

Dear Educator,

Current research emphasizes the importance of explicit grammar instruction in providing an effective instructional program for English learners. A fun and effective way to squeeze some extra grammar review into the school day is to have a good supply of sponge activities and games ready to soak up every precious moment of instructional time.




Here's an activity you can use this fall to help students recognize that *they're*, *their*, and *there* are pronounced the same, but spelled differently and have very different meanings. As **they're** progressing, English learners need opportunities here and **there** to practice **their** new learning. Happy Fall!

Sincerely,

The Grammar Gallery Team



## They're, There, or Their?

WORD	DEFINITION	EXAMPLE
they're	a contraction for the words <i>they</i> and <i>are</i>	<p><b>They're</b> going to pick apples this fall.</p> 
there	a word that refers to a place	<p>Let's walk to the trees over <b>there</b>.</p> 
their	a word that means "belonging to them"	<p>The kids are enjoying <b>their</b> day in the country.</p> 



### Teacher Instructions for Differentiated Learning

1. Review with students the information on the “They’re, There, or Their?” chart. Remind students that these words sound the same when we say them, but they are spelled differently and have very different meanings. Review the meaning of each word.
2. Explain the rules of the game, which you can differentiate depending on the language level of your students. (See suggestions below.)
3. Organize students in pairs. Give each pair three blank index cards or small pieces of paper. Ask them to write *they’re* on the first card, *there* on the second card, and *their* on the third card.

### Language Levels 1 and 2

- Show the A Picture Charts, one at a time.
- Read the gapped sentence associated with each picture.
- Ask pairs to confer and then show the card with the correct word to complete the caption: *they’re, there, or there*.
- Give a point to each pair that independently comes up with the correct response. Provide corrective feedback as appropriate.
- The pair with the most points wins the game.

### Language Level 3

- Show the A Picture Charts, one at a time.
- Ask a volunteer to read the gapped sentence associated with each picture.
- Call on pairs, in turn, to confer and show the card with the correct word to complete the caption: *they’re, there, or there*. If the pair is correct, they get a point. If the pair is incorrect, explain why and continue the game with the next picture and pair.
- The pair with the most points wins the game.

### Levels 4 and 5

- Show the B Picture Charts, one at a time.
- Ask a volunteer to read the gapped sentence associated with each picture.
- Call on the first pair to confer and shows the cards with the correct words to complete the sentence.
- Ask the other members of the class if the pair’s answers are correct or not using the majority rule to decide the class’s answer. If the pair is correct, the pair gets the point. If the class is correct, all the other students get the point.
- The pair with the most points wins the game.

## A Picture Charts



How many pumpkins are \_\_\_\_\_?



\_\_\_\_\_ sleeping in the hay.



## A Picture Charts



The farmers put the pumpkins in \_\_\_\_\_ truck.



Who lives \_\_\_\_\_?

## A Picture Charts



They are in front of \_\_\_\_\_ truck.



\_\_\_\_\_ listening to their quarterback.



## A Picture Charts



\_\_\_\_\_ are fish in that river.



They have \_\_\_\_\_ arms around each other.

## A Picture Charts



\_\_\_\_\_ having fun outside.



The children are wearing \_\_\_\_\_ costumes.



## B Picture Charts



How many pumpkins are \_\_\_\_\_ in  
\_\_\_\_\_ pumpkin patch?



\_\_\_\_\_ faces are covered and \_\_\_\_\_  
sleeping in the hay.

## B Picture Charts



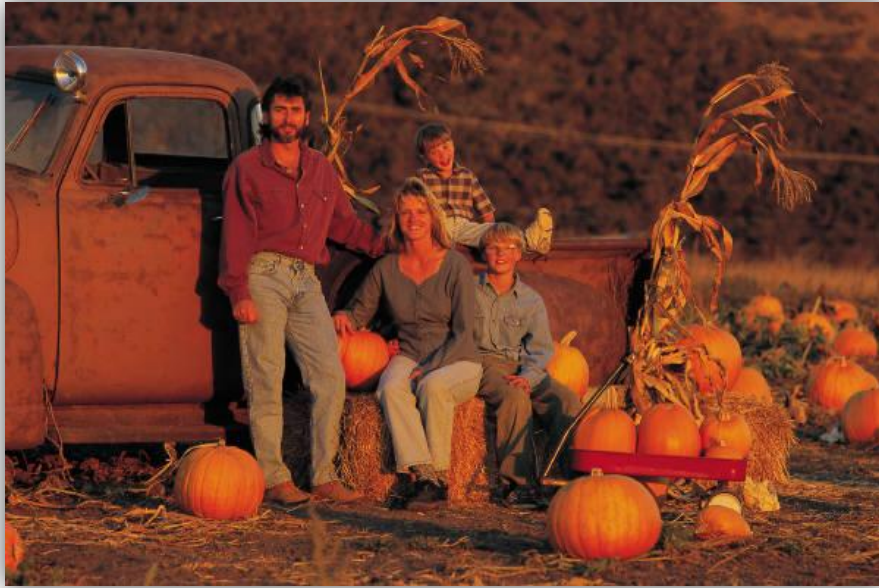
\_\_\_\_\_ putting pumpkins in \_\_\_\_\_ truck.



\_\_\_\_\_ is the house that belongs to \_\_\_\_\_  
mother.



## B Picture Charts

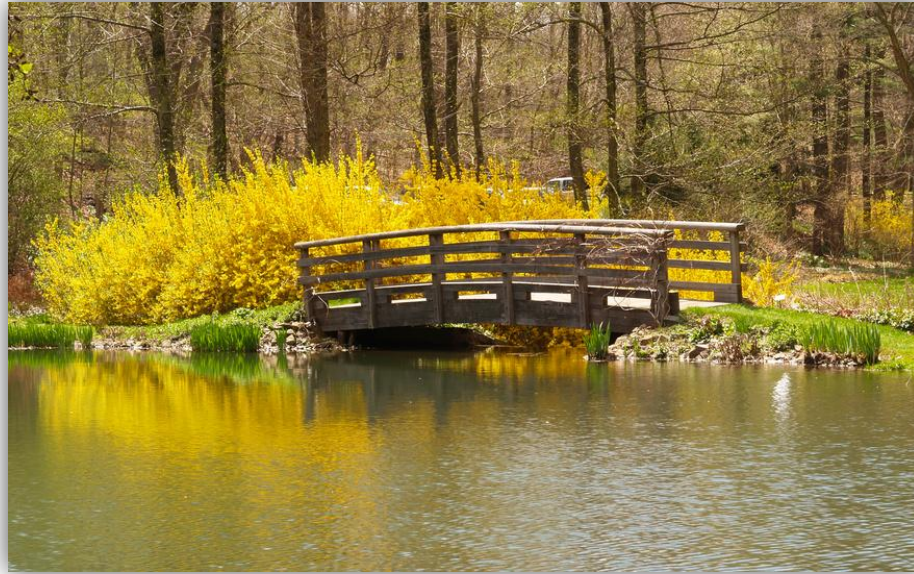


\_\_\_\_\_ posing for a photograph in front of  
\_\_\_\_\_ truck.



\_\_\_\_\_ listening to \_\_\_\_\_ quarterback.

## B Picture Charts



\_\_\_\_\_ is the river where \_\_\_\_\_ going to fish.



You can tell \_\_\_\_\_ friends because they have \_\_\_\_\_ arms around each other.



## B Picture Charts



\_\_\_\_\_ arms are in the air because  
\_\_\_\_\_ happy.



\_\_\_\_\_ wearing \_\_\_\_\_ costumes.