Georgia Performance Standards Task for English Language Arts – GRADE 2

Grade: Second
Title: Using a Variety of Pronouns Correctly

Task Annotation:
Young writers often mix up their pronouns in a way that makes it hard for the audience to understand who or what the pronoun represents. This lesson will provide lists of pronouns for the students to use and will also teach the students the importance of using a variety of pronouns while writing narratives.

Focus Standard:
ELA2W1 The student demonstrates competency in the writing process. The student
  o. Uses singular and plural personal pronouns

Task Directions:
Introduction to the Directions:
The following lesson ideas will practice two types of instructional practice: 1. Reading quality children's books to show examples of the task, and 2. Charting examples on chart paper for the students to refer to during their independent writing.

Note: Teaching children how to use pronouns correctly can be taught along with their daily writing. Keep in mind that many times allowing children to experiment with conventions in their authentic writing is often a better teaching tool than teaching in isolation.

Lesson One:
Teaching Time:
Create a short paragraph that has errors with the pronouns.

Example: He was playing ball with his dad and he caught the ball. He grabbed the ball from him. He was mad.

Explain to the students that these sentences have two problems:

1. The sentences are confusing. Who caught the ball? Who was mad?
2. The author used the same two pronouns over and over: he and him.

Create a chart that has lists of pronouns for the students to use when they are writing. Here is one way to organize the list:

**First person:** (The first person point of view lets the narrator be the central part of the story. The teacher might say to the students for example, "When you guys write about an event in your lives.") I, we, us
Second Person: (The second person point of view is when the writer involves the audience in the story.) you

Third Person: (The third person point of view is when the author writes a story about someone else or may be writing about a memory but turns it into a story about someone else.) he, she, it, they, her, him, it, them

The students must understand that the job of a pronoun is to stand in the place of the noun. We use pronouns to make our sentences more interesting because we are not using the proper noun over and over. Pronouns are also used to help explain what the nouns are doing in the sentence.

The students need to learn to reread their writing to check for meaning. Teaching children to go back and reread to find mistakes and to really think about the meaning that the words convey, is an important skill across the curriculum.

Writing Time:
Teach the students to ask themselves the following questions after they have read their story or an excerpt of their story:

1. Do my pronouns make sense?
2. Have I confused the characters in the story by using the wrong pronoun or the same one over and over?
3. What other pronouns can I use in place of my noun?
4. How can I change the words in my sentence so that my nouns make sense?

(Create examples to model how each of these questions above can be fixed.)

Share Time:
Encourage the students to listen carefully to the author that is sharing his/her narrative. Show the students how to listen for confusing pronouns. Give the students examples of questions, suggestions or compliments that they can give each other concerning pronouns. For example:

1. I was confused with the sentence…..Which character was mad?
2. You used he over and over in your writing. Do you think that you can change some of your sentences to try

The next three lessons are examples of using children's literature to teach the students about the use of pronouns. Read-alouds are effective with teaching children how to use language within context. When a teacher performs a read-aloud that carefully aligns with the task being taught, the students often gain much more than the one strategy. Read-alouds can show children how pronouns are used within context, but the story also exposes children to new vocabulary and gives the students ideas to write about.
Lesson Two:
Read an example of a text that was written in first person. After reading the story, chart the pronouns that were used. Have a discussion with the students about how the character was developed. Talk about how the author was able to use a variety of pronouns and sentence structures so that we were not confused with who was talking or what was happening in the story. You may want to chart complete sentences or phrases along with the pronouns to show the students different ways to write sentences with pronouns.

Lesson Three and Four:
Repeat the activity from Lesson Two. Read quality children's books that have examples of second and third person pronouns in the stories. Add to the chart from Lesson Two.

Place the charts up on the wall or in a place that the students can see them while they are writing.
(Another tool that you may want to consider implementing is to create a list of pronouns for the students to keep in their writing folder.) Encourage the students to write with a variety of pronouns.

Along with many other conventions, teaching children how to use pronouns correctly may take more than one week. During other areas such as math, science or reading, point out how pronouns make what we read easier to understand and more interesting.

Differentiated Instruction
Readiness
The strategies suggested here may benefit students with a variety of challenges.

For some students struggling with the correct use of pronouns, additional guidelines may need to be given. While many students can learn and grow in a whole language approach, there are some times or some students that need concrete rules to help get them started in the right direction. Guidelines or ‘rules’ might include:
• Introduce the noun or person the first time, and then use correct pronouns.
• Never start a paragraph, particularly the first paragraph in a story with a pronoun.
• With two or more females/males, be careful using the pronouns of she/her and he/him.

