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TAT2 Task 3: Possessive Nouns
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A Written Project Presented to the Faculty of the Teachers College of
Western Governors University
Let’s learn about Possessive Pronouns!

Their | Her | My | His | Our | Mine | Theirs | Its | Your
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Instructional Unit Overview

This instructional unit for Possessive Pronouns, created by Lauren Fleming can be found online at http://possessivepronounswgu.weebly.com.

Instructional Goal

The instructional goal for this unit is: Given a written and/or verbal prompt, students in 2nd grade (target population) will correctly identify and use possessive pronouns in both written and spoken communication at or above a proficiency rate of 80%.

Target Population

The target population for this instructional unit are 2nd grade students. The classroom is a learning environment for 19 students, comprised of 11 males and 8 females. This population is 37% Caucasian (7 students), 5% African American (1 student), and 58% Hispanic (11 students). Of this Hispanic population, all are bilingual, with Spanish as the native language spoken at home. All of the Hispanic students are considered ELL (English Language Learners), with 9 students qualifying for tier two ELL services and are pulled out for a thirty minute block, 5 days a week. Three of the Hispanic students are currently in consideration to receive special education services. In our target population, 58% of the students are considered “below” or “at-risk” in their overall reading placement. This population of students was also identified at these levels in both their kindergarten and/or first grade classrooms.

Length

The instructional unit contains 7 lessons to be conducted in a two-week span. Each one-hour lesson covers one of the seven performance objectives. The language arts block of instruction is embedded within a 2 ½ block of instruction with reading and writing.
**Delivery Approach**

The instructional unit will be taught in both whole and small group setting. The activities also contain opportunity for all learners to be engaged through visual, auditory, interactive digital lessons, and kinesthetic activities. Students are encouraged to interact with peers and teachers to explore their learning and show mastery of knowledge and understanding.

**Instructional Sequence**

The instructional unit contains 7 lessons to be conducted in a two-week span. Each one-hour lesson covers one of the seven performance objectives. The language arts block of instruction is embedded within a 2 ½ block of instruction with reading and writing. The design process used in this instructional unit (seven lessons) is based on Gagne’s Nine Events of Instruction. The unit was then modified using the Dick and Carey Model. This is a design theory with a systematic approach to instruction. Through Gagne’s nine events, knowledge that is external to the learner can become internal to the learner. These nine events of instruction are: 1. Gain attention 2. Inform of the objective 3. Recall of prior learning 4. Present the material 5. Provide learning guidance 6. Elicit performance 7. Provide feedback about performance 8. Assess and 9. Enhance retention and transfer. Throughout the 9 events, a focus on student engagement exists. Gagne also recalls students prior knowledge in order to scaffold and map new knowledge into the mind of the learner. Due to student engagement and scaffolding, students will be more focused and motivated on the task/content. Dick and Carey’s 5-step model has organized the nine events into the five learning components and are: 1. Pre-instructional activities 2. Content presentation 3. Learner participation 4. Assessment and 5. Follow through activities.
Materials Needed

The instructor and students participating in the instructional unit will need access to certain materials throughout the seven lessons. The classroom materials that are needed will be provided by the instructor and includes basic classroom supplies such as pencils, paper, dry erase boards, sticky notes, and clipboards. In addition, needed materials will be provided for the instructor that are referenced in the seven lessons, including flipchart lessons, a PowerPoint lesson, and a children’s books. The instructor and students will also need to access technology resources throughout the unit of instruction. These include: a computer (teacher), interactive white board (Promethean board), printer, and document camera. Furthermore, the target population will need access to the Internet and tech resources to access formative assessment websites. These resources could be computers, mobile devices (iPad or similar device), or other smart devices (Kindle or similar device). A detailed list of materials and resources are provided below.

Overview of Lessons

Lesson One: The unit begins by introducing what a possessive pronoun is by reviewing pronouns and explaining that possessive pronouns show ownership by replacing a noun without an apostrophe. Students will work in both whole and small group to explore the concept of possessive pronouns. They will also utilize Plickers to show understanding of their learning.

Lesson Two: Lesson two will review what a possessive pronoun is (from Lesson 1) and how to identify them in written context. The lesson will focus on possessive pronouns and use in sentences. Students will have an opportunity to explore possessive pronouns in other context areas outside of the classroom.

Lesson Three: In this lesson will provide instruction and practice on using the correct possessive noun in sentences to ensure that subject (number) aligns with the correct possessive noun. Students
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will have the opportunity to explore and practice their skills with their peers using small items to “possess” and by engaging in digital content. Students will also utilize Kahoot to show their understanding of the concepts.

**Lesson Four:** Lesson four focuses on the correct use of possessive pronouns in written context. Students will learn how to identify the noun(s) in the sentence and replace them with a correct possessive pronoun. Students will be engaged throughout the lesson as the teacher regularly checks for understanding using the digital content.

**Lesson Five:** This lesson will focus on students creating a sentence using a correct possessive pronoun. The students will be given a prompt of a subject(s) and an item(s) of possession. Students will work in whole group and two small group activities included interactive content and a “scoot” around the room.

**Lesson Six:** Lesson six focuses on the correct use of possessive pronouns when speaking/in dialogue. Students will listen to and observe correctly modeled speech, learn why it is necessary to use the correct possessive pronouns when speaking and have the opportunity to practice.

**Lesson Seven:** The final lesson provides instruction and practice opportunities for students to generate new sentences (with a correct possessive pronoun) when given visual and verbal prompts on the subject and item of possession.

**Assessments**

Throughout the unit students will be formatively assessed to further guide the instruction and provide the instructor with feedback on each learner. These formative assessments range in formats including: student observation, verbal communication, technology-based games, and written communication. At the end of the seven lessons, a summative assessment will be administered that
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reflects the instructional goal. This summative assessment will ask students to correctly identify possessive nouns and to use them in both written and verbal communication. The assessments are listed below:

**Performance Objective 1:** Given a list of 10 words (possessive nouns and possessive pronouns), students will identify if the given word is a possessive pronoun, on each word with 100% accuracy.

**Assessment for Performance Objective 1:** Using the Plickers app, display 10 words and have students use their QR Plickers card to answer. Students will identify if each word is a possessive pronoun.

- List of words included in attachments
- Plicker cards to be printed included in attachments
- Teacher will need to log into www.plickers.com to use account

**Performance Objective 2:** Given 10 sentences (combination of statements and questions), students will identify if possessive pronoun(s) have been used in each sentence, with 100% accuracy.

**Assessment of Performance Objective 2:** Use the PDF, Possessive Pronoun Practice as a formative assessment. To evaluate, check that students are able to identify (via YES or NO) if a possessive pronoun has been used in the sentence.

- PDF attached

**Performance Objective 3:** Given 10 sentences with possessive pronouns, students will identify if possessive pronouns have been used correctly in 8 out of 10 sentences with 100% accuracy.

**Assessment for Performance Objective 3:**

- **Part One: Game Based Formative Assessment (Review):** Use the provided link to access the public Kahoot game. Students will also log into Kahoot at the website provided by the public link. This public link launches a “Kahoot” of 10 sentences. Students will choose the
correct possessive pronoun in the sentences, if a possessive pronoun has been used. Kahoot will award a “winner” based on accuracy and speed. The teacher can choose to download and export the results into an excel spreadsheet for data purposes.

https://play.kahoot.it/#/k/19e1ea7c-acb9-4b13-a174-cb25180b644e

- **Part Two**: Use the PDF, Possessive Pronoun Practice Part 2 as a formative assessment. To evaluate, check that students have identified if the possessive pronoun in each sentence has been used correctly.
- Link for Kahoot provided
- PDF attached

**Performance Objective 4**: Given ten sentences, with noun(s) identified in each sentence, students will replace the noun with a correct possessive pronoun in 8 out of 10 sentences with 100% accuracy.

