

Subject, short description	Personal Pronouns and the verb “to be” (I am, you are, he/she/it is, we are, you are, they are).		Target group, students’ level	Grade 1
Learning Objectives	1	To identify personal pronouns when spoken or written.	Prerequisite knowledge Students will identify describing words both in their native language and English. Students will be able to identify some of the personal pronouns.	
	2	To replace nouns with the appropriate personal pronouns in sentences.		
	3	To use personal pronouns and the verb “to be” correctly in sentences.		
	4	To use pronouns to practice saying what different people or animals do.		
	5	To write simple sentences using different personal pronouns and the correct form of the verb “to be”.		

Engagement: How will the teacher engage students? What's the connection to prior knowledge? What are the learning objectives? (You may choose one of the following activities).

Type of Activity-Objectives	Materials - Media	Procedure	Duration
Puppets- What are they doing? To pique students’ interest and activate prior knowledge.	Puppets (e.g. boy, girl, animal).	Ask students to tell you who these characters are and what they are doing e.g. “Who is this?”, “What is he/she doing?” Encourage them to make complete sentences incorporating personal pronouns e.g. “He is jumping”, or “She is writing”.	5 minutes (estimate)
Pictures- What are they doing? To pique students’ interest and activate prior knowledge.	Pictures representing different people doing different actions.	Ask students to tell you who these people are and what they are doing e.g. “Who is this?”, “What is he/she doing?” Encourage them to make complete sentences incorporating personal pronouns e.g. “He is playing”, or “She is reading”.	5 minutes (estimate)
Teacher Says... To pique students’ interest and activate prior knowledge.	No materials are needed.	Start with a simple game “Teacher Says” using personal pronouns. For example, “Teacher says, ‘Touch your nose’ or “Teacher says, ‘She is eating’”. Encourage students to do the actions.	5 minutes (estimate)

Exploration: <i>How can students explore the subject and use prior knowledge to generate new ideas and conduct preliminary investigations? (You may choose one of the following activities).</i>			
Type of Activity-Objectives	Materials - Media	Procedure	Duration
Video-short animation film. To identify personal pronouns and the different forms of the verb “to be” when spoken or written.	YouTube: Personal Pronouns-Movie Brain Pop ELL .	Students watch the short animation film and identify the pronouns and the different forms of the verb “to be”. Discuss why the animator chose to use the pronouns and the different forms of the verb “to be”.	10 minutes <i>(estimate)</i>
Nouns and Pronouns pair match. To replace nouns with the appropriate personal pronouns in sentences.	Strips of simple sentences, flashcards with pronouns and with the verb “to be”.	Have students form two groups. Give each group the strips of sentences and the flashcards with pronouns and the verb “to be”. Encourage them to match the noun in the sentences with the correct personal pronoun flashcard. For example, "Anna is dancing" should be matched with "She is", and "The dog is eating" should be matched with "It is".	10 minutes <i>(estimate)</i>
Pronoun Scavenger hunt. To replace nouns with the appropriate personal pronouns in sentences.	Strips of simple sentences, flashcards with pronouns, and with the verb “to be”.	Hide the flashcards with pronouns and the verb “to be” in the classroom. Ask students to form pairs. Give each pair a strip of a simple sentence and ask them to find the correct pronoun and the verb “to be”.	10 minutes <i>(estimate)</i>
Guess the pronoun. To identify personal pronouns when spoken or written.	Flashcards with personal pronouns and a roll of tape.	Show each student their flashcard and have them guess their pronouns by asking yes or no questions after sticking the flashcard on their back.	10 minutes <i>(estimate)</i>
The pronoun and the verb “to be” match. To identify personal pronouns when spoken or written	Flashcards with personal pronouns and the verb “to be”.	Show each flashcard to each student and have them repeat after you. Provide students with flashcards containing personal pronouns and the verb “to be”. Encourage them to match the pronouns with the correct form of the verb. For instance, “I” should be matched with “am”, and “He” should be matched with “is”.	10 minutes <i>(estimate)</i>

Explanation: *What techniques will the teacher use to help students connect their exploration to the concept under examination? (You may choose one of the following activities).*