Example: Jan and Julie are best friends. She was having a birthday party. She came over to her house to spend the night.

See Attachment: Pronouns: Am I Being Clear?

Learning Profile
Auditory Learners are those students who gain most of their information through sound. They are usually easy to discern because they talk to themselves as they work. When they independently read, they will read out loud. They want the directions repeated or will repeat them back to the teacher to clarify. Auditory learners may benefit from a listening center, from reading partners, and stories being read aloud by the teacher or other adults. They also need directions or instructions to be repeated and backed up by a visual example or model.
Visual Learners are those students who want to see everything. They benefit from demonstrations, models, graphic organizers, pictures, and other representation. They will want to show the teacher what they mean rather than say it. In reading and writing, they prefer picture books as they gain the story through both the words and pictures. They may need to express some parts of their initial narratives or literature responses in pictures. This can be phased out as the student develops more competent skills. Some students are picture dependent, and the teacher may have to cover the picture to direct the focus to the narrative prose itself.

Kinesthetic Learners are those students who learn through the use of their bodies and through touch, such as the manipulation of objects or physically using their bodies. For example, these learners might benefit from manipulating their arms to learn the concepts of “horizontal, vertical, and oblique.” In learning the elements of a narrative, a teacher might provide a small set of stairs so students can “step up” on the rising action events, reach the climax, and step down to the solution. To learn the concept of an opening and closing, have the student introduce themselves to a peer, tell a brief version of their narrative, and then close the conversation.

Learners with developmental delays can learn but at their own pace. They will benefit from the many strategies that are successful with other students. They tend to be fairly literal, concrete, and are usually slower at gaining reading and writing skills at proficient levels. Implicit comprehension will be a struggle for them. Listening centers, peer readers, writing partners, and concrete examples and models are some ways to support these students. These students can become easily frustrated and often have a difficult time expressing their emotions, needs, or dislikes. Modeling how to express these requirements can be done through the Sentence Frames. For example, on a sentence strip a sentence can be written such as, “I feel mad because _________________,” or “I like to _________________.”

Learners with sensory issues are exceptionally sensitive to touch, light, sound, smells, and movement. They can often “hear” fluorescent light bulbs buzz, see the constant flickering of the computer screen, and will cover their ears with loud noises and clapping. Some students do not want to be touched or to touch objects. Others will not like perfumes, colognes, or hairspray odors. But there is hope by being creative and patient. A large umbrella suspended from the ceiling can block harsh light. Have the student face away from computer screens and reassure them when or if they react. Touch sensitive students may need to write with a marker as it requires less pressure to hold and press down to write. A slantboard may also assist students as it requires them to apply a certain amount of pressure. Their writing is often illegible and may require some hand over hand assistance. The best resource for these types of issues is an occupational therapist. Most systems have one or contract for services through a local facility. Touch sensitive students can also benefit from writing with their fingers in sand, uncooked rice, or uncooked beans such as peas or pinto beans.

Learners with symptoms of inattentiveness have difficulty sustaining focus on a task, being very easily distracted, wanting help before applying themselves to a task, and/or “daydreaming.” Many also exhibit excessive motor activity: out of seat, blurts out, wants to be first, volunteers for everything, acts impulsively, and/or talks continually. Some students, girls more so than boys, will be very quiet and are often overlooked as they are off thinking of other things, causing no disruption, nor demanding teacher attention. By providing a “safe space” in the classroom where a student can move to better focus, cool off, or just to move to is helpful. Also, many of the strategies that are successful with visual and kinesthetic learners are useful with these students as well.
Learners with limited English experience are obviously going to be anywhere along the spectrum of proficiency of English mastery. Be mindful that each culture has its own way of showing respect toward adults and in responding to redirection or criticism. Many cultures do not look adults in the eye as it is a sign of disrespect. Some cultures need to “save face” when being corrected or redirected. Utilize your system’s resources to find out about the students you are responsible for, and do your own research for facts and information. For students who have recently been immersed in English (less than one year), they will need significant supports within the classroom: picture dictionaries, workbooks at 1st or 2nd grade levels for English skill, spelling, and grammar (sentence structure). They will need visual representation for grade level vocabulary and key words in content areas.

Note: There are several sites online available for translating to facilitate home-school communication such as Alta Vista. You simply type in what you need to say and then choose the language you need it to be translated to.