Language &	Literacy Title: Pronouns Day: I		Class: k	íindergarten
Learning	Activity Plan/Methodology	Time:40	Assessment	Resources
Outcomes		minutes	of Learning	
Upon the completion of this	Recap:Students will be asked to tell about the naming words and describing words. What are naming words? Ask them tell one naming words and describe it with one word. We Are Learning to: Identify about the Pronouns. What I am looking for: How well you can identify the Pronouns.	5 mins	Students will be	Flash cards
lesson,	Gained skill: This will help us to improve our speaking and writing skills.		assessed on	
Students will be able to: Identify the pronouns	Introduction: Introduce the puppet and explain that he/she is new to the school and wants to ask some questions but is too shy to speak to the students, so he/she will ask through you. Let the puppet whisper in your ear, then write the puppet's question on the board: Will you all be my friends? Help the students read the words, then encourage them to answer with a whole class 'Yes!' Tell the students puppet will tell you a story.	10 mins	ldentifying the <b>pronouns</b>	
	Sara put Sara's books in Sara's bag and set off to school with Sara's sister, Hina. Sara and Hina got on the bus and Sara and Hina sat at the back. Sara and Hina met Sara and Hina's best friend, Aysha. Sara, Hina, and Aysha all got off the bus and ran into Sara, Hina, and Aysha's school just as the bell rang.			Puppet, pronoun flashcards
	After telling the story ask the students do you find something different in the story? After students responses tell them when we speak we cannot use the names again and again. We use some other words in place of names such as he, she, it, we, they, you, I etc. these words are called the Pronouns. Pronouns are used in place of naming words. Tell them now puppet will tell you the story again by using the pronouns.			
	Sara put her books in her bag and set off to school with her sister, Hina. Sara and Hina got on the bus and they sat at the back. They met their best friend, Aysha. They all got off the bus and ran into their school just as the bell rang.			
	Play the pronouns song for students.			
	https://youtu.be/YsSkgxSEC9k. Show them Pronouns flashcards and ask them try to read the words.			

Guided practice: Teacher will mix the pronouns flashcards with the other vocabulary flashcards and ask the students to take out the pronouns flashcards and read the word. Focused Task:	20 mins	Vocabulary flashcards, pronouns flashcards
Now ask the students open book page no Read the sentences with students and ask them what is a pronoun in these sentences? Ask the students one by one read the sentence and tell the pronouns, Give students a pronouns worksheet in which they will circle the pronoun. Wrap up: Show the students pronouns flashcards and ask the words. Reflection :	5 mins	Book page no <u></u> Worksheet
Homework: Colour the pronouns in the given words.		Worksheet

Language & Learning	Literacy Title: Pronouns Day: 2 Class: Kindergarten Activity Plan/Methodology	Time:40	Assessment	Resources
Outcomes		minutes	of Learning	
	Recap: Teacher will show the pronouns flashcards and ask the words.	5 mins		
Upon the	We Are Learning to: Identify about the Pronouns	5 11015		Flash card
completion	What I am looking for: How well you can identify Pronouns		Students	
of this	Gained skill: This will help us to improve our speaking and Pronouns		will be	
lesson,	Introduction:		assessed on	
Students will	Students will watch the video. <u>https://youtu.be/9BmvvC9ge2s</u>		ussessed on	
be able to:	Officially will will all all of the states. The second sec		Identifying	
	After watching the video, ask them what they understand. Can you name a few pronouns in this	10 mins	the	Flashcards
ldentify the	video?Then after their responses explain what are pronouns. Pronouns are those words which we use		Pronouns	concrete
Pronouns	instead of naming words. Teacher will tell all the pronouns like I, we, she, he, they, him, her, his, my,			ob jects,
	me with the actions help them to do actions of pronouns, by pointing to a boy and say he. By pointing			baskets
	to a girl and say she, pointing to yourself and say I, point to your friend and say you, point to the			
	table and say it, point to other class and say they, point to the whole class and say we. Ask students to			
	repeat these actions once more while the teacher is calling pronouns.			
	Guided practice:			
	Teacher will give the picture flashcards of different nouns and ask them to match them with the			Pictures
	related pronouns and make a sentence on their white board.	20 mins		flashcards
	Focused Task:			pronouns
	Now ask the students open book page no Ask them look at the pictures and read the words and			flashcards
	match them with the pronouns			
	Wrap up:			Book page
	Teacher will show them flashcards of pronouns one by one and ask them to read it.			no
	Reflection :	5 mins		
		5 mins		

