

Language & Literacy		Title: Pronouns	Day: 2	Class: Kindergarten
Learning Outcomes	Activity Plan/Methodology	Time:40 minutes	Assessment of Learning	Resources
<p>Upon the completion of this lesson, Students will be able to:</p> <p>Identify the Pronouns</p>	<p>Recap:Teacher will show the pronouns flashcards and ask the words.</p> <p>We Are Learning to: Identify about the Pronouns</p> <p>What I am looking for: How well you can identify Pronouns</p> <p>Gained skill: This will help us to improve our speaking and Pronouns</p> <p>Introduction: Students will watch the video. https://youtu.be/9BmvvC9qe2s</p> <p>After watching the video, ask them what they understand. Can you name a few pronouns in this video?Then after their responses explain what are pronouns. Pronouns are those words which we use instead of naming words. Teacher will tell all the pronouns like I, we, she, he, they, him, her, his, my, me with the actions help them to do actions of pronouns, by pointing to a boy and say he. By pointing 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.</p> <p>Guided practice: Teacher will give the picture flashcards of different nouns and ask them to match them with the related pronouns and make a sentence on their white board.</p> <p>Focused Task: Now ask the students open book page no _____. Ask them look at the pictures and read the words and match them with the pronouns</p> <p>Wrap up: Teacher will show them flashcards of pronouns one by one and ask them to read it.</p> <p>Reflection :</p>	<p>5 mins</p> <p>10 mins</p> <p>20 mins</p> <p>5 mins</p>	<p>Students will be assessed on</p> <p>Identifying the Pronouns</p>	<p>Flash cards</p> <p>Flashcards, concrete objects, baskets</p> <p>Pictures flashcards, pronouns flashcards</p> <p>Book page no_____</p>

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

Language & Literacy	Title: Pronouns	Day: 4	Class: Kindergarten		
Learning Outcomes	Activity Plan/Methodology	Time:40 minutes	Assessment of Learning	Resources	
<p>Upon the completion of this lesson, Students will be able to:</p> <p>Identify the Pronouns</p>	<p>Recap:Students will be asked to do actions of pronouns they remember in the previous lesson. Tell some sentences by using the pronouns.</p> <p>We Are Learning to: Identify about the Pronouns.</p> <p>What I am looking for: How well you can identify the Pronouns.</p> <p>Gained skill: This will help us to improve our speaking and writing skills.</p> <p>Introduction: Students will find objects that fit the pronoun you say.Start with an example by saying your name, then say 'I' and point to yourself.Say 'she' and students should point to a girl, and 'he' for a boy. Students can form groups for 'we' and 'us,' and point to another group for 'they' and 'them.'Continue until your students show understanding.</p> <p>Guided practice: Write the words I, my, you, she, he, we, they, and it separately cards. Hold up each pronoun card and introduce it to students. Pass the 'I' card around and ask each student to hold it and say, 'I am a girl/boy.' Pass the 'My' card around and ask each student to say, 'My name is...'Ask each student to choose a partner. Pass the 'You' card around. Tell student to point to each other, and say, 'You are a girl/boy.' Pass the 'She' and 'He' cards around. Ask students to point to a girl/boy and say, 'She/He is a girl/boy.' Divide the class into groups of girls and boys. Give each group a 'We' card and tell them to say, 'We are girls/boys'. Then, tell the groups to point to the other groups and say, 'They are boys/ girls.' Pass the 'It' card around. Ask each student to point to a book and say, 'It is a book.'</p> <p>Focused Task: Studentswill do a worksheet in which they will fill in the blanks with suitable pronouns from the given word bank.</p> <p>Wrap up: Show the student flashcards of pronouns and ask them tell the word and make a sentence.</p> <p>Reflection :</p>	<p>5 mins</p> <p>10 mins</p> <p>20 mins</p> <p>5 mins</p>	<p>Students will be assessed on</p> <p>Identifying the Pronouns</p>	<p>Flashcards,</p> <p>worksheet</p>	

Language & Literacy		Title: Pronouns	Day: 5	Class: Kindergarten
Learning Outcomes	Activity Plan/Methodology	Time:40 minutes	Assessment of Learning	Resources
<p>Upon the completion of this lesson, Students will be able to:</p> <p>Identify the Pronouns</p>	<p>Recap:Students will be asked to do actions of pronouns they remember in the previous lesson. Tell some sentences by using the pronouns.</p> <p>We Are Learning to: Identify about the Pronouns.</p> <p>What I am looking for: How well you can identify the Pronouns.</p> <p>Gained skill: This will help us to improve our speaking and writing skills.</p> <p>Introduction: Teacher will tell all the pronouns like I, we, she, he, they, him, her, his, my, me with the actions help them to do actions of pronouns, by pointing to a boy and say he. By pointing 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.</p> <p>Guided practice: Ask the students we will play a fun game which practices the pronouns. Before class, <u>prepare a bunch of flashcards</u> – some adjectives (e.g. angry, fast, hungry, etc.) some animals (e.g. elephant, lion, rabbit) and some transport (e.g. car, airplane, train) – shuffle them well. You'll also need a plastic 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:</p> <p>Focused Task: Students will open their copies. Teacher will tell them write five pronouns on your copies and make sentences with them. Give them a set amount of time to complete the task and monitor their progress.</p> <p>Wrap up: Show them the flashcards and ask the pronouns and its use in a sentence.</p> <p>Reflection :</p> <p>Homework: Students will underline the pronouns in the given worksheet.</p>	<p>5 mins</p> <p>10 mins</p> <p>20 mins</p> <p>5 mins</p>	<p>Students will be assessed on</p> <p>Identifying the Pronouns</p>	<p>Flash cards</p> <p>flashcards</p> <p>plastic bottle, flashcard</p> <p>Copy work</p> <p>Worksheet</p>