Identity Check

Teacher lesson guide | Guided and Standard

A complete, flexible 35-minute classroom lesson. The pages include the records, actual practice questions, options, teacher scripts and keys needed without the app. Timing includes transitions and collection.

Guided goals

Content: Identify who is where and keep a pronoun linked to the named person or group.

Language: Say and write two supported sentences with a name, she and is.

Standard goals

Content: Identify who is where and keep a pronoun linked to the named person or group.

Language: Compose a two-sentence library handover with a clear pronoun and matching form of be.

Suggested sequence

3 min Warm-up
2 min Goals and plan
5 min Teacher model
6 min Build together
3 min Partner rehearsal
9 min Individual product
4 min Check and revise
3 min Exit ticket

Before teaching

- Print one student packet and one exit per learner for the chosen support route. Keep the teacher guide and exit keys out of student packets.

- Read records aloud without changing facts. Optional pointing, home-language discussion, dictation or frames may help; note support used without assigning a level.

- Use one selected short practice at a time. The supplied think-aloud is teaching, not learner work. Retain source cards while learners write.

Guided reduces writing load or supplies frames. Standard keeps the source activity's actual transfer or synthesis. These are support choices, not fixed learner levels. No automatic writing, scores, mastery or completion claims are made.

Student packets do not contain worked handover models or keys. A canonical practice context may intentionally show full wording, such as a pronoun-reference or article-reason question; retain it as supplied supported practice.

Source and scope

Grammar Spy: Identity Check

Adapted from Grammar Spy's Identify curriculum and practice, with new English Attic examples. Separate Grammar Spy member decks, Vault files and paid packets are not included.

https://grammarspy.net/arc/identify/id-01-identity-check

ID01 remains the existing free sample. This local pack does not change access, publication or entitlements.

Guided teaching sequence

Supported two-sentence library handover; full pronoun context deliberately supplied

1 Who is in each place? | 3 min

> **Front-desk record**: Mr. Adler is the front-desk guard. He is at the desk from 7 a.m. to 3 p.m. | Two visitors are in the lobby. They are new students.

Point to the person or group at the desk and the group in the lobby. Say who is where.

Read both lines. Let learners point first, then say a short answer. Do not infer pronouns from a name or appearance.

After responses: Mr. Adler is at the desk from 7 a.m. to 3 p.m. The two visitors are in the lobby.

2 Name first then pronoun | 2 min

> **Front-desk record**: Mr. Adler is the front-desk guard. He is at the desk from 7 a.m. to 3 p.m. | Two visitors are in the lobby. They are new students.

Listen. Point from He to its named person.

Supplied teacher model: Mr. Adler is the front-desk guard. He is at the desk from 7 a.m. to 3 p.m.

Think aloud: "The next helper needs to know who is where. I name Mr. Adler first. The record uses He for him, so He points back to Mr. Adler. I keep the place and the 7 a.m. to 3 p.m. time together."

Pronouns come from the supplied context or the person's stated pronouns; do not guess them from a name.

3 Match the pronoun with be | 3 min

> **Front-desk record**: Mr. Adler is the front-desk guard. He is at the desk from 7 a.m. to 3 p.m. | Two visitors are in the lobby. They are new students.

Listen and say each short pattern. Then explain They in the record.

I am

he is / she is / it is

you are / we are / they are

Supplied teacher model: Visitors example: Two visitors are in the lobby. They are new students.

Think aloud: "They points back to the two visitors. I choose are. I am uses am. You takes are even when I speak to one person. They can also mean one person who uses they; it still takes are."

These are short patterns for today. Do not state that every singular noun takes is in every sentence or tense.

Guided teaching sequence continued

4 Who is “They”? | 2 min

Two visitors: New students | In the lobby

Two visitors are in the lobby. [They] are new students.

Choose who “They” points to.

A. The two visitors

B. Mr. Adler

Read the exact context, allow a quiet choice, then ask which words or record support it. Reveal the fixed key only after the attempt.

Teacher key: The two visitors

Yes. “They” points back to the two visitors.

Optional support only

Look at the sentence just before “They”.

Two buses are outside. They are late. (They = two buses)

“They” means ___.

5 Match: I | 2 min

I [___] the next helper.

Choose the word that goes with I.

A. am

B. is

Read the exact context, allow a quiet choice, then ask which words or record support it. Reveal the fixed key only after the attempt.

Teacher key: am

Yes. I am. “I” means the speaker, and “I” takes am.

Optional support only

“I” means the speaker. The speaker says “I am”.

I am ready.

I am ___.

Guided teaching sequence continued

6 Match: They | 2 min

Two visitors: New students | In the lobby

They [___] new students.

Choose the word that goes with They.

