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| **Name:** Abby Deguzman |
| **Subject & Grade:** First Grade, English |
| **General Objective (Big Idea):** The students will understand… the use of “they, them, their” to refer to everyone or to a person. |
| **NCTE/IRA Standard(s):** Students apply knowledge of language structure, language conventions, media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts. |
| **SOL (s)** [Include both the numbers and text of the standards.]: 1.2- The student will expand understanding and use of word meanings. C) Use common singular and plural nouns. |
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| ***Ready-to-Learn*** *[Settle & focus students learning]* |
| **The teacher will** catch the students’ attention before the lesson by showing the students a fun tongue twister to set the mood for the lesson. They will ask them say “they, them, their” three times fast. | **Students will** observe the teacher and participate in the tongue twister to get their wiggles out. |
| ***Anticipatory Set*** *[Introduce the day’s work and connect it to previous learning. Think about purpose!]* |
| **The teacher will** go over: they, them, and their and remind students the differences of the pronouns and when they are used in the sentences. The teacher will then show the students example sentences using the words “they, them, and their” to refresh their memories. Then the teacher will make two example sentences (without the word: they, them, their) for students to raise their hand to verbally fill in the blank to answer what the word would be to the class. The teacher will then get a sense of who still remembers the material and who needs extra help. | **Students will** pay attention to the teacher recollecting their thoughts from the previous days. Then they will volunteer to answer the fill in the blank questions. |
| ***Main Lesson Activities*** *[Be specific; break tasks down into manageable steps.]* |
| **The teacher will** explain to the students that we will be doing an activity so that they can be more comfortable with the material. The main lesson activity that would explain is called the Stand, Sit, Raise. This activity would get the students fully involved and participating. The way it would work is that the teacher would tell them that each word (they, them, their) connects to a specific action that they have to do. If they think the word “they” goes in the blank, they would stay seated. If they think the word “them” goes in the blank, they would raise their hand. If they think “their” goes in the blank, they would stand up. With this, the teachers can see who understands the information and who still needs more assistance.  | **Students will** listen to the teacher’s directions and demonstrate their understanding of the words by participating in the game, Stand, Sit, Raise. If they think the word “they” goes in the blank, they would stay seated. If they think the word “them” goes in the blank, they would raise their hand. If they think “their” goes in the blank, they would stand up.  |
| ***Closure*** *[Wrap up and reflect on the day’s learning; connect to homework or next lesson.]* |
| **The teacher will** ask the students how they liked the activity to get their feedback. Then they would reiterate the information and main points they learned about the words “they, them, their” The teachers will then talk about the homework they have for the students, which is to play the notecard guess game and see if they can fill in the blank of the sentences by themselves. | **Students will** listen to the teacher and reflect on the day’s work. They would then ask any questions to make sure that they are clear on the homework activity. |
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| **Assignments:** [List homework for the next day’s lesson or long-term projects due soon.] We would pack nine notecards per student in a zip-lock bag, three notecards per word: they, them, and their. Two of the notecards for one word would have a fill in the blank sentence on the front, and the plural noun (the answer) would be on the other side. An example would be: on the front of the notecard, it would say, “-------- went to the beach.” On the back of the notecard it would say, “they”. On one of the notecards for each word, the students would have to make their own sentence with the word. On the front of the notecard it would say, “they, them, or their” and on the back, the student would write their own sentence using the word. |
| **Assessments:** [List all evaluation tools used here. Each lesson must include some form of assessment.] The teacher will use the main lesson activity as a temporary assessment, and then later on at the end of the week, do a written assessment and collect data. The assessment would be half multiple choice and half fill in the blank. The extra credit activity on the test would be the students creating three separate sentences using the words “they, them, their.” |
| **Extenders/Back-up Activities:** [List activities to use ifthe planned lesson ends early.] Another activity we could do is a notecard competition race. The teacher would split the class in half and have them get in two lines. The teacher would then project a sentence on the board with a blank where the word, “they, them, or there” should be. Then the students at the front of the separate lines will quickly hold up the word that they think would fit in the blank. Whichever line has the most correct answers at the end wins. To make it more intriguing for the students, we could have them name their group something grammar related (Excited Exclamation Marks, Crazy Colons, Peppy Parenthesis, etc.) |
| **Materials** [List and identify all the materials needed to conduct the lesson, i.e., magazines, scissors, VCR, video, etc.] notecards, ziplock sandwhich bags, projector (for teacher) |
| **Sources Used:** [Attach a list of all sources used to prepare this lesson.] **http://www.onestopenglish.com/methodology/teaching-tips/ask-the-experts/grammar-questions/grammar-them-and-they/146352.article** |

**NCTE/IRA Standards**

http://www.ncte.org/standards/ncte-ira

Published jointly by NCTE and the International Reading Association (IRA) in 1996, ***The Standards for the English Language Arts*** is designed to complement other national, state, and local standards and contributes to ongoing discussion about English language arts classroom activities and curricula.  ***(Reaffirmed 11/12)***

1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.
3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.
7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.
8. Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.
9. Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.
10. Students whose first language is not English make use of their first language to develop competency in the English language arts and to develop understanding of content across the curriculum.
11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.
12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).