

Lesson Topic: Pronoun Homophones

Objective

Students will be able to write sentences correctly using possessive adjectives and contracted pronouns (e.g. your, you're).

Lesson Outline

1. Objective
2. Introduction: Explain the spelling of contractions and possessive adjectives
3. Teacher Model: Add the pronoun or adjective to the sentence
4. Individual Practice: Add the pronoun or adjective to the sentence
5. Introduction: Introduce more commonly confused homophones
6. Individual Practice: Write an original sentence using *who's*
7. Introduction: Discuss the difference between *they're* and *their*
8. Individual Practice: Write an original sentence using *their*
9. Wrap-Up

Optional Follow-up Activity:

[Follow Up Lesson 1: Pronoun Homophones Proofreader Passage](#)

Common Core Standards

CCSS.ELA-Literacy.L.4.1.g

Correctly use frequently confused words (e.g., *to, too, two; there, their*).

Prerequisites

Students can use possessive nouns.
Students can use contractions.

Slide 1/9

By the end of class today, I will be able to:

- Write a sentence using homophones correctly, like you're and your.

Objective

Introduce the objective of the lesson.


Say: Please read the objective for today's class.

Say: Pronouns that are contracted and adjectives that are possessive often sound the same. Their meaning is determined by

how they are spelled. Today we are going to learn how to write these words correctly.

Slide 2/9: Interactive Slide

1. Contractions
 - We are baking a cake.
 - We're baking a cake.
2. Possessive Pronouns
 - *Your* mom is here.
 - *Their* house is big.

 *Teacher Models Response*

Introduction

Explain the differences in spelling between contracted pronouns and possessive adjectives.

Say: Let's start by reviewing contractions. A contraction is a shortened version of two words, like "don't" or "let's."

Ask a student to read the sentences out loud.

Say: Look at the spelling. When you contract two words, you add an apostrophe to show that some letters are missing.

Say: Now let's look at possessive adjectives. These are adjectives that describe who owns something, like *your* or *their*. They are complete words, so they never need an apostrophe. Let's list them.


Ask students to shout out possessive adjectives.

In the Model Your Answer box, type: My, your, his, her, its, our, their

Say: Good. Remember: Only use an apostrophe with a pronoun if it is a contraction.

Slide 3/9: Interactive Slide

It
___ not my problem.
Match each sock with ___ pair.

 *Teacher Models Response*

Teacher Model

Explain how to add the correct word to a sentence.

Say: Here's a word that often confuses writers. I want to add "it" to both of these sentences. I bet that you can do this in your head. Can someone say the solutions to the sentences out loud?

Call on students to complete the sentences out loud.

Anticipated Student Responses:

- It's not my problem.
- Match each sock with its pair.

Say: Perfect. The tricky part is the spelling. Let's start with sentence one. Listen as I say "It's not my problem." The action word is *is*.

When I said, “it’s” I actually said “it is,” but with a contraction. I’m going to write the full contraction in my sentence.

In the Model Your Answer box, type: It is not my problem.

Say: That sounds awkward. I’m going to contract *it* and *is*.

In the Model Your Answer box, type: Its not my problem.

Say: Something’s not right. How do I show that the *i* is missing? Does anyone remember what we learned about spelling contractions?

Anticipated Student Response:

- You need an apostrophe.

Say: Right. I’m going to add an apostrophe in place of the letters that are missing.

In the Model Your Answer box, type: It’s not my problem.

Say: That sentence is perfect. Now I’m going to try the next one. “Match each sock with its pair.” What is *its* doing in this sentence? Is it a contraction?

Say: Let’s check. I’m going to write out the full sentence without the contraction.

In the Model Your Answer box, type: Match each sock with it is pair.

Say: This sentence doesn’t make any sense. That means that *its* cannot be the contracted form of *it is*. Does anyone know what *its* is actually doing in this sentence? We just learned it.

Anticipated Student Response:

- It’s a possessive adjective.
- *Its* means it owns something.

Say: That’s correct. The sock owns its pair. We call these types of words possessive adjectives, and they never have an apostrophe.