**Assessment of Performance Objective 4**: Use the attached PDF (PossessivePronouns.PDF) as a formative assessment. To evaluate, check that each student gave the correct answers on at least 8 of the 10 questions with only 1 correct answer per question. If a student left an item blank, circled the incorrect answer, or circled more than 1 answer, then mark this as incorrect. There will be 10 possible points, with each question (1-10) counting as 1 point. Students need to receive 8 or more points on this assessment. (PDF attached)

**Performance Objective 5**: Given five written prompts of: a subject(s) (ex: girl) and item(s) (ex: pencil) for each prompt, students will write a new, original sentence with a correct possessive pronoun in 4 out of 5 sentences, with 100% accuracy.

**Assessment of Performance Objective 5**: The assessment will be two-fold:
• A. Place students in groups of 2-3. Each student will “show and tell” about an item(s) they brought from home. (The teacher can provide a small item for those students who did not bring anything). The other members in the group are to create a new original sentence, using a correct possessive pronoun about the “show and tell” item.

• B. The teacher will provide 5 written prompts to the students based on the show and tell items. The teacher will write the written prompt on the Promethean board. Example: the trophies of Mario, John, and Ava. Students are to create a new original sentence, with a correct possessive pronoun, on their notebook paper.

• To assess: check the 5 written sentences of each student to match the performance objective to ensure that each student wrote a new sentence with a correct possessive pronoun in 4 out of 5 sentences with 100% accuracy.

• Teacher will collect writing samples from students to assess

**Performance Objective 6:** Given ten sentences (verbally), students will replace the noun(s) with a possessive pronoun and correctly restate the sentence in 8 out of 10 sentences with 100% accuracy.

**Assessment for Performance Objective 6:** Students will be given (verbally) 10 sentences. They should restate the sentence using a possessive pronoun.

• Students will use iPads or computers and headphones along with the recording feature on the individual device.

• To assess, listen to the students’ response and check that the student correctly restates the sentence with a correct possessive pronoun in 8 out of 10 sentences, with 100% accuracy.

• Sentences to be read are included in task cards (attached).
**Performance Objective 7:** Given five visual and/or verbal prompts of: a subject(s) (ex: man) and item(s) (ex: car) for each prompt, students will state a new, original sentence with a correct possessive pronoun in 4 out of 5 sentences, with 100% accuracy.

**Assessment for Performance Objective 7:** Students will be given 5 sets of visual and verbal prompts (subject and item to possess). Students should create a new original sentence using a possessive pronoun.

- Students will use iPads or computers and headphones along with the recording feature on the individual device.
- To assess, listen to the students’ response and check that the student correctly creates a sentence with a correct possessive pronoun in 4 out of 5 sentences, with 100% accuracy.
- Sentences to be read are included in PDF file.

**Summative Assessment:**

- Use the PDF, Summative Assessment for possessive pronouns. Each question is worth 1 point (14 possible points). Students need 12 or more questions correct to be 80% or greater proficient.
- Assess that students: A) recognize possessive pronouns B) choose the correct replacement C) can generate a sentence using a possessive pronoun
- For part D, state the following and listen to the student as he/she states a new sentence:
  1. alligator tail
  2. John computer
Instructional Delivery

Instructional Theories

The learning theory that supports the instructional strategies in the unit of instruction is Cognitivism. Cognitivism (led by Gagne and Bloom) is a learning theory that focuses on active mental processing. With this theory, the teacher/instructor guides the learning as they utilize tools to “map” learning into the mind of the learner along with retrieving previously stored knowledge. This theory focuses on how information is stored and retrieved in the mind of the learner-the process.

According to Ertmer, P. and T. Newby (1993), this theory focuses on the learner as being an active part of the instruction, and using systematic strategies to obtain and “map” knowledge (visual aids, outlines, chunks, graphic organizers, etc.) This learning theory is appropriate and used for learners who learn best when information is presented in multiple formats (visual, auditory) by a teacher. A teacher, through an active process using systematic strategies, will lead learners who have prior knowledge of a topic. Teachers ask questions to refine thinking of prior knowledge and guiding learners through an activity, with feedback and active learning opportunities.

Instructional Strategies

Using the Dick and Carey model, the instruction was designed using the five learning components of: pre-instructional activities, content presentation, learning participation, assessment, and follow through activities. In each component, instructional strategies are used that are most appropriate for our learners and content. These strategies focus on how the learners are engaged, how content is presented, how learners practice, and how learners will follow through and show mastery of the new skills(s) and concepts.

During the pre-instructional activities the lessons will: gain the attention of the learners and engage them, inform the students of what new material will be learned, and connect this to previous skills and/or knowledge. To do this, a variety of instructional strategies are in place in the lesson
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design. Students will be engaged through multi-media and visual resources, and thought provoking questions. Learners will be able to share personal past experiences to connect to their knowledge of possession nouns (ex: ownership of an item), and will be able to relate to the need to show ownership.

During the content presentation, the lessons utilize visual aids to help “map” the new information to the mind of the learner. The new content will also be presented in a variety of ways in order to keep students engaged and focused on the lesson. At times, the teacher will be guiding the lesson, and at other times, students will have an opportunity to “think, pair, and share.” In addition, lessons may utilize an interactive flipchart (lesson designed for interactive white board) to encourage learners to take an active role in their learning. These flipcharts utilize graphic organizers and visual aids to engage learners. During the time of content presentation, the teacher will offer ample opportunities for discussion, practice, and feedback to ensure that students feel comfortable and confident with the new material. Providing relative examples during a time of guided learning will lead the students to success when practicing their skills on an individual basis.

All learners will have the opportunity to participate in whole group, small group, and individual settings. Providing learners with a chance to practice their skills with immediate positive feedback will continue to build their confidence. Throughout the lessons, students will be provided feedback from not only the teacher, but will be able to provide academic feedback to their peers during practice activities.

To better direct instruction and to provide remediation or re-teaching when needed, students will complete a practice test that directly aligns to the lesson’s performance objectives. This will not only provide the teacher with needed information to better meet each student’s needs, but will also provide feedback to the learner.
The students will need to continue to utilize the skills taught during this instructional unit. This is a skill that will continue to be built upon in grades to come and will be tested in those grade levels. To perform in the instructional environment, students will be provided an opportunity to reflect upon and discuss the learning and objectives that have been taught. They will also be provided with opportunities to practice the newly learned content in a continuous manner for transfer purposes.

Utilizing these instructional strategies throughout the five components reflects the learners’ abilities, motivation levels, and confidence. The materials are relative to the learners and provide an opportunity for guided learning with clear examples. The lessons also provide the learners an opportunity to practice with feedback and transfer this knowledge to other areas. Throughout all five components, positive feedback will be used in order to build the learner’s overall confidence and specific confidence about their reading/language arts skills.
Instructional Objectives

The following is a list of instructional objectives used throughout the plan of instruction.

• Performance Objective 1: Given a list of 10 words (possessive nouns and possessive pronouns), students will identify if the given word is a possessive pronoun, on each word with 100% accuracy.

• Performance Objective 2: Given 10 sentences (combination of statements and questions), students will identify if possessive pronoun(s) have been used in each sentence, with 100% accuracy.

• Performance Objective 3: Given 10 sentences with possessive pronouns, students will identify if possessive pronouns have been used correctly in 8 out of 10 sentences with 100% accuracy.

• Performance Objective 4: Given ten sentences, with noun(s) identified in each sentence, students will replace the noun with a correct possessive pronoun in 8 out of 10 sentences with 100% accuracy.

• Performance Objective 5: Given five written prompts of: a subject(s) (ex: girl) and item(s) (ex: pencil) for each prompt, students will write a new, original sentence with a correct possessive pronoun in 4 out of 5 sentences, with 100% accuracy.

• Performance Objective 6: Given ten sentences (verbally), students will replace the noun(s) with a possessive pronoun and correctly restate the sentence in 8 out of 10 sentences with 100% accuracy.

