

Grade 2 • Lesson 20: That and Those**DEMONSTRATIVE & PLURAL AGREEMENT****Language Rule: Pointing Far Away**

"That" points to one thing far. "Those" points to more than one thing far.

When changing "that" to "those", make sure the nouns and verbs change to agree!

A SENTENCE TRANSFORMATIONS: CHANGING "THAT" TO "THOSE"

Rewrite each sentence, changing **that** to **those** and making all words agree:

1. That ox has horns.

→

2. Hand me that loaf.

→

3. That knife has blades.

→

4. Where is that potato?

→

5. That church is beautiful.

→

6. Has that mouse bright eyes?

→

7. Where was that house with large windows?

→

8. Was that tomato in the garden?

→

Lesson 20: Teacher Guide & Master Solutions

DEMONSTRATIVES • "THAT" TO "THOSE" CONCORD

The Grammatical Web of Plural Demonstratives: Lesson 20 reinforces distal demonstratives (*that* / *those*) while providing rigorous practice in English plural noun morphology. Notice the rich variety of plural formations: Germanic -en mutation (*ox* → *oxen*), dental fricative voicing (*loaf* → *loaves*, *knife* → *knives*), vowel mutations (*mouse* → *mice*), and -es endings on vowel -o (*potato* → *potatoes*, *tomato* → *tomatoes*) and sibilants (*church* → *churches*).

- Section A: Master Transformation Key (8 Sentences):**
1. *That ox has horns.* → **Those oxen have horns.** (*ox* → *oxen*, *has* → *have*).
 2. *Hand me that loaf.* → **Hand me those loaves.** (*loaf* → *loaves*; imperative verb unchanged).
 3. *That knife has blades.* → **Those knives have blades.** (*knife* → *knives*, *has* → *have*).
 4. *Where is that potato?* → **Where are those potatoes?** (*is* → *are*, *potato* → *potatoes*, *keeps* ?).
 5. *That church is beautiful.* → **Those churches are beautiful.** (*church* → *churches*, *is* → *are*).
 6. *Has that mouse bright eyes?* → **Have those mice bright eyes?** (*Has* → *Have*, *mouse* → *mice*, *keeps* ?).
 7. *Where was that house with large windows?* → **Where were those houses with large windows?** (*was* → *were*, *house* → *houses*, *keeps* ?).
 8. *Was that tomato in the garden?* → **Were those tomatoes in the garden?** (*Was* → *Were*, *tomato* → *tomatoes*, *keeps* ?).

- Key Morphological Patterns to Reinforce:**
- *F/Fe to Ves*: *loaf* → *loaves* | *knife* → *knives*.
 - *O ending to -es*: *potato* → *potatoes* | *tomato* → *tomatoes*.
 - *Archaic & Mutation Plurals*: *ox* → *oxen* | *mouse* → *mice*.
 - *Interrogative Inversion*: Ensure students preserve question word order and end with a question mark.

Evaluation Criterion	Exemplary (4)	Proficient (3)	Developing (1-2)
Demonstrative Shift	Accurately converts <i>that</i> to <i>those</i> in all 8 sentences.	Converts <i>that</i> to <i>those</i> in 7 of 8 sentences.	Leaves <i>that</i> unchanged or confuses with <i>these</i> .
Plural Noun Formation	Mastery of all irregular plurals (<i>oxen</i> , <i>loaves</i> , <i>knives</i> , <i>mice</i> , <i>potatoes</i> , <i>tomatoes</i>).	1-2 minor spelling slips in irregular nouns (e.g., * <i>potatos</i> or * <i>mouses</i>).	Frequent errors in irregular plural noun formation.
Verb Agreement & Inversion	All verbs correctly converted (<i>have</i> , <i>are</i> , <i>were</i> , <i>Have</i> , <i>Were</i>).	1 verb agreement slip in statement or question.	Fails to adjust auxiliary verbs to match plural subjects.
Mechanics & Handwriting	Correct initial capitals, question marks retained on # 4, # 6, # 7, # 8.	1 punctuation slip; handwriting remains clear and legible.	Missing punctuation marks; careless penmanship.