

SINGULAR AND PLURAL POSSESSIVE PRONOUNS

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Subject

English

Prepared By

[Instructor Name]

Grade Level

1

Overview

This lesson plan covers teaching content for;

1. Singular and Plural Pronouns identifications
2. Making correct Pronouns-Nouns Agreements in sentences

Objectives

Students should be able to;

- Identify singular and plural pronouns
- Make correct pronoun-nouns agreement sentences

Activity Starter/Instruction

1. Tell students that today you will be talking about singular and plural pronouns
2. Tell students that today you will be talking about making correct pronoun-noun agreements
3. Tell students that today you will be doing some activities that will aid their understandings

Guided Practice

Day 2/ Lesson 2: 20 Mins

1. Read the sentence with each pronoun to see which sounds correct.
2. Don't select an answer yet. For example, Mr. Hurley dropped the eggs when HE slipped on the ice, or Mr. Herbert dropped the eggs when THEY slipped on the ice.

Teacher Guide

Day 1/ Lesson 1: 25 Mins

1. Write the following sentence on the board: Mr. Hurley dropped the eggs when they slipped on the ice.
2. Ask students to draw a picture that would go with the sentence.
3. Give them five minutes to complete this drawing.
4. Warn students that you won't be answering any questions, and that they must complete this task on their own.
5. Students will be confused, because the pronoun and noun don't agree. It's okay; let them struggle and discuss amongst themselves.
6. Listen in on student conversations to assess whether students have figured out why the sentence is confusing.
7. Discuss the previous activity.

Materials Required

- Picture Cards
- Whiteboard or chalkboard
- Worksheets

Additional Resources

- <https://www.pinterest.com/pin/1399635008>
- http://englishlinx.com/pronouns/singular_pl
- <https://www.youtube.com/watch?v=c4300U>
- https://www.educationworld.com/a_lesson/
- <https://www.lessonplanet.com/search?keyw>

Additional Notes

Teacher Guide

Day 3/Lesson 3: 20 mins

1. Distribute the worksheet Pronoun Agreement.
2. Instruct students to follow instructions similar to the last activity that you did together

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- and complete the worksheet.
3. Review the answers as a class.
 4. Invite students to share the sentences that they wrote.

Summary

- Write some sentences as a class as a shared writing activity.
- Enrichment: Instruct students to find examples of sentences that have pronoun-noun agreement in their independent reading books

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3. Point out any other plural nouns in the sentence and match that noun with each pronoun.
 4. For example, the plural noun "eggs" might confuse the meaning, since it is plural but the pronoun is actually referencing Mr. Hurley, which is singular.
 5. Draw arrows from the pronoun to the noun, pointing out that they are both singular or both plural.

Assessment Activity

1. Write two sentences on the board with a blank where the pronouns should go.
2. One sentence should have a singular noun and one a plural noun.
3. Instruct students to write the correct pronoun on a piece of paper or on a personal whiteboard.

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8. Why was it confusing? Explain that the pronoun and noun don't agree, meaning you can't discern whether the person slipped on the ice or the eggs slipped on the ice.

Guided Practice

Day 4/ Lesson 4: 15 mins

1. Place students into partnerships and allow them to complete the independent activity together.
2. Highlight some of the key points in the charts and graphs that will help students answer the questions.
3. Ask students to discuss the advantages of utilizing
Features such as charts, graphs, and diagrams when learning.