• Performance Objective 7: Given five visual and/or verbal prompts of: a subject(s) (ex: man) and item(s) (ex: car) for each prompt, students will state a new, original sentence with a correct possessive pronoun in 4 out of 5 sentences, with 100% accuracy.
Instructional Materials

Materials Needed

• Flipchart: Possessive Pronouns with Caitlyn
• Flipchart: Possessive Pronouns
• Flipchart: Pronoun Picnic
• Flashcards of Words (Pronouns and Possessive Pronouns)
• The Pigeon Finds a Hotdog by Mo Willems. 2006. Walker Books
• Power Point Presentation: Possessive Pronouns PowerPoint
• Assessment: Possessive Pronouns (1 copy per student)
• Possessive Pronoun Task Cards
• Possessive Pronoun Cards (cut into individual cards)
• Possessive Pronouns Scoot Activity
• Plicker Cards (one per student)

Resources Needed

• Promethean Board and software-ActivInspire
• Compass Software
• Teacher Computer
• Teacher Device (Smart phone or tablet)
• Plicker App
• Student Devices (smart phones, laptops, or mobile devices)
• Dry Erase Boards and Markers (1 per student)
• Post it Flags (at least 5 per student)
• Notebook paper, pencils, colored pencils

• Stickers

• Printer

• Document Camera

• Clipboards

• Headphones

• “Show and Tell” items

• Items to use for prompts (can choose out of this list):
  o Stuffed animals
  o Small toys
  o Sports equipment (basketball, hockey, baseball, etc.)
  o Water bottle
  o Book
  o Pencils or Markers
  o Clothing items (pair of shoes, t-shirt, etc.)
Instructional Sequence (Lesson Plans)

Title: Lesson One: What is a Possessive Pronoun?

Lesson Overview: This lesson will introduce what a possessive pronoun is by reviewing pronouns and explaining that possessive pronouns show ownership by replacing a noun without an apostrophe.

Materials Needed

- Promethean Board and software-ActivInspire
- Flipchart: Pronoun Picnic (link in resources)
- Paper and Pencil
- Plicker Cards (link to print in resources)
- Mobile Device for Teacher
- Printer
- Dry Erase board and marker (1 per student)

Lesson Objective

Performance Objective 1: Given a list of 10 words (possessive nouns and possessive pronouns), students will identify if the given word is a possessive pronoun, on each word with 100% accuracy.

Time: 1 hour

Step 1: Pre-Instructional Activities

- The teacher will begin by reviewing what a possessive noun is.
- Ask the students to think, pair, and share to review this concept and to share examples.
- Tell the students that today we will start by making up a make believe story about their class. As the students help to add a beginning, middle, and end to the story, the teacher should write or type the story on the Promethean board. (Note to teacher: DO NOT use
possessive pronouns when writing it. Use names repeatedly). Encourage the students to make the story funny and exciting!

- After the story is complete, have the students spread out around the room and read the story quietly with a partner. As they read, they should think of any needed changes.
- Note*: The story should contain too many names such as: John went to John’s baseball game and John picked up John’s glove. This will encourage students to think about too many “John’s”
- Ask students to share ideas on how we can make our story better. If students do not mention changing “John’s” prompt students on how we can make it sound better. Replace one of the “John’s” with “his” and ask if students know what type of words his is.
- The teacher will explain that possessive nouns show ownership and that a pronoun replaces a noun; therefore it is a pronoun that shows ownership.
- Share that today we will be learning what a possessive pronoun is and learning to identify them.

**Step 2: Content Presentation**

- Open the flipchart, “Pronoun Picnic.”
- Using page 10 to reestablish what a possessive pronoun is and the difference between this and possessive nouns.
- Model for the students the difference in a possessive noun and possessive pronoun. Use a sentence such as: I went to Sarah and Brian’s house. Then change the sentence to: I went to their house.
- Have students turn to a partner and share a sentence about somewhere they went over the weekend or on a holiday break. Have them state it first with a possessive noun, and then change to a possessive pronoun.
• Call on 3 groups to share aloud.

• Turn to page 11 and use the example provided: We visited my grandparent’s farm. Explain to students that we can replace the underlined word, grandparent’s, with a possessive pronoun. Explain that when we have more than 1 person in a group, the possessive pronoun we use is: their. Explain that depending on the possessive noun we are replacing, determines the possessive pronoun we use.

• Distribute the chart: Possessive Nouns to Possessive Pronouns

• Complete the chart with the whole group. For each sentence, identify the possessive noun or pronoun in the sentence.

• Then discuss what the appropriate possessive pronoun would be to replace the noun or pronoun. Have the students keep this chart for reference.

• Remind students that a possessive noun shows ownership and that a pronoun replaces a noun; therefore it is a pronoun that shows ownership without an apostrophe.

**Step 3: Learner Participation**

• Turn to page 11 in the flipchart: This page contains 16 opportunities for students to interact with the board to identify a possessive pronoun.

• While each student comes to the board, have the rest of the group write a possessive pronoun on their white board.

• Have the students turn and check when the answer has been given at the Promethean board.

• If needed, reinforce the difference between a possessive pronoun and a possessive noun.
Step 4: Assessment

- Distribute one Plicker card to each student. Explain that the students will be shown a list of 10 words. If they think the word is a possessive pronoun, hold their Plicker card to scan A (True). If it is not, hold their card to scan B (False).
- Display the list of 10 word(s) via the Plickers app and scan the students’ Plickers card as they identify whether or not the word(s) is a possessive pronoun.
  - Ben’s
  - Javier’s
  - Mine
  - The dog’s
  - Their
  - His
  - It’s
  - Its
  - Our
  - Mrs. Smith’s
- The teacher will receive immediate feedback via the Plickers app. The teacher may choose to display the results (answers and scores) to the students as a game based activity.
- Use the immediate feedback to reteach if necessary.

Step 5: Follow-Through Activities

- Have students find 3 possessive pronouns in their AR book. Have students share those 3 with a partner AND explain how they know the word is a possessive pronoun, not a possessive noun.
Title: Lesson 2: Identifying Possessive Pronouns

Lesson Overview: This lesson will review what a possessive pronoun is (from Lesson 1) and how to identify them in written context. The lesson will focus on possessive pronouns and use in sentences.

Materials Needed

- Promethean Board and software-ActivInspire
- Flipchart: Possessive Pronouns with Caitlyn (link in resources)
- Dry Erase Boards and Markers (1 per student)
- Post it Flags (at least 5 per student)
- Notebook paper and pencils
- Stickers
- Printer
- Document Camera
- PDF file: Possessive Pronoun Practice (in Appendix)

Lesson Objective

Performance Objective 2: Given 10 sentences (combination of statements and questions), students will identify if possessive pronoun(s) have been used in each sentence, with 100% accuracy.

Time: 1 hour

Step 1: Pre-Instructional Activities

- The teacher will open the flipchart to engage students.
- Ask students, “Who remembers what a possessive pronoun is?”
- Have students turn to their partner to think-pair-share.
- Call on 3 groups to share their answers and write them on the Promethean Board.

- The teacher will discuss the definition of what a possessive pronoun is and how it is used in real life (writing and speaking). The teacher will explain that possessive nouns show ownership and that a pronoun replaces a noun; therefore it is a pronoun that shows ownership.

- Turn to page 2 in the flipchart for a definition of a possessive pronoun. The teacher should read the definition and have the students re-read chorally.

- The teacher will give each student one item (sticker) to “own,” and explain that each student owns a sticker. The teacher will model and state a verbal sentence such as, “John’s sticker has a red dog on it.” She will explain that in her sentence, she used a possessive noun to show that she was talking about the sticker of John. The teacher will then ask the students to restate the sentence using a pronoun. (If needed, remind, define and model a pronoun from lesson 1). Collaboratively with students, restate the sentence using “His” in place of “John.”

- Have students turn to their partner and create one sentence about their partner’s sticker. Ask volunteers to share their sentence.

- The teacher will explain the students just used a possessive noun and that in this lesson we will be learning more about possessive nouns and pronouns and how to use them correctly.