Language &	Literacy Title: Pronouns Day: 3 Class: Kindergarten			
Learning	Activity Plan/Methodology	Time:40	Assessment	Resources
Outcomes		minutes	of Learning	
	Recap:Students will be asked to do actions of pronouns they remember in the previous lesson. Tell some	5 mins		
Upon the	sentences by using the pronouns.			Flash cards
completion	We Are Learning to: Identify about the Pronouns.		Students	
of this	What I am looking for: How well you can identify the Pronounsand use them in sentences.		will be	
lesson,	Gained skill: This will help us to improve our speaking and writing skills.		assessed on	
Students will	Introduction:			
be able to:	Stick the pronoun cards (that are on the board) around the walls of the classroom. Try and space		ldentifying	
	them evenly around the room. Have everyone stand in the middle of the classroom. Shout out a	10 mins	the	
ldentify the	pronoun (e.g. "we") and everyone must rush to the correct word on the wall and touch it. Do this for		Pronouns	
Pronouns	all of the pronouns.			
	Guided practice:			
	Form the students into groups/ teams. Give each group different pronouns and nouns to find around			
	the classroom. Beforehand the teacher should hide different pictures and nouns around the classroom.	20 mins		Noun and
	For each round, let the students search for those that match the pronoun you will mention. For			pronouns
	example, if a group is assigned "he" for a round, the group must only gather pictures of males and			flashcards
	nouns that can be replaced by this particular pronoun, such as brother and father. Once the groups			
	find the pictures have them place these pictures and nouns on the board under the corresponding			
	pronouns.			
	Focused Task:			
	Now ask the students open book page no Ask them read the sentence and change the noun into			
	its related pronoun.	_		book page
	Wrap up:	5 mins		no
	Show the student a pronoun flashcard and ask them make a sentence.			
	Reflection :			
	Homework. Fill in the blanks with correct adjectives			worksheet
	Homework: Fill in the blanks with correct ad jectives.			worksr

Language &	Literacy Title: Pronouns Day: 4	Class: K	lindergarten	
Learning	Activity Plan/Methodology	Time:40	Assessment	Resources
Outcomes		minutes	of Learning	
	Recap:Students will be asked to do actions of pronouns they remember in the previous lesson. Tell som	re 5 mins		
Upon the	sentences by using the pronouns.			
completion	We Are Learning to: Identify about the Pronouns.		Students	
of this	What I am looking for: How well you can identify the Pronouns.		will be	
lesson,	Gained skill: This will help us to improve our speaking and writing skills.		assessed on	
Students will	Introduction:			
be able to:	Students will find objects that fit the pronoun you say. Start with an example by saying your nar	ne,	ldentifying	
	then say 'I' and point to yourself.Say 'she' and students should point to a girl, and 'he' for a b	oy. 10 mins	the	
ldentify the	Students can form groups for 'we' and 'us,' and point to another group for 'they' and 'them.'Conti	rue	Pronouns	Flashcards.
Pronouns	until your students show understanding.			
	Guided practice:			
	Write the words I, my, you, she, he, we, they, and it separately cards. Hold up each pronoun co			
	and introduce it to students. Pass the 'l' card around and ask each student to hold it and say, 'l $\cdot$			
	a girl/boy.' Pass the 'My' card around and ask each student to say, 'My name is…'Ask each stud			
	to choose a partner. Pass the 'You' card around. Tell student to point to each other, and say, ')			
	are a girl/boy. 'Pass the 'She' and 'He' cards around. Ask students to point to a girl/boy and s	•		
	'She/He is a girl/boy.' Divide the class into groups of girls and boys. Give each group a 'We' card o			
	tell them to say, 'We are girls/boys'. Then, tell the groups to point to the other groups and say, 'T	<b>v</b>		
	are boys/girls.' Pass the `It' card around. Ask each student to point to a book and say, `It is a book			
	Focused Task:			worksheet
	Studentswill do a worksheet in which they will fill in the blanks with suitable pronouns from the gi	ven		
	word bank.			
	Wrap up:			
	Show the student flashcards of pronouns and ask them tell the word and make a sentence.	5 mins		
	Reflection :			

Language &	5			
Learning	Activity Plan/Methodology	Time:40	Assessment	Resources
Outcomes		minutes	of Learning	
	Recap:Students will be asked to do actions of pronouns they remember in the previous lesson. Tell some	5 mins		
Upon the	sentences by using the pronouns.			Flash cards
completion	We Are Learning to: Identify about the Pronouns.		Students	
of this	What I am looking for: How well you can identify the Pronouns.		will be	
lesson,	Gained skill: This will help us to improve our speaking and writing skills.		assessed on	
Students will	Introduction:			
be able to:	Teacher will tell all the pronouns like I, we, she, he, they, him, her, his, my, me with the actions help		ldentifying	flashcards
	them to do actions of pronouns, by pointing to a boy and say he. By pointing to a girl and say she,	10 mins	the	
ldentify the	pointing to yourself and say I, point to your friend and say you, point to the table and say it, point to		Pronouns	
Pronouns	other class and say they, point to the whole class and say we.			
	Guided practice:			
	Ask the students we will play a fun game which practices the pronouns. Before class, <u>prepare a bunch</u>			
	of flashcards — some ad jectives (e.g. angry, fast, hungry, etc.) some animals (e.g. elephant, lion,	20 mins		plastic bottle,
	rabbit) and some transport (e.g. car, airplane, train) — shuffle them well. You'll also need a plastic			flashcard
	bottle. Get everyone to sit on the floor in a circle with the bottle and the stack of flashcards (face-			
	down) in the middle (large classes can be split into a few circles). Teacher starts by spinning the bottle			
	- when the bottle stops spinning the teacher has to pick up a flashcard and make a sentence using a			
	pronoun depending on who the bottle is pointing at. For example, if the bottle is pointing at a girl and			
	the flashcard is "hungry" say "She is hungry" and point at the girl. The girl then has to do the			
	action (act hungry and rub her tummy). Other examples are:			
	Focused Task:			
	Students will open their copies. Teacher will tell them write five pronouns on your copies and make			Copy work
	sentences with them. Give them a set amount of time to complete the task and monitor their progress.			
	Wrap up:			
	Show them the flashcards and ask the pronouns and its use in a sentence.	5 mins		
	Reflection :			
	Homework: Students will underline the pronouns in the given worksheet.			Worksheet