A. are

B. is

Read the exact context, allow a quiet choice, then ask which words or record support it. Reveal the fixed key only after the attempt.

Teacher key: are

Yes. They are. You, we and they take are.

Optional support only

You, we and they take are.

They are in class.

They are ___.

7 Say a front-desk handover | 3 min

Front-desk record: Mr. Adler is the front-desk guard. He is at the desk from 7 a.m. to 3 p.m. | Two visitors are in the lobby. They are new students.

Partner A names a person or group from the front-desk record. Partner B adds a sentence using a pronoun. Swap roles.

Can the listener point to the name for the pronoun?

Rehearse the familiar desk record, not the new Standard library product. Invite one short example and check the be form.

Optional support only

___ is/are ___. He/They ___ ___.

Guided teaching sequence continued

8 New case: Ms. Ruiz | 1 min

Ms. Ruiz: Library aide · uses she/her | At the front counter

Ms. Ruiz [___] the library aide.

Build sentence 1. Choose the missing word.

A. is

B. are

This is supported library practice. Let learners choose and point to the Ruiz card before the key is shown. The g-she context deliberately supplies the whole handover for pronoun-reference practice; keep it intact.

Teacher key: is

Yes. The name Ms. Ruiz takes is: Ms. Ruiz is the library aide.

Optional support only

The name Ms. Ruiz takes is, just like “she”.

Mr. Adler is the guard.

Ms. Ruiz is ___.

9 Where is she? | 1 min

Ms. Ruiz: Library aide · uses she/her | At the front counter

She is at the [___].

Build sentence 2. Check the case card: where is Ms. Ruiz?

A. front counter

B. lobby

This is supported library practice. Let learners choose and point to the Ruiz card before the key is shown. The g-she context deliberately supplies the whole handover for pronoun-reference practice; keep it intact.

Teacher key: front counter

Yes. The case card says Ms. Ruiz is at the front counter.

Optional support only

The case card lists where each person is.

He is at the desk.

She is at the ___.

Guided teaching sequence continued

10 Who is “She”? | 1 min

Ms. Ruiz: Library aide · uses she/her | At the front counter

Ms. Ruiz is the library aide. [She] is at the front counter.

Choose who “She” points to.

A. Ms. Ruiz

B. Mr. Adler

This is supported library practice. Let learners choose and point to the Ruiz card before the key is shown. The g-she context deliberately supplies the whole handover for pronoun-reference practice; keep it intact.

Teacher key: Ms. Ruiz

Yes. “She” points back to Ms. Ruiz. The case card says she uses she/her.

Optional support only

Find the name just before “She”.

Ms. Kim is the coach. She is in the gym.

“She” means ___.

11 Write the supported library handover | 6 min

Ms. Ruiz: Library aide · uses she/her | At the front counter

Write your own copy or revision of the two supported sentences for the next helper. Use your selected words. This is supported practice, not unseen independent composition.

Paper response field: Sentence 1: name and role (blank learner writing)

Paper response field: Sentence 2: pronoun and place (blank learner writing)

Leave both fields blank until the learner writes. Do not auto-assemble choices or call the supplied model their work.

The complete wording was intentionally available in the pronoun context; the later discussion model is still independently hidden.

Optional support only

Ms. Ruiz ___ the library aide.

She is at the ___.

Guided teaching sequence continued

12 Check the evidence and revise | 4 min

Ms. Ruiz: Library aide · uses she/her | At the front counter

Compare each detail with the record. Improve one part or explain why an accurate choice should stay.

Paper response field: My change or an accurate choice I kept (blank learner writing)

Allow a quiet check, then partner feedback and one useful revision. Do not force a cosmetic change to an accurate answer.

The model is one possible version. Keep it hidden until learners have checked their own first version.

One possible version - not student work - release only at the stated review point

Ms. Ruiz is the library aide. She is at the front counter.

- I named the person or group before its pronoun.
- The pronoun clearly points back.
- The form of be matches the subject.
- The role and place come from the library card.

Exit | 3 minutes

Distribute the separate guided student exit. Keep its key separate and collect slips before revealing it. The exit samples only its stated task.

1 Write two short sentences for the next helper. Name the group first, then use They. Include the role and place.

2 Underline the pronoun and circle the matching form of be in your second sentence.

Other canonical practice choices remain available for extra time or another lesson. They are not required for this 35-minute core.

Standard teaching sequence

Independent two-sentence transfer to the new library case

1 Who is in each place? | 3 min

> **Front-desk record**: Mr. Adler is the front-desk guard. He is at the desk from 7 a.m. to 3 p.m. | Two visitors are in the lobby. They are new students.

Point to the person or group at the desk and the group in the lobby. Say who is where.

Read both lines. Let learners point first, then say a short answer. Do not infer pronouns from a name or appearance.