**Step 2: Content Presentation**

- Turn to page 3 in the flipchart. This page contains a graphic organizer showing a list of possessive pronouns. In each section there is a blank. Ask students to write the answer on their dry erase board, and then turn the answer to the teacher for feedback. Have one student move the correct answer into the graphic organizer. (Review and connection from Lesson 1)
• Restate that we have now created a list of possessive pronouns. (The teacher could print this completed page from the flipchart and provide a copy to each student as an additional reference of possessive pronouns).

• Explain that it is important that we use them correctly in writing and speaking in order to show ownership.

• Explain to students that we need to learn to identify possessive pronouns and if they have been used in our sentences.

• To learn more about possessive pronouns and how to use them correctly, we will be reading, *Mine, All Mine*.

• The book supplies opportunities for direct instruction of using possessive pronouns. The book explains when to use his, hers, mine, theirs, etc.

• As the teacher reads the book, pause to check for understanding of correct possessive pronoun use.

**Step 3: Learner Participation**

• Place the book under the document camera and use the ActivInspire software to annotate on top of the book.

• As the teacher turns the pages of the book for re-reading, the students should become “possessive pronoun detectives” and be on the lookout for possessive pronouns.

• Have students count the number of possessive pronouns they see on the first page (teachers choice of page to use).

• Then ask students to identify one of the possessive pronouns they see on the page by writing it on their dry erase boards.
• The teacher will draw a name and have students come to the ActivBoard, use the highlighter tool, and highlight the possessive pronouns found on the page.

• Repeat this process around 10 times.

• The book provides an opportunity to discuss the incorrect use of possessive pronouns such as “His” instead of “Her.”

• The teacher will guide feedback on identifying possessive pronouns in each sentence to ensure that students are only highlighting possessive pronouns.

• The teacher will guide feedback on identifying possessive pronouns in each sentence to ensure that students identify mistakes such as “his” in place of “her.”

**Step 4: Assessment**

• The students will complete the activity, titled “Possessive Pronoun Practice.”

• In each sentence, students will identify if a possessive pronoun has been used and if so, what word is the possessive pronoun.

• To assess, check that the student identified each sentence that contained a possessive pronoun with 100% accuracy.

**Step 5: Follow-Through Activities**

• Ask the students to share with a partner what a possessive pronoun is.

• The teacher will use think-pair-share and hear from each group.

• Students will be given a set of “post it flags.” Throughout the day, students are to be detectives and be on the look out for possessive pronouns in other areas of the classroom, school, and in other books. If a possessive pronoun is found in items such as: math book, AR book, poster in the hallway, etc. students are to tag the “evidence of a possessive noun” with a post it flag.
• Tomorrow, the teacher will have each student share at least 1 post it note flag and where the possessive pronoun was found.
Title: Lesson 3: Possessive Pronouns-Is it Correct?

Lesson Overview: This lesson will provide instruction and practice on using the correct possessive noun in sentences to ensure that subject (number) aligns with the correct possessive noun.

Materials Needed:

- Promethean Board and software-ActivInspire
- Flipchart: Possessive Pronouns with Caitlyn (link in resources)
- PDF File: Possessive Pronoun Practice Part 2 (in appendix)
- Schoolhouse Rock Video (link in resources)
- Notebook paper and pencils
- Small items to “posses” (baseball, dress, markers, book)
- Possessive Pronoun Task Cards (#1-10) and answer sheet (in appendix)
- Devices for students (laptop or mobile device)
- Compass Odyssey Software
- Kahoot Website

Lesson Objective:

Performance Objective 3: Given 10 sentences with possessive pronouns, students will identify if possessive pronouns have been used correctly in 8 out of 10 sentences with 100% accuracy.

Time: 1 hour

Step 1: Pre-Instructional Activities

- Start the class by showing the Schoolhouse Rock video via Teachertube. After viewing, have students share where they heard and saw possessive pronouns being used.
• Ask students what would happen in the video if we used the wrong possessive pronoun.
  Provide the example: His aardvark fell in love. (In the video, the aardvark falls in love with a different character).

• Allow students to share what would happen if the possessive pronoun were used incorrectly.

• State that today we will be learning why we need to ensure possessive pronouns are used correctly and to identify them in sentences.

Step 2: Content Presentation:

• Open the flipchart that was used yesterday, Possessive Pronouns with Caitlyn.

• Turn to page 4 in the flipchart.

• Have volunteers come to the board to complete the possessive pronoun.

• After each answer, change the possessive pronoun to a different one and asks if the sentence still makes sense.

• Explain that is it important to use the correct possessive pronoun because it determines if we are referring to a group we are in (their, theirs), a group we are not in (our, ours), ourselves (my, mine), another person (his, her, hers), an object (its), or a direct individual (your).

• Explain that we will now discover why possessive nouns need to be used correctly.

• Use the small items to possess (baseball, dress, markers, book) for this content presentation.

• Ask a volunteer to come to the front and give them one item. Ask students to think of a sentence about this person, using a possessive pronoun. Model first by stating: Her dress is pink. Then have 3 students share.

• Ask students what would happen if the possessive pronoun were used incorrectly. Provide examples: His dress is pink. Their dress is pink. Our dress is pink. Explain that we choose a possessive pronoun based on the noun/pronoun it is replacing.
• Explain that we must make sure that each possessive pronoun is used correctly.

• Repeat this process by using the small items and different volunteers. (one boy, one girl, a group without the teacher: their, a group with the teacher: our).

• After each example allow students to share examples and discuss what would happen if the possessive pronoun were used incorrectly.

• For each example choose 1 correct sentence and 1 incorrect sentence to write on the Promethean board. Have a volunteer explain which sentence is correct and why.

• Explain that we will now work as a whole group to model and further explore this concept.

• Use pages 6-10 in the flipchart. Each page contains a sentence with a possessive noun.

• On notebook paper, each student should number his or her paper 1-5. For each sentence presented, students will identify if a possessive pronoun has been used and if so what the correct possessive pronoun is. If no or an incorrect possessive pronoun is used, the students should write an X.

**Step 3: Learner Participation**

- Divide the class into two groups. One group will be working on Compass Activities while the other group works on Possessive Pronoun Task Cards; then rotate.

**Compass Learning Activity**

• Have each student open an Internet browser on their computer and log into their Compass Learning account. Then have them access their Reading/Language Arts folder.

• Have students complete the Compass Assignment (10 questions) on possessive nouns and possessive pronouns.
• All students will be given an individualized learning path containing 5 or more practice learning activities and games. Their level of performance on the original assignment determines the activities they are given.

• Allow each student to complete one individualized Compass learning activity.

Possessive Pronoun Task Card Activity

• Half of the class will be working on this activity (approx. 9-10 students). Have students work with a partner.

• Each partner set will begin with 2 task cards. The students will answer the task card using the correct possessive pronoun and fill out the answer on their task sheet.

• The students should answer and explain to their partner why they chose that particular possessive pronoun.

• The teacher should monitor the academic dialogue and provide instruction or re-direction as needed.

• Once each partner set completes their 2 task cards, pass the cards to the next group. The students should complete cards # 1-10.

Step 4: Assessment

Part One: Game Based Formative Assessment (Review): Use the provided link to access the public Kahoot game. Students will also log into Kahoot at the website provided by the public link. This public link launches a “Kahoot” of 10 sentences. Students will choose the correct possessive pronoun in the sentences, if a possessive pronoun has been used. Kahoot will award a “winner” based on accuracy and speed. The teacher can choose to download and export the results into an excel spreadsheet for data purposes.
Part Two: Use the PDF, Possessive Pronoun Practice Part 2. In this formative assessment, students have 10 sentences. Students will indicate whether or not a possessive pronoun is used correctly in each sentence.

Step 5: Follow Through Activities

- Ask students to write 3 sentences at home about their family with correct possessive pronouns. Have students share how the sentences would be different and possibly funny with the incorrect possessive pronoun.

https://play.kahoot.it/#/k/19e1ea7c-acb9-4b13-a174-cb25180b644e
Title: Lesson 4: Using a Correct Possessive Pronoun in Writing Part 1

Lesson Overview: This lesson focuses on the correct use of possessive pronouns in written context. Students will learn how to identify the noun(s) in the sentence and replace them with a correct possessive pronoun.

