



Teacher Lesson Plan

Grade Level: Second Grade **Subject:** Big Foot Pronouns

Objective One: Students will be able to assign the correct pronoun to each person.

Objective Two: Students will understand when pronouns need to be used; when something is being possessed.

Objective Three: Students will be able to write short sentences with 60%-100% correct grammar.

Objective Four: Students will be able to write sentences with possession with 100% accuracy.

Materials:

- Markers
- Pencils
- Flashcard (One per person)
- Pair of shoes

Virginia State Standards:

Oral Language Standard

2.1 The student will demonstrate an understanding of oral language structure.

- a) Create oral stories to share with others.
- b) Create and participate in oral dramatic activities.
- c) Use correct verb tenses in oral communication.
- d) Use increasingly complex sentence structures

2.2 The student will expand understanding and use of word meanings.

- a) Increase listening and speaking vocabularies.
- b) Use words that reflect a growing range of interests and knowledge.
- e) Use vocabulary from other content areas.

Writing

2.12 The student will write stories, letters, and simple explanations.

- a) Generate ideas before writing.
- c) Expand writing to include descriptive detail.

2.13 The student will edit writing for correct grammar, capitalization, punctuation, and spelling.

- a) Recognize and use complete sentences.
- b) Use and punctuate declarative, interrogative, and exclamatory sentences.
- c) Capitalize all proper nouns and the word I.
- d) Use singular and plural nouns and pronouns.
- e) Use apostrophes in contractions and possessives.
- f) Use contractions and singular possessives.
- h) Use correct spelling for commonly used sight words, including compound words and regular plurals.

j) Use verbs and adjectives correctly in sentences.

Motivation:

Setting: Students will be standing in a circle in an open space in the classroom.

- 1.) The teacher will start the lesson by taking a bunch of flashcards, and writing “their, my, your, his, her, its, our, or your” on the flashcards.
- 2.) The teacher will give one flashcard and pencil to each student.
- 3.) The teacher will say to the class, “Alright, do you guys know what the words are?”
- 4.) The teacher will listen to the students make guesses on what these words are or mean.
- 5.) After each guess, the teacher will say, “Awesome guess! Anyone else?” Or something to that effect.

Instruction/Procedure:

- 1.) After waiting for a few minutes, the teacher will explain what the words are: “The words written down are called pronouns. All they do is show ownership of something, it’s that simple! For example, if you say ‘my dog’ you’re using a pronoun to show that the dog belongs to you.”
- 2.) The teacher will say, “I want you guys to talk to each other, and use the pronoun written on your flashcard as many times as you can.”
- 3.) The teacher will allow the students to talk amongst themselves for 5 - 10 minutes.
- 4.) The teacher will say, “Now that you guys have had some practice using pronouns, we’re going to play a fun game! I’m going to give you a piece of paper, and as we play, you’re going to write the sentences you’re creating on this paper.”

- 5.) Then, the teacher will pass out the paper and she will say, “Here is how you play:
everyone take off their shoes and put them all in the middle of our circle.” After they have done this, the teacher will say, “Alright guys, now I want you all to grab two shoes. At least one of them should be someone else’s shoe.”
- 6.) Once the students all have two shoes, the teacher will say, “Alright guys, now with those pieces of paper, I want you to write three sentences about the shoes using pronouns. For example, you might say ‘I have one of her shoes.’”
- 7.) After giving the students several minutes to write, the teacher will say, “Ok! Now you’re going to talk amongst each other to figure out which shoes belong to who. You do NOT have to say the same things you wrote down, this is about being fun and creative! You’re using pronouns, but I also want you guys to be descriptive with the shoes! For example, “I have one of his sparkly, blue shoes.”
- 8.) The teacher will then explain, “If someone makes a statement about the shoes that are incorrect, you have to tell them that they’re wrong, and make a suggestion as to who you think the shoes belong to. For example, if Student A says, “I think these small, pretty shoes belong to her.” And the shoes don’t belong to Student B, Student B must then say, “Good guess, but they aren’t mine! I think those shoes belong to you!”
- 9.) Finally, the teacher will say, “If someone thinks a shoe belongs to you and it does, then you put that shoe back on your foot. The game is over when everyone has their shoes on.”
- 10.) The teacher will ask if anyone has any questions, and then begin the activity.

Assessment Activity:

- 1.) The students will write sentences using pronouns and orally show their understanding of pronouns.
- 2.) At the end of the lesson, the teacher will view and record the accuracy of the students to correctly identify, write, and spell the pronouns and write them into sentences.
- 3.) The teacher should also be listening while the students are conversing with each other to make sure they are on topic and using pronouns and adjectives correctly. (If there is not much dialogue in the room the teacher may need to stimulate conversation by giving more examples.)