In the Model Your Answer box, type: Match each sock with its pair.

Say: This is the correct spelling of the possessive adjective *its*. If I make the mistake of adding an apostrophe, the word would mean “it is” and the sentence would not make sense.

Say: Here's a trick. When you're not sure if you should use an apostrophe, add the words "it is" to the sentence. If the sentence doesn't make sense, don't use the apostrophe.

Slide 4/9: Interactive Slide

Fill in the blank and submit the sentence.

It

I saw a cat chasing __ tail.



Students Input Sentences

Individual Practice

Ask students to add the correct word to the sentence.

Say: Okay, now it's time to try this on your own. Look at the sentence on your screen and add the word *its*. Retype the answer and submit it in the box below.

Discussion

Select 1 correct response and 1-2 incorrect responses to display and discuss.

Discuss an incorrect response

Say: Let's look at this sentence. Can I replace the word *its* with the words *it is*?

Anticipated Response: No.

Say: That's right. So is *its* possessive, or is it a contraction of *it is*?

Anticipated Response: *Its* shows possession.

Say: Good. So do I need an apostrophe?

Anticipated Response:

- No

Say: I only need an apostrophe to replace missing letters. Since the possessive form is a complete word, I don't need an apostrophe.

Slide 5/9

You're/Your

Introduction

Introduce other commonly confused homophones.

You're the winner.
You used your skills to win the game.

Who's/Whose

Who's with me?
Whose dog is this?

Say: There are other words that are work just like *it's* and *its*.

Ask students to read the example sentences out loud.

Say: *You're* with an apostrophe is a shortened form of *you are*. It's a contraction. *You are the winner*.

Say: Without the apostrophe, *your* is possessive. The skills *belong to you*.

Say: The same rule applies for *who's*. *Who's* with the apostrophe means *who is*. The question is *Who is with me?*

Say: Without the apostrophe, *whose* is possessive. *To whom* does the dog *belong*?

Slide 6/9: Interactive Slide

Submit your sentence in the box below.

Who's



Students Input Sentences

Individual Practice

Ask students to write original sentences.

Say: Let's make sure you understand. Write an original sentence using the word *who's*.

Discussion

Select 2-3 correct response and 1-2 incorrect responses to display and discuss.

Ask the following questions about the incorrect responses:

- What is the long form of the word *who's*?
- Can we replace *who's* with the words *who is* in this sentence?

Sample Responses:

- Who's coming to my party?
- We met Harry, who's an old friend of mine.
- We don't know who's listening.

Slide 7/9

They're/Their

They're not great at soccer.

Their coach is proud anyway.

(There isn't enough Jell-O for everyone.)

Introduction

Discuss the difference between they're and their.

Say: Writers often get confused about using their and they're, but the same rule as the last time applies.

Say: *They're* with an apostrophe is a shortening of *they are*. They are not great at soccer.

Say: *Their* with an *i* is the possessive. The coach *belongs to them*.

Say: Here's the tricky part. There is one more form of there, with *ere*. Sometimes students get *their* with an *i* and *there* with an *ere* confused. Just remember that the word "*possessive*" has a letter *i* and so does the possessive word *their*.

Slide 8/9: Interactive Slide

Submit your sentence in the box below.

Their



Students Input Sentences

Individual Practice

Ask students to write original sentences using *they're*, *their*, and *there*.

Say: Okay, here's your last activity: Write an original sentence using the word *their*.

Discussion

Select 2-3 correct response and 1-2 incorrect responses to display and discuss.

Ask the following questions about the incorrect responses:

- What is the long form of the word *who's*?
- Can we replace *who's* with the words *who is* in this sentence?

Slide 9/9

Today I learned:

- Contractions need apostrophes.

Examples: *it's* (*it is*), *who's* (*who is*),

Wrap-up

Say: Let's review the basic ideas you learned today.

Ask different students to read the bullet points and examples out loud.

they're (they are)

- Possessive adjectives never have an apostrophe.

Examples: *its, whose, his, her*

You can now 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.