

The Pronoun Posse: Summarizing the Six Types

Materials

- Whiteboard, chalkboard, or large paper (or shared digital document)
- Markers or pens
- Index cards or sticky notes (30+ total)
- Six large envelopes or labeled containers
- Pre-written definition sheets for each of the six pronoun types (simple, bulleted definitions)
- Color-coded highlighters or markers (optional, for visual distinction)
- Sentence strips or pre-written example sentences (see activity examples)
- "Pronoun Family Tree" visual aid (a simple drawing showing six branches)

Introduction (Tell them what you'll teach)

Hook: The Mystery Word (5 minutes)

Educator Action: Ask learners to write a short paragraph about their favorite food, but they are absolutely forbidden from using the name of the food itself (e.g., they cannot write "pizza").

Scenario Prompt: "Imagine you are trying to tell someone about your favorite meal, but you aren't allowed to use the actual name of the food, the restaurant, or the person who made it. How would you talk about it without using nouns? What little placeholder words would you use?"

Discussion: Guide learners to recognize that they instinctively used words like "it," "they," "that," or "something." Explain that these words are powerful substitutes, called pronouns.

Learning Objectives (In Student-Friendly Language) (5 minutes)

By the end of this lesson, you will be able to:

1. Identify and name the six main types of pronouns: Personal, Demonstrative, Interrogative, Relative, Indefinite, and Reflexive.
2. Explain the basic job (function) of at least three different pronoun types.
3. Successfully sort example pronouns into their correct categories.

Success Criteria

You know you are successful when you can match 8 out of 10 example pronouns to their correct type label.

Body (Teach It)

Segment 1: The Personal & Demonstrative Duo (I Do)

Time: 15 minutes

I Do: Modeling (The Family Tree)

1. **Introduce the Visual:** Present the "Pronoun Family Tree" visual aid, labeling the six branches with the six lesson terms. Explain that we will tackle two branches at a time.
2. **Personal Pronouns:** (I, me, you, he, she, it, we, they). Explain simply: "These are the most common. They take the place of specific people or things, often telling us who is talking (I, we), who is being talked to (you), or who is being talked about (he, she, they)."
 - **Example:** "John ate the apple." becomes "He ate the apple."
3. **Demonstrative Pronouns:** (This, that, these, those). Explain simply: "These are the pointer words. They point out specific things."
 - **Example:** "I like **that**." (Pointing to a car). "**These** are delicious." (Pointing to cookies).

Activity: Categorizing Cards (Formative Check)

Write the following words on separate cards: *she, me, us, that, these, those, I*. Ask the learner(s) to place them into one of two labeled envelopes: "Personal" or "Demonstrative."

Scaffolding Note: Use color-coding (e.g., green cards for Personal, blue for Demonstrative) initially.

Segment 2: Interrogative & Relative Connectors (We Do)

Time: 20 minutes

We Do: Guided Practice (The Question & The Link)

1. **Interrogative Pronouns:** (Who, whom, whose, which, what). Explain simply: "These are the Question Askers. If the sentence ends in a question mark, and the pronoun starts it, it's likely Interrogative."
 - **Example:** "**What** is your name?" "**Who** wrote that book?"
2. **Relative Pronouns:** (Who, whom, whose, which, that). Explain simply: "These are the sentence linkers. They connect or relate one part of the sentence (a clause) to a noun that comes before it."
 - **Key Difference:** Show that words like *who* can be both. If it asks a question, it's Interrogative. If it links two parts of a statement, it's Relative.
 - **Example:** "The dog **that** barked is friendly." (*That* links the dog to the action.)

Activity: Sentence Surgery

Provide the following sentences and have the learner(s) identify and label the pronoun type (I, R):

- **We do:** Ask, "Tell me what job this pronoun is doing."
- A. **What** did you bring for lunch? (Interrogative)
- B. The gift **which** I opened was broken. (Relative)
- C. I wonder **who** she is talking to. (Relative)

Segment 3: Indefinite & Reflexive Intensifiers (You Do)

Time: 20 minutes

You Do: Independent Application (The Final Two)

1. **Indefinite Pronouns:** (All, few, many, nobody, someone, everything, anything). Explain simply: "These refer to people or things in a general way, not specifically. They are 'unspecific' or 'vague'."

- **Example:** "Nobody answered the phone." "I saw someone walking."
2. **Reflexive Pronouns:** (Myself, yourself, himself, herself, itself, ourselves, yourselves, themselves). Explain simply: "These pronouns reflect the action back to the subject. They always end in -self or -selves."
- **Example:** "She taught herself to code." "We baked the cake ourselves."

Activity: The Grand Sort Challenge (Summative Practice)

Provide the learner(s) with 12 mixed-up pronoun cards and six labeled envelopes (one for each type: Personal, Demonstrative, Interrogative, Relative, Indefinite, Reflexive).

Instructions: Working independently, sort the 12 cards into the correct six envelopes. (Include 2 examples for each of the six types).

Formative Assessment Check: Circulate and observe the sorting process. If the learner struggles, ask them to consult their definition sheets (scaffolding).

Conclusion (Tell them what you taught)

Recap and Review (5 minutes)

Review the six branches of the Pronoun Family Tree. Ask the learner(s) to briefly state the main job of three different types (e.g., "What do Demonstrative pronouns do?" – they point).

- **Personal:** Takes the place of specific people/things.
- **Demonstrative:** Points out specific things.
- **Interrogative:** Asks a question.
- **Relative:** Links two parts of a sentence.
- **Indefinite:** Refers to things generally (unspecific).
- **Reflexive:** Reflects action back to the subject (-self/-selves).

Closure Activity: Pronoun Bingo or Quick Draw (5 minutes)

Ask the learner(s) to draw a simple picture representing three of the pronoun types (e.g., for Demonstrative, draw a hand pointing; for Interrogative, draw a question mark). This reinforces the function visually.

Assessment

Formative Assessment

- Observation during the Categorizing Cards activity (Segment 1).
- Accuracy during the Sentence Surgery activity (Segment 2).
- Q&A checks throughout the lesson regarding the function of each type.

Summative Assessment

The Grand Sort Challenge (Segment 3) serves as the primary summative check. The learner meets the success criteria if they correctly sort 8 out of 10 pronouns into the correct categories.

Differentiation and Adaptability

Scaffolding for Struggling Learners (Adaptability for Slow Pace)

- **Chunking:** If six types are overwhelming, focus only on Personal, Demonstrative, and Reflexive for the first session. Address the remaining three in a follow-up session.
- **Visual Aids:** Always keep the labeled "Pronoun Family Tree" visual visible. Use color-coded index cards for each type during practice.
- **Definition Matching:** Before sorting, have the learner match the simple bulleted definition sheets to the corresponding pronoun type label.
- **Kinesthetic Support (Homeschool/Classroom):** Use movement. If a card is Personal, the learner takes one step forward; if it's Demonstrative, they point.

Extensions for Advanced Learners (If applicable)

- **Intensifying Pronouns:** Discuss the difference between Reflexive and Intensive pronouns (e.g., "I, myself, baked the cake.") and ask the learner to identify which function is used in various sentences.
- **Sentence Creation:** Challenge the learner to write one complex sentence that correctly uses a Relative pronoun and an Indefinite pronoun.
- **Pronoun Case Review:** Discuss the function of subject, object, and possessive cases within Personal pronouns (e.g., I vs. Me vs. My).