

Name: Hannah Sugita	Grade Level: 3rd Grade
Topic/Central Focus : Singular & Plural Pronouns	Subject: Grammar
	Time Frame: 20 minutes

Standard(s) to be met in the lesson: Common Core: L.3.1.a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.	
Learning Objective: Following the lesson, the students will be able select the correct form of the pronoun with 70% accuracy. After the lesson, the students will be able to explain why they choose singular or plural pronouns in two sentences.	Assessment Tool(s) and Procedures: Informal Assessment – through walk through WS Competence through their grammar journals

Research-Based Best Practice used in lesson and why it is appropriate/useful: choral response – grammar website game, think-aloud – teacher thinking through opening paragraph, think-pair-share – review their answers for why we need singular v, plural pronouns	
Student Engagement used throughout the lesson: Individual engagement in graphic organizer, whole group interaction through website grammar game, peer interaction in their think-pair-share for why we need singular v. plural pronouns.	
Key Vocabulary: Singular, Plural, Pronoun	
Materials: Graphic organizer template (or plain paper), comprehension worksheet (provided by the teacher), white board and marker, projector, grammar notebooks.	Technology: Projected sample hook paragraph, website grammar exercise for meaningful practice.
Faith/Values Integration: Bring up God and how although He is three beings they are each their own person so we use singular pronouns.	
Assets (Knowledge of Students: personal, cultural, community) Students have had at least a half year of religion knowledge. The students have been using their grammar notebooks for the entire year. Student know how to share information.	

Differentiating Instruction: Product differentiation – Students are given freedom to create their own graphic organizers,

Students with IEP – Print off the opening pronoun paragraph with the underlined pronouns for the student to follow along with during the exercise.

Readiness diversity- There is not a set amount of reasons that are required but those who are higher thinking I will encourage to have more than two.

Procedure with time allotments:

A) Hook/Engage/Pre-Assess Students

Today I think that I should start the lesson by practicing my grammar skills. Here is a paragraph that has lots of pronouns I am going to try and find all of them. When I am reading the text I know that a pronoun is a word that represents a noun. This would include: he, she, I, and it. *go through the projected paragraph underlying the pronouns*

B) Communicate the purpose of the lesson to students (objective/assessment)

We are going to learn more about pronouns today by looking at how they function in a sentence. This will help us so that we can identify when we should use a singular pronoun or a plural pronoun and why we choose that form.

C) Instructional Sequence:

There are a lot of pronouns that I underlined in this paragraph. To help us with understanding pronouns each of you is going to create a graphic organizer to sort these pronouns. You can use whatever format you want. If you would like a graphic organizer provided to you I can give you a template to use.

Students are given time to sort the pronouns

How did you sort out the pronouns?

Open discussion about the graphic organizer

One way that we can sort pronouns is by labeling if they are singular or plural. When we write using the correct form of the pronoun is important, if we don't use the correct format our paragraph and sentences won't make sense.

To help us practice we are going to go through practice sentences together.

Use the online exercise model to help students practice – draw sticks but do not remove them so students will need to remain engaged throughout the entire lesson. Throughout the lesson talk about why we need to pick the right form.

This lesson also showed us that if we pick the wrong pronoun it won't make sense in our sentences. Pull out your grammar notebooks and write down at least two sentences that

explain why we need to pick the right pronoun form.
 If you have finished and you have one reason but one finger up, if you have two put two fingers up, keep working until you think you can have 3 reasons for why it's important.

Give students time to write down their sentences

Turn to partner and share your reasons. What are some reasons that you guys came up with.

Write them on the board for reference

D) Closure:

Today you have learned a lot about singular and plural pronouns. Your graphic organizer showed how we can separate pronouns and our grammar journal showed why it is so important. Now that you have practice both of these each of you will do a great job on your comprehension check worksheets.

Analyzing Teaching (Reflection):
Completed after the lesson is taught.

<p>Give evidence that the lesson was successful for students meeting the learning objective(s). The comprehension worksheet scores and their grammar notebooks sentences.</p>	
<p>If you could teach this lesson to the same group of students again, what are two or three things you would do differently to improve the learning of these students based on their varied developmental and academic needs and characteristics? Consider missed opportunities and other aspects of planning, instruction, and/or assessment. Explain in the table below.</p>	
<p>Clearly state each change you would make.</p>	<p>Explain why and how you would change it.</p>

Cooperating Teacher Remarks:

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