

<b>Lesson Pack:</b> Articles	<b>Lesson 1</b>
<b>Lesson Topic:</b> Choosing Between A, An, and The	

<p><b>Objective</b></p> <p>Students will be able to correctly choose between using a, an, or the in a sentence.</p>	<p><b>Lesson Outline</b></p> <ol style="list-style-type: none"> <li>1. Discuss the objective of the lesson</li> <li>2. Introduction: Explain where to put articles in a sentence</li> <li>3. Introduction: Students discuss the difference between <i>a</i> and <i>the</i></li> <li>4. Introduction: Explain the difference between <i>a</i> and <i>the</i></li> <li>5. Paired Practice: Fill in the blank</li> <li>6. Individual Practice: Fill in the blank</li> <li>7. Wrap up lesson</li> </ol>
<p><b>Optional Follow-up Activity</b></p> <p><a href="#">A, An, The</a></p>	
<p><b>Common Core Standards</b></p> <p>CCSS.ELA-Literacy.L.1.1.h Use determiners (e.g., articles, demonstratives)</p>	
<p><b>Prerequisites</b></p> <p>There are no prerequisites for this lesson.</p>	

**Slide 1/7**

**Today's Objective**

By the end of class today, you will be able to correctly choose between *a*, *an*, or *the* to complete a sentence.

*Objectives*

**Introduce the objective for the lesson.**

**Say:** *A*, *an*, and *the* are small words, but they can change the meaning of an entire sentence! Today, we're going to talk about when to use *a*, when to use *an*, and when to use *the* in a sentence.

**Say:** Let's take a look at the objective for today.

*Ask a student to read the objective out loud.*

**Slide 2/7**

I saw **a good movie** yesterday.  
I ate **the hamburger** quickly.  
I won **an award**.

*Introduction*

**Explain where *a*, *an*, and *the* go in a sentence.**

**Say:** To get started, let's talk about where these three little words go in a sentence. *A*, *an*, and *the* always go before a person, place, or thing. Look at these three sentences.

*Ask a student to read the sentences out loud.*

**Say:** Notice that all three words come right before a thing. A movie, the hamburger, an award.

**Discuss the difference between *a* and *an*.**

**Say:** Now let's talk about the different meanings of these words.

**Say:** The first thing we need to note is that *a* and *an* mean the same thing. Use *an* before a word that starts with a vowel, like a, e, i, o, and u. *An* is used before a vowel because it makes it easier to say it out loud. Who can give me an example of a word that begins with a vowel?

*When students give an example, repeat the word back to them using an in front of it. For example, if a student suggests "apartment," respond with "yes, we'd say an apartment."*

**Slide 3/7**

I need **a pen**.  
I need **the pen** on the table.

*Introduction*

**Use the example sentences to explain the difference between *a* and *the*.**

**Say:** So how do you know when to use *a* or *an* and when to use *the*? Let's talk about the difference. Take a look at these two sentences.

**Say:** Take a minute and discuss with your partner. How is the meaning of the first sentence different than the meaning of the second sentence?

*Ask students to share their ideas out loud.*

**Anticipated Student Response:** *A* is used to talk about any pen. *The* is used to talk about a specific pen.

**Say:** Great ideas everyone! As many of you figured out, you can use *a* or *an* to talk about something general. In our example sentence, *I need a pen* means any pen. I'm not talking about a specific pen.

**Say:** When you use *the* instead, it draws attention to one specific thing that the reader knows about because it's been mentioned already. If I say I need the pen on the table, I'm not needing just any pen--I'm pointing to the specific pen (the one on the table).

**Slide 4/7**

You Write: I read **a book** yesterday.  
The Reader Thinks: Which book?

You Write: I have a test on *The Giver*, so I read **the book** yesterday.  
The Reader Knows: You read *The Giver*.

*Introduction*

**Use the example sentences to explain how *a* can be used to talk about specific things.**

**Say:** You can also use *a* to talk about a specific thing when the reader doesn't know anything about the thing. Look at this example.

*Ask a student to read the sentence out loud.*

**Say:** You write a book here because even though there is a specific book you read, the reader doesn't know which book you're talking about. To the reader, it could be any book because a specific one isn't mentioned.

**Say:** I can write 'I read *the* book yesterday' when the reader knows which book I'm talking about.

*Ask a student to read the second example out loud.*

**Say:** In this example, I can say *the book* because I'm talking about a specific book, and the reader knows what it is—The Giver.

### Slide 5/7: Interactive Slide

We waited in line at the store.  
\_\_\_\_\_ line was very long!



*Students Input Sentences*

*Paired Practice*

**Ask pairs to fill in the blank with *a* or *the*.**

**Say:** Let's practice. With your partner, decide whether to use *a* or *the* in this sentence. Discuss why as well.

*Discussion*

**Select 1 correct response and 1 incorrect responses to display and discuss.**

*Ask students to share their explanations for why they chose "a" or why they chose "the."*

**Say:** Thank you for sharing your ideas! As many of you explained, I use *the* here because we're talking about a specific line—the one we waited in! The sentence tells us which line we're talking about.

### Slide 6/7: Interactive Slide

Tomorrow is my sister's birthday. I  
need to buy \_\_\_\_\_ gift for her.



*Students Input Sentences*

*Individual Practice*

**Ask students to fill in the blank with *a* or *the*.**

**Say:** Now try one by yourself.

*Discussion*

**Select 1 correct response and 1 incorrect responses to display and discuss.**

*Ask students to share their explanations for why they chose "a" or why they chose "the."*

**Say:** Thank you for sharing your ideas! As many of you explained, I use *a* here because there's no specific gift yet—it's still a general idea. We don't know which gift we're buying.

**Slide 7/7****Today, I learned:**

- Use *a* to talk about something general (a pen)
- Use *the* to talk about something specific (the pen on the table)
- Use *a* for something specific to the writer but general to the reader (I read a book)

*Wrap-up***Review what the students learned today.**

**Say:** Great work everyone! Let's review what you learned today.

*Ask students to read each bullet point out loud.*

*You can assign an independent practice activity that students can either complete now or later.*

*You can also pull aside the flagged students for small group instruction.*

**Say:** Follow the instructions on your screen. If your screen says to begin the next activity, go ahead and begin it now. If your screen says to wait for instructions, please wait at your desk quietly for your next steps.