They* in simple sentences.

He/She/They Introduction

The following pictures (page 17) are used to introduce students to the grammatical forms *He/She/They* (i.e., *He is sitting/She is sitting/They are sitting; He is walking/She is walking/They are walking*).



- (Point to man sitting) This is one man. For one man or boy we can say '*he*.' We can call a man or boy '*he*.' The man is sitting or we can say ***he*** is sitting.
- (Point to woman sitting) This is a woman. For a girl or woman we can say '*she*.' We can call a girl or woman '*she*.' The woman is sitting or we can say ***she*** is sitting.
- (Point to girls sitting) When there's more than one we say '*they*.' Three girls are called '*they*.' ***They*** are sitting.
- (Point to boy walking) The boy is walking or we can say ***he*** is walking.
- (Point to girl walking) The girl is walking or we can say ***she*** is walking.

- (Point to men walking) The men are walking or we can say **they** are walking.

When there's more than one we say 'they' for everything: boys, girls, men, women, animals, or things. When there's more than one we say 'they.' Five girls and boys are called 'they.' Six men and women are called 'they.' Two cats are called 'they.' Three books are called 'they.' When there's more than one we use **they**.

Imitation Responses Using Introductory Pictures:

- (Point to man sitting) What is the man doing? **He** is sitting.
Say, **he** is sitting.
Student Imitation Response: **He** is sitting.
- (Point to woman sitting) What is the woman doing? **She** is sitting.
Say, **she** is sitting.
Student Imitation Response: **She** is sitting.
- (Point to girls sitting) What are the girls doing? **They** are sitting.
Say, **they** are sitting.
Student Imitation Response: **They** are sitting.
- (Point to boy walking) What is the boy doing? **He** is walking.
Say, **he** is walking.
Student Imitation Response: **He** is walking.
- (Point to girl walking) What is the girl doing? **She** is walking.
Say, **she** is walking.
Student Imitation Response: **She** is walking.
- (Point to men walking) What are the men doing? **They** are walking.
Say, **they** are walking.
Student Imitation Response: **They** are walking.

Spontaneous Responses Using Introductory Pictures:

- (Point to man sitting) What is the man doing?
Student Spontaneous Response: **He** is sitting.

If a student says "The man is sitting" rather than "He is sitting," remind him/her that when you ask what a boy or a man is doing, the student should use 'he' to answer. Then repeat the question, **What is the man doing?** If the student still answers with the noun phrase rather than the Pronoun, have him/her imitate by saying, **What is the man doing? He is sitting. Say, he is sitting.**

- (Point to woman sitting) What is the woman doing?
Student Spontaneous Response: **She** is sitting.
- (Point to girls sitting) What are the girls doing?
Student Spontaneous Response: **They** are sitting.
- (Point to boy walking) What is the boy doing?
Student Spontaneous Response: **He** is walking.
- (Point to girl walking) What is the girl doing?
Student Spontaneous Response: **She** is walking.
- (Point to men walking) What are the men doing?
Student Spontaneous Response: **They** are walking.

He/She/They Lesson Instruction

Following are pictures from the first page (p. 18) of ten pages used in lesson instruction:

**Imitation Responses Using Lesson Pictures:**

- (Point to boy juggling) **What is the boy doing? He is juggling.**
Say, *he is juggling.*
Student Imitation Response: **He is juggling.**
- (Point to girl juggling) **What is the girl doing? She is juggling.**
Say, *she is juggling.*
Student Imitation Response: **She is juggling.**
- (Point to people juggling) **What are the people doing? They are juggling.**
Say, *they are juggling.*
Student Imitation Response: **They are juggling.**

Spontaneous Responses Using Lesson Pictures:

- (Point to boy juggling) **What is the boy doing?**
Student Spontaneous Response: **He is juggling.**
- (Point to girl juggling) **What is the girl doing?**
Student Spontaneous Response: **She is juggling.**
- (Point to people juggling) **What are the people doing?**
Student Spontaneous Response: **They are juggling.**

For students who are struggling, we recommend going through all the *He* examples first followed by the *She* examples and then the *They* examples. For these students, you may also want to go through the entire set of 10 pictures/sentences asking for only imitation responses. For more competent students, you can ask for all spontaneous responses and alternate the forms *He*, *She*, and *They*.