Materials Needed

- Promethean Board
- Power Point Presentation: Possessive Pronouns PowerPoint (link in resources)
- Dry Erase Boards and Markers
- Paper, pencil, colored pencils
- Assessment: Possessive Pronouns (in appendix)
- Possessive Pronoun Cards (cut into individual cards; in appendix)

Lesson Objective

Performance Objective 4: Given ten sentences, with noun(s) identified in each sentence, students will replace the noun with a correct possessive pronoun in 8 out of 10 sentences with 100% accuracy.

Time: 1 ½ hours

Step 1: Pre-Instructional Activities

- The teacher will ask the students to turn to their talking partner and name at least 3 possessive pronouns.
- The teacher will remind the students that yesterday we were “possessive pronouns detectives” and were on the search for possessive pronouns in our classroom and school.
• The teacher will model and share 1 example of where he/she found a possessive pronoun.

• The teacher will put students in groups of 3-4. Each student will share 1 place where they found a sentence with a possessive pronoun.

• Each group will report out their favorite example of where a possessive pronoun was found!

• The teacher will open the Power Point, Possessive Pronoun PowerPoint (displayed on the ActivBoard) and use pages 1 and 2 to review possessive pronouns.

• The teacher will explain that we now know what possessive pronouns are and how to find them in sentences. Today we will learn how to take an old sentence and make it a new one by replacing the noun(s) in the sentence with a possessive pronoun.

Step 2: Content Presentation

• The teacher will turn to page 3 in the Power Point.

• The teacher will present the first sentence and ask students what the possessive noun in the sentence is. Choose one student to answer and have students give thumbs up or down to agree/disagree.

• Provide feedback and show that yes, in the first sentence, “Morgan’s” is the possessive noun.

• Explain to the students that we can replace “Morgan’s” with a possessive pronoun. Explain that when we replace a possessive noun, we have to choose the pronoun that matches based on the number of people/objects (singular or plural) and male or female.

• Display the Possessive Pronoun card set. Hold up each card and ask:
  
  o A. How many people/objects does this represent? Students will respond with either “1” or “More than 1.”
o B. If “more than 1,” does this possessive pronoun include you? (Yes for ours, no for their/their).

o C. Is this possessive pronoun for a boy? (His) Or a girl? (Her)

- Remind students to think through those options when choosing a possessive pronoun.

- The teacher will model a think aloud for students stating the following:
  o I want to replace “Morgan’s” (in this case use Morgan as a girl)
  o I need to choose a possessive pronoun that shows ownership for one girl.
  o (Use the possessive pronoun card choices to make the choice).
  o I believe that “Her” would be the correct replacement for “Morgan’s.”

- Re-read the sentence with “Her” in the place of “Morgan’s.”

- Show the next sentence and ask students to read the sentence. Have students think about the possessive noun that needs to be replaced.

- Model the think aloud, asking the students to help. “How many people are in the possessive noun?” (1-Jordan). “Is the possessive noun a boy or a girl?” This example could be either.

  The teacher will provide feedback to those students to say boy or girl and then choose his/hers.

- Restate that when we use a possessive pronoun, it must match the noun that it is replacing (singular or plural; male or female).

- Show the next sentence and ask students to think about the possessive noun that needs to be replaced with a possessive pronoun.

- Have students turn to their partner and 1) tell what possessive pronoun they would choose to replace the underlined area and 2) explain why they chose the possessive pronoun. (Refer students to the possessive pronoun card set when making their choice).

- The teacher will listen to the academic talk taking place and provide feedback to students.
• Repeat the above 3 steps for the next two sentences.

Step 3: Learner Participation

• The teacher will use pages 4-8 to partner practice. For each sentence, the students will work with a partner to think-pair-share. The students will collaborate with their partner to determine the correct possessive pronoun to replace the underlined possessive noun.

• Refer students to the possessive pronoun cards to make their choices.

• Partners will write their answers on a dry erase board.

• To check for understanding and provide opportunity for learner participation, the teacher should:
  o Monitor and provide feedback on the choices made by the partners
  o Choose 1 set of partners to “teach” the class about that sentence. Ask students to share why they chose their answer. Allow students to annotate over the PowerPoint and write their answer on the Promethean board.

• The teacher will display pages 9-13 and ask students to work on their own.

• Refer students to the choices on the possessive pronoun cards. Students will write their answers on their dry erase boards and show when the teacher says “Answers Up!”

• The teacher will use this as a check for understanding and provide feedback as needed.

Step 4: Assessment

• Explain to students that you will be checking to ensure they are able to choose a correct possessive pronoun to replace a possessive noun.
• Distribute the possessive noun page to each student. Explain that there are 10 sentences. In each sentence, the possessive nouns are underlined. Students are to replace the possessive noun with a correct possessive pronoun from the choices given.

**Step 5: Follow-Through Activities**

• Place students in groups of 3-4.

• The teacher will model a written example, “Mrs. Fleming’s dog weighs 80 pounds!” (Show a picture of the large dog). Have students choose the correct possessive pronoun to replace Mrs. Fleming. Refer the students back to the possessive pronoun card choices.

• Provide 4 additional written sentences about the teacher. The teacher should “show and tell” with written sentences and an item or a picture of an item he/she possesses.

• Below each written sentence, the group members should use a colored pencil to write their chosen possessive pronoun to replace the possessive noun in the original sentence.

• Explain that tomorrow, we will be creating and sharing our own. Encourage students to pick 2-3 small items to bring to school for “show and tell” or a picture of the items.
Title: Lesson 5: Using a Correct Possessive Pronoun in Writing Part 2

Lesson Overview: This lesson will focus on students creating a sentence using a correct possessive pronoun. The students will be given a prompt of a subject(s) and an item(s) of possession.

Materials Needed

- Promethean Board
- Possessive Pronouns Scoot Activity (link to print in resources)
- Clipboards
- Notebook Paper
- Pencils
- “Show and Tell” items

Lesson Objective

Performance Objective 5: Given five written prompts of: a subject(s) (ex: girl) and item(s) (ex: pencil) for each prompt, students will write a new, original sentence with a correct possessive pronoun in 4 out of 5 sentences, with 100% accuracy.

Time: 1 ½ hours

Step 1: Pre-Instructional Activities

- Remind students that we have been learning about possessive pronouns, how to identify them, and how to choose them correctly to replace a possessive noun.
- Tell students that it is “show and tell” time with possessive nouns.
• The teacher will begin and pull an item out of a bag (ex: a balloon, a trophy, a small toy).
  Explain that the toy belongs to the teacher.

• On the Promethean board, model a think aloud of writing a new sentence choosing the correct possessive pronoun and including the item (toy).

• Pull a second item out of the bag.

• Model a think aloud and encourage students to contribute to the writing of the sentence, choosing a correct possessive pronoun.

• Provide positive feedback and reinforcement on the choice of correct possessive pronouns.

• Explain that today we will be learning to write our own sentences based on a prompt of a subject and an item to possess.

**Step 2: Content Presentation**

• The teacher will open the presentation “Scoot” and display the first visual and written prompt.

• The teacher will remind students that we must choose a correct possessive pronoun to replace the subject. The first example is, “The hens belong to the girls.”

• The teacher will model a think aloud and explain
  
  o “I want to create a new, original sentence about the hens of the girls.”

  o State that we must first select a correct possessive pronoun.

  o Remind students of what we learned yesterday regarding the selection of possessive pronouns that match the subject (singular vs. plural and boy vs. girl).

  o Think aloud through a list of possessive nouns such as (I know that my doesn’t work because I don’t own the hens. His doesn’t work because it’s not a boy. The hens belong to a group, so the correct possessive pronoun must be “their.”)
o Model an exemplar sentence by using the ActivInspire software and pen.

o Write a sentence such as, “Their hens are eating the corn on the ground.” Explain to students that the possessive pronoun is their, and their has ownership of the hens.

• Show the second visual and written prompt, “the cat belongs to Sally.” Ask students to think-pair-share with their partner to determine the correct possessive pronoun to begin our sentence.