After responses: Mr. Adler is at the desk from 7 a.m. to 3 p.m. The two visitors are in the lobby.

2 Name first then pronoun | 2 min

> **Front-desk record**: Mr. Adler is the front-desk guard. He is at the desk from 7 a.m. to 3 p.m. | Two visitors are in the lobby. They are new students.

Listen. Point from He to its named person.

Supplied teacher model: Mr. Adler is the front-desk guard. He is at the desk from 7 a.m. to 3 p.m.

Think aloud: "The next helper needs to know who is where. I name Mr. Adler first. The record uses He for him, so He points back to Mr. Adler. I keep the place and the 7 a.m. to 3 p.m. time together."

Pronouns come from the supplied context or the person's stated pronouns; do not guess them from a name.

3 Match the pronoun with be | 3 min

> **Front-desk record**: Mr. Adler is the front-desk guard. He is at the desk from 7 a.m. to 3 p.m. | Two visitors are in the lobby. They are new students.

Listen and say each short pattern. Then explain They in the record.

I am

he is / she is / it is

you are / we are / they are

Supplied teacher model: Visitors example: Two visitors are in the lobby. They are new students.

Think aloud: "They points back to the two visitors. I choose are. I am uses am. You takes are even when I speak to one person. They can also mean one person who uses they; it still takes are."

These are short patterns for today. Do not state that every singular noun takes is in every sentence or tense.

Standard teaching sequence continued

4 Be: You (one person) | 2 min

Mr. Adler speaks to ONE visitor: “[You] [___] in the right place.”

The guard talks to one person. Choose the correct form of be.

A. am

B. is

C. are

Read the exact context, allow a quiet choice, then ask which words or record support it. Reveal the fixed key only after the attempt.

Teacher key: are

Correct. You are, even for one person.

Optional support only

You to are, always.

You are early.

You are ___.

5 Be: It | 2 min

The front desk is by the main door. [It] [___] open at 7 a.m.

“It” means the front desk. Choose the correct form of be.

A. am

B. is

C. are

Read the exact context, allow a quiet choice, then ask which words or record support it. Reveal the fixed key only after the attempt.

Teacher key: is

Correct. It is. “It” means one thing: the front desk.

Optional support only

He, she and it to is.

The door is open. It is new.

It is ___.

Standard teaching sequence continued

6 Be: We | 2 min

The speaker and one helper: “[We] [___] at the desk today.”

We = the speaker + the helper. Choose the correct form of be.

A. am

B. is

C. are

Read the exact context, allow a quiet choice, then ask which words or record support it. Reveal the fixed key only after the attempt.

Teacher key: are

Correct. We are. “We” includes the speaker and at least one other person.

Optional support only

You, we, they to are.

We are ready.

We are ___.

7 Say a front-desk handover | 3 min

Front-desk record: Mr. Adler is the front-desk guard. He is at the desk from 7 a.m. to 3 p.m. | Two visitors are in the lobby. They are new students.

Partner A names a person or group from the front-desk record. Partner B adds a sentence using a pronoun. Swap roles.

Can the listener point to the name for the pronoun?

Rehearse the familiar desk record, not the new Standard library product. Invite one short example and check the be form.

Optional support only

___ is/are ___. He/They ___ ___.

8 Choose and identify a library person or group | 4 min

Ms. Ruiz: Library aide · uses she/her | At the front counter

Two juniors: Student helpers | At the return desk

Write sentence 1 of a two-sentence handover for the next helper. Choose Ms. Ruiz or the two juniors. Name them and give one accurate detail.

Paper response field: Sentence 1 (blank learner writing)

This is the actual new-case transfer. Do not show the library models before writing. Read the card labels, including Ms. Ruiz's stated she/her pronouns.

Standard teaching sequence continued

9 Add a clear pronoun sentence | 5 min

Ms. Ruiz: Library aide · uses she/her | At the front counter

Two juniors: Student helpers | At the return desk

Write sentence 2 about the same person or group. Use a pronoun and matching be. Make sure the two sentences together say who is where.

Paper response field: Sentence 2 (blank learner writing)

Keep the first sentence beside the new field on paper. Keep both library cards visible. Accept reversed detail order if reference remains clear.

Optional support only

___ is/are ___. She/They ___ ___.

10 Check the evidence and revise | 4 min

Ms. Ruiz: Library aide · uses she/her | At the front counter

Two juniors: Student helpers | At the return desk

Compare each detail with the record. Improve one part or explain why an accurate choice should stay.

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The model is one possible version. Keep it hidden until learners have checked their own first version.

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Ms. Ruiz is the library aide. She is at the front counter.

Two juniors are at the return desk. They are student helpers.

- I named the person or group before its pronoun.
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