Creating a Story: Personal Pronouns

I. PREREQUISITE KNOWLEDGE AND SKILLS

The students have had no formal introduction to personal pronouns this year. However, many students have used personal pronouns without realizing it in their writing. The students use a grammar convention book made up of different units and this has been the base of their grammar instruction this year. Personal pronouns are the next unit in this book.

II. CONTENT TO BE TAUGHT (NEW LEARNING FOR STUDENTS)

Students will be taught what a personal pronoun is. A personal pronoun is defined by their grammar book as “The subject or object of the verb in a sentence. They are pronouns that indicate a person, place, or thing.” (O’Brien and Walters, 2014). Students will be taught what it looks like in a sentence, how to recognize it in a sentence, and how to use it in a sentence.

III. RATIONALE

It is important for students to understand and be able to use personal pronouns both in their academic and everyday speaking and writing. Personal pronouns allow the speaker/writer to shorten their sentences (ex. Kyle walked his dog. He was excited about it. Vs. Kyle walked his dog. Kyle was excited about walking his dog). By understanding how to use personal pronouns in their reading and writing, students will be able to be more concise and be able to focus on more important details and ideas. According to Australian Year Five standards, students should be able to “…express greater precision of meaning, and know that words can have different meanings in different contexts” (Board of Studies Teaching & Educational Standards NSW, 2012). Additionally, according to Massachusetts standards, students should be able to “Use knowledge of language and its conventions when writing, speaking, reading, or listening,” which includes “Expand[ing], combine [ing], and reduce [ing] sentences for meaning, reader/listener interest, and style.” Understanding and utilizing personal pronouns will help students achieve this.

IV. GOALS
V. PERFORMANCE OBJECTIVES

1. Students will understand what a personal pronoun is.

2. Students will comprehend how to use a personal pronoun in a sentence.

VI. MATERIALS

1. Smartboard
2. Projector
3. Computer
4. PowerPoint
5. Grammar Conventions workbook
6. Pencils
7. Paper

VII. PROCEDURE

A. OPENER (5 mins)

1. Have students come to the rug and sit in their spots.

2. Explain to students that today we will be learning about personal pronouns. Ask if anyone knows what a personal pronoun is/has ever heard or studied them before.
   a. Expected responses: confusion with a proper pronoun, a pronoun that relates to the reader/writer

3. Clarify responses by defining what a personal pronoun is.
   a. Say, “A personal pronoun is the subject or object of the verb in a sentence. They are pronouns that indicate a person, place, or thing” (2014)
   b. Explain the difference between subject and object personal pronoun.
      a. Say, “A subject personal pronoun replaces the subject of the sentence. An object personal pronoun is a personal pronoun affected by the action the subject takes in a sentence.”
c. Display these definitions on the board using a PowerPoint (Appendix A).

4. Give an example of a subject and object personal pronoun being used in a group of sentences.
   a. Kyle walked his dog. He was excited. (Subject)
   b. Kyle threw me the ball. (Object)

5. Ask a student to identify the subject and another student to identify the object.
   a. The subject is “he” and the object is “me”.

B. DEVELOPMENT (15 mins)

6. Have students retrieve their grammar books and return to their desks.

7. Students will complete the personal pronoun pages in their grammar books getting at least 80% of it correct.

8. Walk around the classroom to answer any questions or give help.
   a. Expected questions: confusion over subject versus object personal pronouns.

C. CLOSURE (10 mins)
9. In their table groups, students will create a story using as many personal pronouns as possible.

10. Groups will brainstorm story ideas and a topic sentence. Teachers may walk around during this time to help with ideas if needed.
   a. Ex. Stories about school, activities, friends, etc.
   b. Ex. Topic sentences: Once upon a time, this one time at school, etc.

11. Each student in the group will add a sentence to the story, trying to use a personal pronoun. If a personal pronoun cannot be used in the sentence for whatever reason (introduction, description, etc.) the group can think of a sentence together so that it is relevant and furthers the story.

12. One person in the group will record the story on a piece of paper.

13. If there’s time, students will come back to the rug to present each group’s story to the class.

VIII. ACCOMMODATIONS

Some of the students have attention problems in the classroom, so by redirecting focus and moving to and from the carpet will give these students a chance to refocus their energy throughout the lesson. One of the students has dyslexia and completes a spelling program outside of the class but needs extra attention with grammar. This student is very verbal but struggles with writing. By verbalizing practice with personal pronouns during the closing section, this should allow the student to grasp the concept better than writing alone. She may work with a partner if needed during the development activity.

XI. EVALUATION

Informal evaluation will occur throughout the lesson by means of observation as students create their own sentences with personal pronouns. This will allow the teacher a chance to informally test for student understanding of personal pronouns and intervene immediately if needed. For formal evaluation, students will complete their grammar workbook lessons. They should get at least an 80% on the two pages that make up the personal pronoun unit.
This will give the teacher the opportunity to understand how well students grasped the concept of personal pronouns over the course of the lesson.

X. EXTENSION

If a student finishes early, they may write their own story/paragraph incorporating as many personal pronouns as possible. The students enjoy drawing and comic making as well, so they may make these stories into comics if they want.

XI. REFERENCES

Board of Studies Teaching & Educational Standards NSW. (2012). *New NSW Syllabuses*.
