# Session 15: Exploring Pronouns: He, She, This, That, and More!

| Session Title | Exploring Pronouns: He, She, This, That, and More! |
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| Objective | 1. Be able to use he, she, this, that, I, you, they, these, those correctly in sentences.<br>2. Understand the concept of replacing nouns with pronouns based on context (gender, number, proximity).<br>3. Practice creating sentences using pronouns in real-life situations. |
| Concepts | 1. Pronouns: He, She, This, That, I, You, They, These, Those<br>2. How pronouns replace nouns: Understanding when and how to use pronouns to avoid repetition and make sentences smoother.<br>3. Contextual usage: Understanding when to use specific pronouns based on proximity (near or far), number (singular or plural), and gender (male or female). |
| Material Required | 1. Flashcards: Pictures of people, objects, and animals for visual references.<br>2. Whiteboard/Markers: For demonstrations and writing examples.<br>3. Pronoun Chart: A visual chart displaying pronouns and examples.<br>4. Paper/Pens: For student writing tasks. |

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| Methodology | 1. The session will employ interactive through direct instruction, active pa and collaborative tasks.<br>2. Students will engage in activities lik Charades, group story creation, and scavenger hunts to practice using p real-life contexts, with feedback pro throughout to reinforce understandi |
| Session Duration | 90 Minutes |

# Introduction Activity (20 Minutes):

## “Pronoun Introduction Game”

**Objective**: Get students to introduce themselves using a pronoun.

**Instructions**:

- Each student introduces themselves by saying, “My name is [name], and I am wearing a [color] dress.”
- After the introduction, the teacher will repeat what the student said and replace nouns with pronouns.

**Example**:

- Student says, “My name is Haza,, and
- I am wearing a red dress.”
- Teacher repeats, “She is Haza, and she is wearing a red dress.”

This exercise helps students understand how pronouns replace specific nouns like names and objects.

## Concept Explanation: Pronouns Chart

**Objective**: Introduce the various pronouns and their usage in sentences.

**Instructions:** Write pronouns on the board: He, She, This, That, I, You, We, It, They, These, Those.

Explain each one with examples:

- He: For a male person (Example: “He is my friend.”).
- She: For a female person (Example: “She is my teacher.”).
- This: For something near (Example: “This is my pen.”).
- That: For something farther away (Example: “That is my book.”).
- I: Used for the speaker (Example: “I am happy.”).
- You: Used when talking to someone (Example: “You are my friend.”).
- We: Used when talking about a group that includes the speaker (Example: “We are going to the park.”).
- It: Used for things or animals (Example: “It is a pencil.”).
- They: Used for multiple people or things (Example: “They are playing football.”).
- These: Used for plural things near (Example: “These are my books.”).
- Those: Used for plural things far away (Example: “Those are your shoes.”).

## Real-Life Context

**Objective**: Use the room’s objects and students’ personal items to show how pronouns work.

**Instructions:**

- Point to an item in the classroom (e.g., a dress, a pencil) and ask students to describe it using a pronoun.

Example: Pointing to a dress, “This is a red dress.”

- Now, ask a student: “What pronoun would you use for the dress?”
- The student responds, “This is a red dress.”
- Repeat this activity with different objects in the room, allowing students to use pronouns like this, that, these, those in context.

# Main Activity (55 Minutes):

## Pronoun play : Act & Guess (20 Minutes)

- Prepare flashcards with different pronoun-based sentences, such as “She is reading a book,” “They are playing soccer,” or “This is a pencil.”

- Ask a student to choose a flashcard, and then act out the sentence without speaking—only using gestures, body language, and facial expressions.
- Instead of the class immediately guessing, have the next student come forward, observe the action, and guess the pronoun and sentence based on the actions.
- After the guess, briefly discuss the sentence and the correct pronoun with the whole class. For example:

1. If a student acts out reading a book, and the second student guesses, “She is reading a book,” then take a moment to talk about the use of "she" and why it’s appropriate in this case. Discuss when and why we use certain pronouns.
2. For a student pretending to play soccer, the second student might guess, “They are playing soccer,” and then you can briefly explain why "they" works in this context and the different uses of "they" (for groups or unspecified people).

- To make the activity more fun and engaging, you can encourage the acting student to exaggerate their actions and expressions, which will help the guessing student come up with the right answer and get everyone involved in the discussion.

## “Group Story with Pronouns” (20 minutes)

**Objective**: Practice using multiple pronouns in a story.

**Instructions:**

- Divide the class into small groups and give each group a set of flashcards with different pronouns written on them.
- Ask each group to create a short story (2-3 sentences) using at least five different pronouns.

**Example**:

- “She went to the store. It was closed, so we decided to go to the park. They were playing there.”
- After the groups write their stories, they will present them in front of the class, allowing everyone to hear different examples and correct any mistakes.

## “Pronoun Scavenger Hunt” (15 minutes)

**Objective**: Use pronouns to describe objects around the classroom.

**Instructions**:

- Scatter a few objects around the room (e.g., a pencil, a book, a chair).
- Ask students to find an object and describe it using two pronouns.

**Example**:

- Find a pencil and say, “This is a pencil. It is green.”
- Find a book and say, “That is a book. It is red.”
- After finding and describing objects, students will present their sentences to the class.

# Follow up Tasks (5 minutes):

**Homework**:

- Ask students to write two short paragraphs about their family or a group of friends, using at least five pronouns from today’s lesson. Example: “We are a happy family. He loves to play soccer, and she loves to read. These are my cousins, and they are visiting us today.”

# Review Questions/Assessment/Tasks (10 minutes):

**Questions**:

- “What pronoun would you use for a group of people that includes you?”
- “If I’m talking about a cat, which pronoun would I use?”
- “How would you describe something far from you?”
- “Which pronoun do we use for a single object near us?”

**Task**:

- Ask students to create three sentences using at least three different pronouns (e.g., “I am here,” “She is my friend,” “This is my pencil”).

# Expected Learning Outcome:

**Knowledge building:**

- Students will understand the function and usage of various pronouns in sentences.
- They will learn how to identify which pronouns to use depending on the context, such as gender, number, and proximity.
- By the end of the session, students will have a clear understanding of how pronouns replace nouns and make sentences more concise.

**Skill Building:**

- Students will develop the ability to create sentences using a variety of pronouns in real-life contexts.
- Through interactive activities like acting, story creation, and scavenger hunts, students will practice correct pronunciation and sentence structure.
- The session will encourage students to use pronouns confidently in conversations, writing, and group discussions.

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