• Ask for a student to share the answer and thumbs up or thumbs down to agree/disagree.

• Give positive feedback with explanation on why “Her” is the correct possessive pronoun to start our sentence.

• Begin writing, “Her cat____.”

• Ask students to think-pair-share with a partner to finish the sentence. Select two groups to share and write two exemplar sentences.

• Repeat the process for “the hat belongs to Matt” and “the fish belongs to us.”

• For each example, provide feedback and guidance on why the correct possessive pronoun was chosen and written.

**Step 3: Learner Participation**

• Divide the class into groups of 4. One group will remain at the Promethean board to work in a small group with the teacher, and the remaining students will rotate around the room to work individually. Rotate the process below until each student has worked in a small group with the teacher.

  - Use the visual and written prompts 5-8 at the Promethean board in a small group.

  Each student in the group will be given the opportunity to create and write a new original sentence on the Promethean board using the given prompt. The teacher will
provide immediate feedback based on the possessive pronoun chosen and sentence created. Encourage group members to provide positive academic feedback to each peer as they write their sentence. After a student writes his/her sentence, the group members will have an opportunity to add a detail to make the sentence a more exemplar sentence.

While one group of four students is at the board, the remaining students will be “scooting” around the room. Each student will have a clipboard, piece of notebook paper, and pencil. The teacher will have placed the visual/written prompts 9-16 around the room. Students are to quietly rotate around the room. At each station, students are to use the prompt to create their own original sentence using a correct possessive pronoun in each sentence.

Step 4: Assessment

- The assessment will be two-fold:
  - A. Place students in groups of 2-3. Each student will “show and tell” about an item(s) they brought from home. (The teacher can provide a small item for those students who did not bring anything). The other members in the group are to create a new original sentence, using a correct possessive pronoun about the “show and tell” item.
  - B. The teacher will provide 5 written prompts to the students based on the show and tell items. The teacher will write the written prompt on the Promethean board. Example: the trophies of Mario, John, and Ava. Students are to create a new original sentence, with a correct possessive pronoun, on their notebook paper.
Step 5: Follow-Through Activities

- Ask students to “teach” a partner about what a possessive pronoun is, and how we choose the correct possessive pronoun when writing a sentence.

- Provide feedback on the academic vocabulary and peer feedback that is taking place.

- At home, students should interview a family member such as a sister, grandmother, or parent. The students could ask 3 questions such as:
  
  o  What is your favorite memory from childhood?
  
  o  What is your favorite toy and why?
  
  o  What is your favorite food?

- Students will be journaling about the interview in tomorrow’s journal and will be creating new sentences using a possessive pronoun in each sentence.
Title: Lesson 6: Using Possessive Pronouns in our Dialogue Part 1

Lesson Overview: This lesson focuses on the correct use of possessive pronouns when speaking/dialogue. Students will listen to and observe correctly modeled speech, learn why it is necessary to use the correct possessive pronouns when speaking and have the opportunity to practice.

Materials Needed:

- Mobile Device or Computers with recording option
- Headphones
- Interview information from Lesson 5 “Follow Up.”
- Possessive Pronoun Task Cards (in appendix)
- Promethean Board
- List of questions for assessment (to pose verbally)

Lesson Objective:

Performance Objective 6: Given ten sentences (verbally), students will replace the noun(s) with a possessive pronoun and correctly restate the sentence in 8 out of 10 sentences with 100% accuracy.

Time: 1 hour

Step 1: Pre-Instructional Activities

- Remind students that we have been learning about possessive pronouns. Ask for a volunteer to answer the following questions:
  - What is a possessive pronoun?
  - Who can tell me a possessive pronoun that replaces:
    - A group of boys (Their)
- A group you are in (Our)
- Myself (Mine or My)
- Another person (her, hers, his, yours)

- Explain to students that we have learned to write with possessive pronouns and now we will work on using them in our dialogue.

- Begin by sharing with the students an example of their follow up activity from lesson 5. As a reminder, the follow through activity was:
  - At home, students should interview a family member such as a sister, grandmother, or parent. The students could ask 3 questions such as:
    - What is your favorite memory from childhood?
    - What is your favorite toy and why?
    - What is your favorite food?
  - Students will be journaling about the interview in tomorrow’s journal and will be creating new sentences using a possessive pronoun in each sentence.

- Explain that last night you also interviewed a friend (enter another teacher’s name) and wanted to share your information that was gathered in the interview process.

- Answer the questions listed above from the follow through activity. Provide funny information to engage students!

- After sharing the first section of “favorite memory” model that by restating the information we can sub in a possessive pronoun.

- Explain that today we will be learning to use possessive pronouns in our verbal communication.
Step 2: Content Presentation

- Open the Promethean software, ActivInspire to use throughout the lesson.
- Explain that when we are speaking it is important that we use the correct possessive pronoun to ensure we are referring to the correct individual or group.
- Remind students that it is important to use the correct possessive pronoun because it determines if we are referring to a group we are in (their, theirs), a group we are not in (our, ours), ourselves (my, mine), another person (his, her, hers), an object (its), or a direct individual (your).
- Refer back to the information you shared about your interview. Write two-three sentences on the board that shares this information.
- Ask students where in the sentences could we use a possessive pronoun (identify the noun used such as Sally’s favorite toy is….)
- Using the highlighter in ActivInspire, highlight the nouns.
- Remind students that we can use a possessive pronoun to replace the noun that shows ownership.
- Ask students to listen carefully as you re-read the sentence using a possessive pronoun. Explain that if you use the correct possessive pronoun when speaking, then give a thumbs up. If they hear an incorrect possessive pronoun, give thumbs down.
- Restate the written information using two incorrect possessive pronouns. (Check for all thumbs down).
- Restate the written information with a correct possessive pronoun. (Check for thumbs up)
- Ask the students to turn to their partner and share why the first two were incorrect and the last was correct.
• Redirect as needed and assure that students understand the use of possessive pronouns and the need to listen to the noun it is replacing (boy/girl, individual/group).

• Explain that we will now work as a group to restate the information gained from our interview to use correct possessive pronouns in dialogue.

• Model the first sentence for the students with a think aloud such as:

  o Sally’s favorite food is macaroni and cheese. I know that I need to replace Sally.

  Sally is a girl and is one person, so I would use “her.” My new sentence would be:

  Her favorite food is macaroni and cheese.

• Provide additional sentences to the students regarding the information collected from interviewing a colleague. State a sentence and have the students turn to a partner and re-state the sentence using a correct possessive pronoun.

**Step 3: Learner Participation**

• Explain to the students that we will now have an opportunity to practice with our friends.

  Yesterday we all interviewed a family member. Today we are going to share that information with our friends!

• To practice, students will choose 3 pieces of information they would like to share about their interviewee. Using their journal they should write the information down (if not already completed).

• Place students in groups of 3-4.

• Ask the students to take the information they have from their interview and restate the information using the correct possessive pronoun. They will each take turns in groups of 3-4 sharing about the person they interviewed.
• The teacher should move around the room, monitoring the dialogue and checking for correct use of possessive pronouns.

Step 4: Assessment

• Inform the students that you will be checking for understanding by listening to their verbal communication. Students will be given (verbally) 10 sentences. They should restate the sentence using a possessive pronoun.

• Students will use iPads or computers and headphones along with the recording feature on the individual device.

• To assess, listen to the students’ response and check that the student correctly restates the sentence with a correct possessive pronoun in 8 out of 10 sentences, with 100% accuracy.

• Use the Possessive Pronoun task cards for 10 sentences (Read these). Use numbers: 3, 6, 7 (sentence a), 9, 12, 14 (use the flower’s when reading), 15, 20, 21(sentence a), 24.

Step 5: Follow-Through Activities

• Ask students to share with a partner why it is important to use possessive pronouns when speaking.

