Noun/Pronoun Agreement

1. Focus

Explain Noun/Pronoun Agreement

Say: In persuasive letters and other forms of writing, we don’t want to repeat nouns again and again. So we often use pronouns to refer to the nouns. Not only does this make our writing easier to read, it makes it more interesting. Nouns and pronouns need to describe the same number of people or things—for example, the noun people is plural, so we would use the plural pronouns they or their with it. Today we will look at examples of noun/pronoun agreement.

Model Using Noun/Pronoun Agreement

Display the modeling text on chart paper or use the interactive whiteboard resources. Read the text aloud to students.

1. We saw a piece of garbage and picked it up.
2. The people at the park said they would help.
3. Jason said that he was going to the park.

Modeling Text

Read sentence 1. Say: In this sentence, I see the noun garbage and the pronoun it. I know that garbage is a thing, so it makes sense that the pronoun refers to neither a boy nor a girl. I also see that there is one piece of garbage, so it makes sense that the pronoun is singular. The noun and pronoun agree.

Read sentence 2. Say: In this sentence, the pronoun they agrees with the noun people. The noun is plural and so is the pronoun.

Read sentence 3. Say: In this sentence, the pronoun he agrees with the noun Jason. The noun refers to one person who is a boy, so it is singular.
2. Rehearse

Practice Identifying Noun/Pronoun Agreement

Display the practice text (with errors) on chart paper or use the interactive whiteboard resources. Ask students to work with a partner to read and identify the noun in each sentence (or sentence pair) as well as the pronoun that refers to the noun. Ask them to determine if the noun and pronoun agree.

If your class includes English learners or other students who need support, use “Strategies to Support ELs.”

1. The children said that they would make posters.
2. City Park was a mess. She it needed to be cleaned.
3. The players went out on the field, and then it they began to play.
4. Our mothers said that they would bring lunch.

Practice Text

Share Ideas About Noun/Pronoun Agreement

Bring students together. Invite volunteers to share the nouns and pronouns in the practice sentences. Discuss their responses by asking the following questions:
- What is the noun in the sentence?
- What is the pronoun?
- Are the nouns and pronouns singular or plural?
- Which sentences used correct noun/pronoun agreement?

3. Independent Writing and Conferring

Say: We learned that writers of persuasive letters and other texts use pronouns so they do not need to repeat nouns too often, and that this makes writing more interesting and easier to read. We learned that nouns and pronouns can be singular or plural. We learned that it is important for the noun and pronoun to agree.

If you would like to give students additional practice recognizing and using noun/pronoun agreement, ask them to complete BLM 8.

4. Share

Bring students together. Invite volunteers to share their answers to BLM 8. Provide corrective feedback as necessary.

Strategies to Support ELs

Beginning
Ask a volunteer to hop on one foot. Say: Liesel hops. She hops. Write the sentences on the board and underline the words Liesel and she. Repeat with another student and another action. Then perform an action yourself, such as nodding or smiling, and ask students to tell what you are doing, first using your name and then using the correct pronoun.

Intermediate and Advanced
Pair ELs with fluent English speakers during the partner activity.

All Levels
If you have ELs whose first language is Spanish, share the following English/Spanish cognates: noun/el nombre; pronoun/el pronombre.