

WEEK 2 Day 3

Vocabulary & Language
Personal Pronouns

Weekly Question	What animals live in our environment, and what do they do?
Language Objective	I can use personal pronouns. (L.1.1.c)
Vocabulary	pronoun: a word that can take the place of a noun
Materials and Preparation	On the whiteboard, write: Ms. Jones is a teacher. Ms. Jones teaches first grade. Ms. Jones loves animals.
Opening	<i>Pronouns are words that take the place of people, places, and things—nouns—to make sentences easier to read.</i>
Discussion	Refer to the board. <i>We have three sentences about a teacher named Ms. Jones. Let's underline each time I wrote her name in these sentences.</i> Underline each "Ms. Jones". <i>Saying her name over and over again makes the sentences sound kind of repetitive. There's another way to write these ideas. Because all the sentences are about Ms. Jones, we can replace the second and third names with a pronoun, "she." Readers know that "she" refers to Ms. Jones.</i> <i>Ms. Jones is a woman, and she uses the pronoun "she." If we were writing about <u>Mr.</u> Jones, what pronoun would we use?</i> Give examples to elicit the substitution of other personal pronouns, such as the following.

	<p><i>All of us in this class are studying animals. What pronoun would I use to replace “all of us in this class”? “____ are studying animals.” [we]</i></p> <p><i>The second graders are studying land and water. What pronoun would I use to talk about other people, such as the second graders? “____ are studying land and water.” [they]</i></p> <p><i>What pronoun would I use to talk about myself? “____ am really interested in porcupines.” [I]</i></p> <p><i>What pronoun would I use for an animal, such as a porcupine? “____ has long spines to protect itself.” [it]</i></p>
Closing	<p><i>Today we learned about how we can use pronouns and about the right pronouns to use for different groups of people and things. Tomorrow, we’ll have more time to practice.</i></p>
Standard	<p>L.1.1.c Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my, they, them, their; anyone, everything</i>).</p>
Ongoing assessment	<p>During the discussion, listen for evidence that children are understanding pronouns.</p> <p>Do they understand that pronouns are substitutions for?</p> <p>Were multiple students raising their hand to answer questions about the correct pronouns to use?</p> <p>In addition, notice how children participate in turn taking. Consider using Equity Sticks or another talk protocol to ensure that all children have opportunities to volunteer ideas.</p>

Notes	
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