• Ask students to continue to practice this skill throughout the day. When they go to their related arts class, P.E, cafeteria, etc. encourage students to ask a friend or a teacher one of our interview questions and then to restate that information using a possessive pronoun.
Title: Lesson 7: Using Possessive Pronouns in our Dialogue Part 2

Lesson Overview: This lesson provides instruction and practice opportunities for students to generate new sentences (with a correct possessive pronoun) when given visual and verbal prompts on the subject and item of possession.

Materials:

- Promethean board and ActivInspire software
- Mobile Device or Computers with recording option
- Compass learning software
- Headphones
- Items to use for prompts (can choose out of this list):
  - Stuffed animals
  - Small toys
  - Sports equipment (basketball, hockey, baseball, etc.)
  - Water bottle
  - Book
  - Pencils or Markers
  - Clothing items (pair of shoes, t-shirt, etc.)
  - Stickers

Lesson Objective:

Performance Objective 7: Given five visual and/or verbal prompts of: a subject(s) (ex: man) and item(s) (ex: car) for each prompt, students will state a new, original sentence with a correct possessive pronoun in 4 out of 5 sentences, with 100% accuracy.

Time: 1 hour-1 ½ hours
Step 1: Pre-Instructional Activities

- Remind students that we are learning to use possessive pronouns when speaking.
- Tell students that as you read, they should listen to story and be possessive pronoun detectives. Anytime they hear a possessive pronoun, touch their nose.
- Begin reading the book and pause after the fifth possessive pronoun is heard. Ask the students to name what possessive pronouns they have heard thus far. Ask a volunteer to explain what would happen if our book didn’t have possessive pronouns? Ask another student how the possessive pronouns are helping them to understand the story.
- Pause after every 5 possessive pronouns to review and ensure students are engaged in the story and are acknowledging possessive pronoun use.
- Explain to students that by using the correct possessive pronoun when speaking it can help us to understand information, or a story and it allows us to know who (subject) possesses what item.

Step 2: Content Presentation

- State: In our book that we read the pigeon found a hotdog and didn’t want to share with the duckling. We knew it was the pigeon’s hotdog because he would state “It is mine, not yours.” Our penguin loved using possessive pronouns.
- Remind students that it is very important that we use possessive pronouns correctly when writing and when speaking. Ask the questions:
  - What would happen if the penguin said, “It is ours.”
What if the penguin said, “It is yours, not mine.”

What if the penguin said, “The hotdog is theirs.”

Perhaps he said, “Our hotdog is delicious.”

- With each question, allow students to discover that using a different possessive pronoun when speaking changes the meaning and changes the person that owns the item (hotdog).

- Explain that we will be working on using the correct possessive pronoun in our dialogue and speaking. Not only should we know how to simply replace a noun with a possessive pronoun in a sentence that is already created, but we should also be able to create our own sentences. Creating our own sentences with a possessive pronoun will allow us to share information with others.

- Tell students that we will be working together to write a short story about an animal finding an item (similar to our book we read). Our short story needs to contain at least 10 possessive pronouns.

  - Take a class vote on what type of animal the main character will be.
  - Take a class vote on what the main character will find.
  - Take a class vote on what other people or animals our main character will encounter.
  - We will each take a turn adding sentences to our short story. As the students and teacher generate a new original sentence, the teacher can type or write the sentences created in the ActivInspire software.

- The teachers should begin the story with 2-3 sentences, modeling the correct use of possessive pronouns.

- As students take turns to add to the class story, provide instruction and re-direction as needed on choosing the correct possessive pronoun based on the character(s) that are being referred to in the story.
• To finalize, read the story aloud to the class. Ask volunteers to come to the board and use the highlight feature in ActivInspire or a word processing software (Microsoft word) to find the possessive pronouns.

• Explain that the class has now created new sentences using possessive pronouns based on the characters and items found. The students will now have an opportunity to practice this skill with their peers.

Step 3: Learner Participation: Divide the group in half. One half of the class will begin at station 1, and the other at station 2. Upon completion of the activity, allow the groups to switch.

1. Station One: Compass Learning Activities

• Allow students time to continue working on their individualized, differentiated learning path focused on possessive pronouns.

2. Station Two: Partner Practice

• Have students work in groups of 3.

• Each group will have access to 4 items from the materials list (stuffed animals, books, etc.).

• The students will take turn doing the following in their group of 3:
  o Pick an item to possess
  o Pick a subject
  o State a new original sentence using the items and a possessive pronoun.
• Model the activity first for the whole group. Example: Student A says: grandmother. Student B chooses the stuffed animal (dog). Student C says: Her dog is very small and black.

**Step 4: Assessment**

• Use the provided PDF, “Create a new sentence” for this formative assessment. Students will be shown 5 visual prompts of a subject and an item to possess.

• Verbally read each prompt to help any learner who may not understand the visual prompt.

• Students will use their recording option on their device (iPad, computer, or similar device) to state a new, original sentence using a correct possessive pronoun to replace the given subject.

• Check that students are able to correctly use a possessive pronoun in at least 4 out of 5 sentences with 100% accuracy.

**Step 5: Follow-Through Activities**

• Ask students to continue to be possessive pronoun detectives. Throughout their day and at home, they should listen for 3 examples of possessive pronouns in conversation.

• Think about how the information would be different if the correct possessive pronoun was not used.

• Students will have an opportunity to share with their peers.
## Possessive Noun to Possessive Pronoun

<table>
<thead>
<tr>
<th>Name: _______________</th>
<th>Pronoun or Possessive Noun</th>
<th>Possessive Pronoun</th>
</tr>
</thead>
<tbody>
<tr>
<td>This is Justin's baseball.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lisa's cat is fast!</td>
<td></td>
<td></td>
</tr>
<tr>
<td>We went to Sam and Sarah's house.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The new Wii game is my sister's and mine.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Barney the dog wagged the dog's tail.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>My brother's and mine dad is really tall.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Possessive Pronoun Practice

Read each of the sentences below. If the sentence contains a possessive pronoun, put a check mark in YES and write the possessive pronoun. If the sentence does not contain a possessive pronoun put a check mark in NO.

<table>
<thead>
<tr>
<th>Sentence</th>
<th>YES</th>
<th>NO</th>
<th>Possessive Pronoun</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Her shoes are untied.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. His brother went to a baseball game.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Our classroom is very colorful.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Does her dog run fast?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. It is extremely rainy outside!</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Nana taught me her secret recipe.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Do you know their teacher?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. This bicycle is mine.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. The black cat looks scary!</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Let’s read a book!</td>
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</tr>
</tbody>
</table>
### Possessive Pronoun Practice Part 2

Name: ____________________________

Read each of the sentences below. Look at the underlined word in the sentence. If the underlined word is a CORRECT possessive pronoun, put a check mark in YES. If the underlined word is an INCORRECT put a check mark in NO. Bonus: Change the incorrect possessive pronoun to correct.

<table>
<thead>
<tr>
<th>Sentence</th>
<th>YES</th>
<th>NO</th>
<th>New Possessive Pronoun</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Sally is funny. His jokes are the best.</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>2. Mark's brother went to a baseball game. Baseball is her favorite sport.</td>
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<tr>
<td>3. Yesterday, I bought a new game. The game is mine.</td>
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<tr>
<td>4. Sally has a black and white dog. Does her dog run fast?</td>
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<tr>
<td>5. Cindy, Lee, and I are in the same group. Our group name is The Raptors!</td>
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<tr>
<td>6. Bill taught me her secret recipe.</td>
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<tr>
<td>7. Gina and Kay are in second grade. Do you know their teacher?</td>
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<td></td>
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<tr>
<td>8. That dog is dirty. Its smell is atrocious.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>9. The black cat looks scary!</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Let's read a book!</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Card # 1
Tim bought a new laptop computer.
The computer is _____.

Card # 2
Is this ______ coat?
   a. your    b. yours

Card # 3
Look at the girl’s hat.
   a. her    b. mine
Card # 4
I bought a new video game.
It is ______.

Card # 5
You can't have ____ cookie.
a. my  b. mine

Card # 6
Let's go to Paul's house.
a. their  b. his
Card # 7
The cats belong to Lisa and Kim.
The cats were ______.