Type of Activity-Objectives	Materials - Media	Procedure	Duration
Nouns and Pronouns pair match. To explain why pronouns can replace nouns and how to use them correctly with the verb “to be” in sentences.	Strips of simple sentences, flashcards with pronouns, and the verb “to be”.	Explain to students that pronouns can replace nouns in sentences using simple sentence strips and flashcards with the verb "to be".	10 minutes <i>(estimate)</i>
Video-Pronouns. To explain why pronouns can replace nouns and how to use them correctly with the verb “to be” in sentences.	YouTube: Pronouns-English Grammar & Composition Grade 1-Periwinkle.	Show the video to students, pausing it at different examples to explain how pronouns can replace nouns in sentences.	10 minutes <i>(estimate)</i>
PowerPoint Presentation-Pronouns. To explain why pronouns can replace nouns and how to use them correctly with the verb “to be” in sentences.	PowerPoint Presentation.	Use a PowerPoint presentation to explain the grammar theory using simple sentences, personal pronouns, and the verb "to be."	10 minutes <i>(estimate)</i>

Elaboration: *How can students show they have achieved the lesson objective and apply this knowledge to their daily lives? (You may choose one of the following activities).*

Type of Activity-Objectives	Materials - Media	Procedure	Duration
“Let’s build up sentences!” To use pronouns to practice saying what different people or animals are doing.	Pictures of different people and animals, flashcards with pronouns, and flashcards with verbs having the -ing suffix.	Display the flashcards with the verbs on the board. Ask students to form pairs and give them four pictures of different people and animals. Encourage them to use the personal pronouns and the adjectives on the board to make sentences. Have students share their sentences in class and provide feedback.	10 minutes <i>(estimate)</i>

<p>Sentence writing. To write simple sentences using different personal pronouns and the correct form of the verb “to be”.</p>	<p>Worksheet with pictures of different people/animals, personal pronouns, and verbs.</p>	<p>Ask students to replace nouns with pronouns in simple sentences on a worksheet. Correct errors and give feedback.</p>	<p>10 minutes <i>(estimate)</i></p>
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Evaluation: <i>How will students demonstrate that they have achieved the lesson objectives? (You may choose one of the following activities).</i>			
Type of Activity-Objectives	Materials - Media	Procedure	Duration
<p>“Find the mistake!” To assess students’ understanding of personal pronouns.</p>	<p>Worksheet with simple sentences containing errors in the use of pronouns.</p>	<p>Ask students to correct the errors in the sentences. Give feedback and ensure understanding.</p>	<p>10 minutes <i>(estimate)</i></p>
<p>Fill in the blanks. To assess students’ understanding of personal pronouns.</p>	<p>Worksheet containing simple sentences with missing pronouns. A list of personal pronouns will be provided, and students will select the one that best fits the blank space.</p>	<p>Ask students to identify the appropriate pronouns and complete the sentences by filling in the blanks. Give feedback and ensure understanding.</p>	<p>10 minutes <i>(estimate)</i></p>
<p>Quiz-Pronouns. To assess students’ understanding of personal pronouns.</p>	<p>Word wall or Kahoot.</p>	<p>Create a quiz using Word wall or Kahoot. Students choose the correct answer. Give feedback and ensure understanding.</p>	<p>10 minutes <i>(estimate)</i></p>

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Engagement *The teacher assesses prior knowledge and engages learners through short activities that connect past and present learning experiences, expose prior conceptions, and direct thinking toward current learning outcomes.*

Exploration *Experiences aid students in establishing a shared foundation of activities, which helps them identify misconceptions and facilitates conceptual change. By engaging in activities, students can use prior knowledge to generate new ideas, explore possibilities, and conduct investigations.*

Explanation *The explanation phase lets students show their understanding of a topic and for teachers to introduce new concepts. It's a chance for learners to explain what they know, and for teachers to guide them towards a deeper understanding.*

Elaboration *Teachers deepen students' understanding and skills through challenges, new experiences, and application activities.*

Evaluation *The evaluation phase helps students assess themselves and allows teachers to evaluate progress.*