

EDEL 200 Section: Pronouns Activity Plan

Name: Hannah Wiley

Email: hewiley@bsu.edu

Due Date: March 30, 2015

Teach Date: April 8, 2015

Practicum Teacher: Mrs. Fauquher

Grade Level: 5th

Lesson Topic: Pronouns

Subject: Grammar

Group Size: 6-5

of Minutes: 30 min.

InTASC Standard:

Standard #4: Content Knowledge

The teacher understands the central concepts; tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Indiana Standard:

4.W.6.1 Nouns/Pronouns:

Writing sentences that include relative pronouns (e.g., who, which) and reflexive pronouns (e.g., myself, ourselves) and explaining their functions in the sentence.

5.W.6.1 Nouns/Pronouns:

Students are expected to build upon and continue applying conventions learned previously.

6.W.6.1 Nouns/Pronouns:

Using a variety of pronouns, including subject, object, possessive, and reflexive; ensuring pronoun antecedent agreement; recognizing and correcting vague pronouns (i.e., ones with unclear or ambiguous antecedents).

PREPLANNING TASKS

Long-term objective:

The students will need to identify pronouns in a sentence, paragraph, or any piece of literature. They will also need to know how to replace nouns with the correct pronoun by using a chart that shows all the different pronouns.

Activity description:

The activity the student will be playing is called "Pronoun Panic." This is a board game that will test the student's knowledge on the concept of pronouns. When each player draws a card, they will have to either write two or three sentences using pronouns, identify all the pronouns in a paragraph, or fix the mistakes in a piece of literature in 30 seconds or less. This will build on the student's prior knowledge and use of quick critical thinking skills.

Activity rationale:

The activity will build upon the student's current knowledge of pronouns by seeing their importance in writing, identification, and classification.

Prerequisite skills or knowledge, key terms or vocabulary:

- What is a pronoun?
- What does a pronoun do and why?

Critical management skills:

Make sure kids are paying attention by being positive (ex: I like the way...) Keep the each separate group of kids on task to be able to reflect together at the end.

Materials:

- iPad's
- Paper/Pencil if they need to take notes or write answers out

ACTIVITY BEGINNING-

Setup: NearPod pre-assessment, play "Pronoun Panic", take post-assessment

Gaining attention: To gain the students attention, I will ask the kids if they enjoy playing games when they learn. Pronouns can be a rather boring topic, but it can be better learned and retained when you play a game that helps to challenge yourself and others around you.

Communicating behavior expectations:

To shape behavior, I will use phrases such as:

"I like the way... (Insert students name)"

"(Student) has a great attitude!"

"Nice team work!"

Opening:

"What would the world we live in look like without pronouns?"

ACTIVITY MIDDLE-

What/how to communicate:

- Nearpod Pre-assessment on each students iPad's
 - o "Let's see what you actually do know about pronouns before we play the game. Don't stress, because it's **not** graded!!"
- Play "Pronoun Panic."
 - o Game Rules:
 - Pick a game piece color (Red, orange, yellow, green, blue, purple, or pink)
 - Line up in colored order at "Start."
 - Draw a card from the pile. If the question is asked correctly then move your piece to the colored displayed on the card. If answered wrong, you may not move from current position.
 - Each player has 30 seconds to answer their question and tries not to panic!
 - Whoever advances to the very end first wins the game!
- Nearpod post-assessment
 - o "Did anyone learn something new?"
 - o "Do you all think this new information will be helpful in 6th grade? Why"
 - o "What types of literature are you guys reading now that uses a lot of pronouns?"

Visual Aids:

- iPad's
- Board game "Pronoun Panic"
- Game cards

Description of critical management skills:

Pre-assessment: 3-5 minutes

- What is a pronoun?
- How is it used?
- Why are pronouns so important in writing?
- Can you identify the pronouns in this paragraph?
- Is this sentence correct in its pronoun usage? If not, please fix it and explain why it's wrong.



"Pronoun Panic": 15-20 minutes

- Each student will have 30 seconds to answer each question. This will ensure that they will stay on task and be quick thinkers.

Post- assessment/reflection: remaining time

- Ask the same questions as the Pre-assessment to see if there is any positive change in the student's knowledge.

ACTIVITY CLOSING (Wrap-up)

Description of closure of activity

Simply review on what the students were expected to complete in the game. Did they learn anything new? Has their view of pronouns changed and do they see their significance? How can this information help them plan for the future?

EDITING TASKS

1. Write in management and selected behavior interventions

- "I like the way..."
- Great use of teamwork!

2. Check for use of effective instructional interventions

3. Evaluate for congruence.

If the board game works effectively to help educate the students on Pronouns, then the post assessment will show a positive change in contrast to the pre-assessment.