Proceed with the remaining lesson pictures and sentences.

Lesson 3 Sentences:**Page 18**

He is juggling.

She is juggling.

They are juggling.

Page 19

He is riding.

She is riding.

They are riding.

Page 20

He is eating.

She is eating.

They are eating.

Page 21

He is looking at the shoes.

She is looking at the shoes.

They are looking at the shoes.

Page 22

He is crying.

She is crying.

They are crying.

Page 23

He is standing.

She is standing.

They are standing.

Page 24

He is smiling.

She is smiling.

They are smiling.

Page 25

He is drinking hot chocolate.

She is drinking hot chocolate.

They are drinking hot chocolate.

Page 26

He is sitting.

She is sitting.

They are sitting.

Page 27

He is waving.

She is waving.

They are waving.

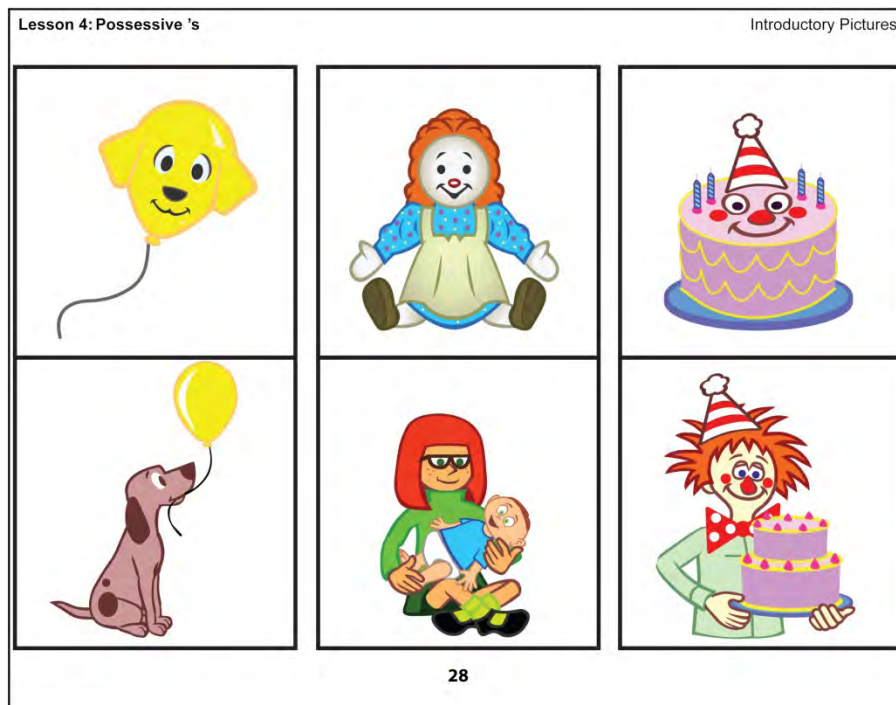
Lesson 4: Possessive 's

Materials: Lesson Picture Book Pages 28-33
Progress Monitoring Form Page 42 in *Implementation Guide*

Goal: Students will learn to use the *possessive 's* in simple sentences.

***Possessive 's* Introduction**

The following pictures (page 28) are used to introduce students to how the grammatical form *Possessive 's* distinguishes an object as belonging to someone/something as opposed to being a description of the object itself (i.e., It is a dog balloon/It is the *dog's* balloon; It is a girl doll/It is the *girl's* doll; It is a clown cake/It is the *clown's* cake).



- (Point to dog balloon) When something looks like an object, animal, or person we say, "It is a dog balloon."
- (Point to dog's balloon) When something belongs to someone or something we say, "It is the **dog's** balloon."
- (Point to girl doll) Here is a girl doll.
- (Point to girl's doll) Here is a doll that belongs to the girl. It is the **girl's** doll.
- (Point to clown cake) This cake looks like a clown. It is a clown cake.
- (Point to clown's cake) This cake belongs to the clown. It is the **clown's** cake.

Imitation Responses Using Introductory Pictures:

Note that in this lesson the only target is the *Possessive 's*. Therefore first name the object that looks like something before requesting the possessive response. We have given examples based on having the student only produce *Possessive 's* forms.