Follow Up:

- 1.) After the paper has been collected, the teacher will project a blank piece of paper onto the board.
- 2.) She will ask for volunteers to create sentences to write on the board.
- 3.) If the answer is incorrect, she will applaud them for their effort before correcting the mistakes and explaining why it is one pronouns and not another.
- 4.) If the answer is correct she will congratulate the student and move on.
- 5.) Once the teacher feels that the students have a solid understanding of pronouns the teacher will ask the students if there are any more questions.

Notes/Reflections/Reminders:

- 1.) The teacher needs to make sure that the instructions are clear and that the students understand that they are not limited to saying the sentences they write down and the paper given to them.

2.) The teacher should have a way to calm the students down, as there is a chance with this game for the students to become overexcited and to become loud.

Name: _____

Date _____

Hey BigFoot! Are These Your Shoes?



Directions: Write as many sentences as you can using pronouns and adjectives to describe the shoes you have and to make statements about who the owner of the shoes may be.

Example: This huge stinky shoe belongs to him!

Handwriting practice lines consisting of 10 sets of four horizontal lines (top solid, middle dashed, bottom two solid).

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Justification:

“We live in a very challenging and rapidly changing world in which there are many differing perspectives on education...we need to make sure our children are adapting with this changing world.” (Johnson, Musial, Hall, & Gollnick, 2015, pg 7) This quote greatly explains the need for students to not just be educated, but to be taught in a way that allows their knowledge to grow and develop with them. It is the job of teachers to find new and inventive ways to attract the attention of their students, and keep that attention. My lesson plan uses gamification as a way of teaching students about grammar, specifically pronouns. By incorporating games and active learning into the classroom, you peak the students’ interest and are able to get more in depth participation from the students as a result. (Hamari, Koivisto, Sarsa, 2014, pg. 2-4)

“The authors of several gamification-cognitive studies hypothesized that a more intuitive interface could prevent boredom and anxiety in the target age group, which might damage motivation and concentration on the tasks at hand. Introducing gamification to said target age group proved to be an intuitive interface.” (Lumsden, Edwards, Lawrence, Coyle, Munafò, 2010, pg. 5) Using gamification in lesson plans is a great way to engage students and get them to be interested in what they are learning. Grammar is a subject that every single student needs to not just have a knowledge of but have an actual understanding of the topic, and how to apply grammar. Through games such as “Hey BigFoot! Where’s My Shoe?” The students are able to socialize with one another and have fun, while they’re learning about grammar. This game allows them to practice sentence structure, pronoun and adjective use, and punctuation and spelling. (When they practice writing their sentences on the worksheet.) It also allows them to be

creative, by giving them the freedom to create their own sentences using whatever adjectives they'd like, without giving them a specific word count or limit.

Turning curriculum requirements into games that allow children to interact with each other, while subconsciously learning the content they need to know to do well is a very good way to promote learning in a positive fashion. When students begin to associate learning new things and participating in class with socialization, happy and fun energies, and creativity they'll begin to want more and more of these educational games, which is a direction we want to steer our students in. "The use of educational games as learning tools is a promising approach due to their abilities to teach and reinforce not only knowledge but also important skills such as problem solving, collaboration, and communication. Games have remarkable motivational power; they utilize a number of mechanisms to encourage people to engage with them, often without any reward, just for the joy of playing and possibility to win." (Dicheva, Dichev, Agre, Angelova, 2015, p. 3) Again, the use of educational games as learning tools is recommended by many educational professionals as a reliable way to engage students.

So, an activity such as, "Hey BigFoot! Where's My Shoe?" is completely justified in being used with students, because it absolutely falls under the definition of an educational game. It gets students to practice using pronouns and adjectives, sentence structure, and punctuation, while simultaneously giving them the chance to practice their communication skills and oral language structure.

References:

- Hamari, J., Koivisto, J., & Sarsa, H. Does Gamification Work? – A Literature Review of Empirical Studies on Gamification. In proceedings of the 47th Hawaii International Conference on System Sciences, Hawaii, USA, January 6-9, 2014.
- Lumsden J, Edwards EA, Lawrence NS, Coyle D, Munafò MR. Gamification of Cognitive Assessment and Cognitive Training: A Systematic Review of Applications and Efficacy. March 2010
- Darina Dicheva, Christo Dichev , Gennady Agre and Galia Angelova, Gamification in Education: A Systematic Mapping Study, Institute of Information and Communication Technologies, Bulgarian Academy of Sciences, 2015
- Johnson, James A., et al. "Introduction to the Foundations of American Education, 13/e."
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