Card # 8
It is _____ turn.
a. our       b. ours

Card # 9
Is that Susan and Ted's house?
a. theirs    b. their
Card # 10
The telephone number belongs to Amy.
It is ______.

Card # 11
Look at _____ funny hat.
a. it  b. its

Card # 12
That car is my family's.
a. our  b. ours
Card # 13
You and I live in this house.
The house is ______.

Card # 14
That flower has lost ____ petals.
a. it’s     b. its

Card # 15
I want to see Mary’s dress.
a. her     b. hers
Card # 16
My dog is bigger than your dog.
The larger dog is _____.

Card # 17
This boat is ________.
a. my b. mine

Card # 18
You go to Maple School.
The school is ________.
Card # 19
Dogs love to play so it is ____ favorite activity.
  a. theirs       b. their

Card # 20
Let's go ride Paul's bike.
  a. his       b. he

Card # 21
That is Megan's backpack.
The backpack is _____.

Possessive Nouns
Card # 22
Is the pencil on the desk ___ or mine?
   a. yours    b. your

Card # 23
The second graders made cupcakes.
   The cupcakes are ____.

Card # 24
The peanut butter and jelly sandwich belongs to Jenny.
   a. hers     b. her
<table>
<thead>
<tr>
<th>Task Card #</th>
<th>Circle a or b OR Fill in the correct pronoun</th>
</tr>
</thead>
<tbody>
<tr>
<td>Card #1</td>
<td></td>
</tr>
<tr>
<td>Card #2</td>
<td>a     b</td>
</tr>
<tr>
<td>Card #3</td>
<td>a     b</td>
</tr>
<tr>
<td>Card #4</td>
<td></td>
</tr>
<tr>
<td>Card #5</td>
<td>a     b</td>
</tr>
<tr>
<td>Card #6</td>
<td>a     b</td>
</tr>
<tr>
<td>Card #7</td>
<td></td>
</tr>
<tr>
<td>Card #8</td>
<td>a     b</td>
</tr>
<tr>
<td>Card #9</td>
<td>a     b</td>
</tr>
<tr>
<td>Card #10</td>
<td></td>
</tr>
<tr>
<td>Card #11</td>
<td>a     b</td>
</tr>
<tr>
<td>Card #12</td>
<td>a     b</td>
</tr>
<tr>
<td>Card #13</td>
<td></td>
</tr>
<tr>
<td>Card #14</td>
<td>a     b</td>
</tr>
<tr>
<td>Card #15</td>
<td>a     b</td>
</tr>
<tr>
<td>Card #16</td>
<td></td>
</tr>
<tr>
<td>Card #17</td>
<td>a     b</td>
</tr>
<tr>
<td>Card #18</td>
<td></td>
</tr>
<tr>
<td>Card #19</td>
<td>a     b</td>
</tr>
<tr>
<td>Card #20</td>
<td>a     b</td>
</tr>
<tr>
<td>Card #21</td>
<td></td>
</tr>
<tr>
<td>Card #22</td>
<td>a     b</td>
</tr>
<tr>
<td>Card #23</td>
<td></td>
</tr>
<tr>
<td>Card #24</td>
<td>a     b</td>
</tr>
</tbody>
</table>

Name
<table>
<thead>
<tr>
<th>Task Card #</th>
<th>Circle <em>a</em> or <em>b</em> OR Fill in the correct pronoun</th>
</tr>
</thead>
<tbody>
<tr>
<td>Card #1</td>
<td>his</td>
</tr>
<tr>
<td>Card #2</td>
<td><em>a</em></td>
</tr>
<tr>
<td>Card #3</td>
<td><em>a</em></td>
</tr>
<tr>
<td>Card #4</td>
<td>mine</td>
</tr>
<tr>
<td>Card #5</td>
<td><em>a</em></td>
</tr>
<tr>
<td>Card #6</td>
<td><em>b</em></td>
</tr>
<tr>
<td>Card #7</td>
<td>their</td>
</tr>
<tr>
<td>Card #8</td>
<td><em>a</em></td>
</tr>
<tr>
<td>Card #9</td>
<td><em>b</em></td>
</tr>
<tr>
<td>Card #10</td>
<td>hers</td>
</tr>
<tr>
<td>Card #11</td>
<td><em>b</em></td>
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<td>Card #16</td>
<td>mine</td>
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<td>Card #17</td>
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<tr>
<td>Card #18</td>
<td>yours</td>
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<tr>
<td>Card #21</td>
<td>hers</td>
</tr>
<tr>
<td>Card #22</td>
<td><em>a</em></td>
</tr>
<tr>
<td>Card #23</td>
<td>theirs</td>
</tr>
<tr>
<td>Card #24</td>
<td><em>b</em></td>
</tr>
</tbody>
</table>
Possessive Nouns

- my
- mine
- his
- her
- hers
- our
ours  their
theirs  yours
your  its
Possessive Pronouns

Circle the possessive pronoun that can be used to replace the underlined possessive noun.

1. Could this be Sarah and Will’s dog?
   a. her   b. his   c. we   d. their

2. What is Mark’s address?
   a. hers   b. my   c. his   d. he

3. How long is the girl’s hair?
   a. my   b. she   c. her   d. our

4. Michael’s team won the game.
   a. he   b. we   c. theirs   d. his

5. The cat’s food was all gone.
   a. its   b. our   c. she   d. l
6. How long has Grant's watch been broken?
   a. her  b. his  c. we   d. their

7. Did you see Ava's cake at the party?
   a. hers  b. her  c. she   d. he

8. Daniel and Walter's project was great!
   a. their  b. them  c. we   d. our

9. Phoebe's sister won the swim meet.
   a. her  b. hers  c. theirs   d. she

10. I saw the bird's cage fly open.
    a. our  b. we  c. it   d. its

Create a sentence using a possessive pronoun for the possessive noun: Mallory's

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
Performance Objective 7 Assessment

On the next 5 pages, you will see a subject (person or animal) and an item to possess.

1. Think about a new sentence you could state that uses a possessive pronoun correctly.

2. Use your recording device and state your new sentence for numbers 1-5.
Performance Objective 7 Assessment

Performance Objective 7: Given five visual and/or verbal prompts of: a subject(s) (ex: man) and item(s) (ex: car) for each prompt, students will state a new, original sentence with a correct possessive pronoun in 4 out of 5 sentences, with 100% accuracy.

I can state a new original sentence with a correct possessive pronoun.
Possessive Nouns

Number One:

Subject: Trey

Item to possess: sandwich
Number Two:

Subject: family

Item to possess: car
Number Three:

Subject:
lady

Item to possess:
cat
Number Four:

Subject: group-YOU are in the group

Item to possess: pencils
Number Five:

Subject: lion

Item to possess: food
Possessive Pronouns

Part A. Read each sentence(s). Underline the possessive pronoun in each sentence.

1. Cindy is excited to start back to school. Her classroom teacher is Mrs. Jones.
2. Our father is taking us to the fair tonight.
3. Do you know their address?
4. My dog loves to chase squirrels in the backyard.
5. Mark just signed up to play baseball. His jersey is red and black!

Part B. Read each set of sentences. Circle the possessive pronoun that belongs in the blank.

1. John, Javier, and Martin are working together on a classroom project. _________ topic of research is George Washington
   Mine Our Their Its

2. Susan and I love to play Minecraft. Susan is coming to _______ house today and we are going to play the game.
   our my his its

3. Joey is looking for ______ shoe. He lost one!
   I my his its

4. My family is leaving to go on vacation. _______ favorite place to visit is the beach.
   Mine Our Their Its

5. The elephant is waving _______ trunk and spraying water everywhere!
   I my their its
Part C. Use the subject and item below to create your own sentence. Use a correct possessive pronoun in your sentence.

1. man hat

2. Joe, Sean, Chase soccer ball

Part D. Listen as your teacher states a subject (person or animal) and an item. Then, state a new sentence to your teacher using a correct possessive pronoun.
Sources


Possessive Nouns