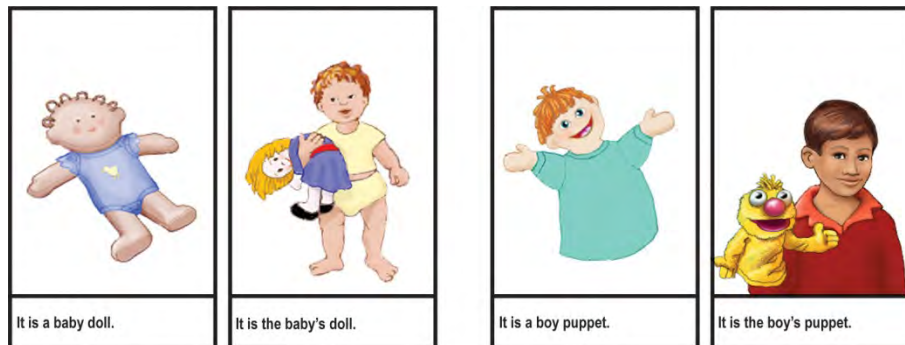
- (Point to dog balloon) *What's this? It is a dog balloon.*
- (Point to dog's balloon) *What's this? It is the **dog's** balloon.*
*Say, it is the **dog's** balloon.*
Student Imitation Response: *It is the **dog's** balloon.*
- (Point to girl doll) *What's this? It is a girl doll.*
- (Point to girl's doll) *What's this? It is the **girl's** doll.*
*Say, it is the **girl's** doll.*
Student Imitation Response: *It is the **girl's** doll.*
- (Point to clown cake) *What's this? It is a clown cake.*
- (Point to clown's cake) *What's this? It is the **clown's** cake.*
*Say, it is the **clown's** cake.*
Student Imitation Response: *It is the **clown's** cake.*

Spontaneous Responses Using Introductory Pictures:

- (Point to dog balloon) *What's this? It is a dog balloon.*
- (Point to dog's balloon) *What's this?*
Student Spontaneous Response: *(It is) the **dog's** balloon.*
- (Point to girl doll) *What's this? It is a girl doll.*
- (Point to girl's doll) *What's this?*
Student Spontaneous Response: *(It is) the **girl's** doll.*
- (Point to clown cake) *What's this? It is a clown cake.*
- (Point to clown's cake) *What's this?*
Student Spontaneous Response: *(It is) the **clown's** cake.*

Possessive 's Lesson Instruction

Following are pictures from the first page (p. 29) of five pages used in lesson instruction:

**Imitation Responses Using Lesson Pictures:**

- (Point to baby doll) *What's this? It is a baby doll.*
- (Point to baby's doll) *What's this? It is the **baby's** doll.*
*Say, it is the **baby's** doll.*
Student Imitation Response: *It is the **baby's** doll.*

- (Point to boy puppet) *What's this? It is a boy puppet.*
- (Point to boy's puppet) *What's this? It is the **boy's** puppet.*
*Say, it is the **boy's** puppet.*
Student Imitation Response: *It is the **boy's** puppet.*

Spontaneous Responses Using Lesson Pictures:

- (Point to baby doll) *What's this? It is a baby doll.*
- (Point to baby's doll) *What's this?*
Student Spontaneous Response: *(It is) the **baby's** doll.*
- (Point to boy puppet) *What's this? It is a boy puppet.*
- (Point to boy's puppet) *What's this?*
Student Spontaneous Response: *(It is) the **boy's** puppet.*

Proceed with the remaining lesson pictures and sentences.

Lesson 4 Sentences:

Page 29

It is a baby doll.

*It is the **baby's** doll.*

It is a boy puppet.

*It is the **boy's** puppet.*

Page 30

It is a cat clock.

*It is the **cat's** clock.*

It is a clown balloon.

*It is the **clown's** balloon.*

Page 31

It is a dog book.

*It is the **dog's** book.*

It is a giraffe chair.

*It is the **giraffe's** chair.*

Page 32

It is a monkey cup.

*It is the **monkey's** cup.*

It is a mouse hat.

*It is the **mouse's** hat.*

Page 33

It is a rabbit rug.

*It is the **rabbit's** rug.*

It is a lion painting.

*It is the **lion's** painting.*