Noun/Pronoun Agreement

Objectives

In this mini-lesson, students will:
• Identify pronouns and the nouns they replace.
• Understand that nouns and pronouns must agree in number and gender.
• Use correct noun/pronoun agreement in sentences.

Preparation

Materials Needed
• Noun/Pronoun Agreement (BLM 3)
• Chart paper and markers
• Interactive whiteboard resources

Advanced Preparation
If you will not be using the interactive whiteboard resources, copy the example text, the modeling text, and the practice text onto chart paper prior to the mini-lesson. Draw a two-column chart on chart paper to prepare to support ELs.

1. Focus

Explain Noun/Pronoun Agreement

Display the modeling text on chart paper or using the interactive whiteboard resources, and read it aloud to students.

Example Text

The test was so long, Maria almost didn’t finish it.

Say: In this sentence, the word it is used in place of the word test. Test is a noun. We know that a noun is a person, place, or thing. It is a pronoun. A pronoun is a word that is used in place of one or more nouns. Some examples of pronouns are I, it, he, she, they, we, you, me, her, him, it, them, and us. (Write pronoun examples on chart paper and hang it in the room.) Pronouns need to agree in number and gender with the nouns they replace. The noun test is singular. And test is not male or female. So the pronoun that agrees with test is it. Pronouns make your writing smoother because they prevent you from having to repeat nouns. It would sound awkward to write, “When the Little Mermaid walks, it will feel like each step is stabbing the Little Mermaid.” Let’s look at a few sentences with pronouns to see if they agree with their nouns.

Model Using Noun/Pronoun Agreement

Display the modeling text on chart paper or using the interactive whiteboard resources, and read it aloud to students.

Modeling Text

1. When the Little Mermaid walks, it will feel like each step is stabbing her.
2. The Little Mermaid drags the prince to the shore, but he doesn’t know who saved him.

After sentence 1. Say: In the first sentence, her is a pronoun. It replaces the noun Little Mermaid. I will underline her and circle Little Mermaid. Her is a pronoun that is used to replace a noun that is singular and female. There is only one Little Mermaid, and she is female. The noun and pronoun agree.

After sentence 2. Say: In the second sentence, I see two pronouns, he and him. The pronouns he and him are singular and male. They both replace the noun prince, which is also singular and male. I will underline he and him and circle prince. This sentence also has correct noun/pronoun agreement.
2. Rehearse

Practice Using Noun/Pronoun Agreement

Display the practice text on chart paper or use the interactive whiteboard resources.

Ask students to form pairs. Invite pairs to revise the practice sentences to include pronouns. Remind them that pronouns must agree in number and gender with the nouns they replace. (Students do not need to copy sentences.)

1. The sisters visit Earth, and ______ bring back stories of life on land.
2. The prince sees a different girl and falls in love with ______.
3. Hans Christian Andersen wrote “The Little Mermaid,” and it is probably ______ most popular story.
4. The author is a master of description as ______ tells the story.

Practice Text

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

Share Sentences with Noun/Pronoun Agreement

Invite pairs to share how they used pronouns. Discuss their responses. Ask the following questions:
• What noun does the pronoun replace?
• What pronoun did you choose?
• Why did you choose that pronoun?
• How does the revised sentence sound?

3. Independent Writing and Conferring

Say: We learned a pronoun is a word that is used in place of one or more nouns. Remember to replace nouns with pronouns when you need to repeat certain nouns in a sentence. This will help your writing flow more smoothly and sound more polished, which will make your persuasive texts more convincing. To make sure your nouns and pronouns sound correct, read your writing aloud.

If you would like to give students additional practice with noun/pronoun agreement, have them complete BLM 3.

4. Share

Bring students together. Invite volunteers to read aloud their answers to BLM 3. Use students’ answers to provide corrective feedback. Ask students to share what they learned about noun and pronoun agreement.

Strategies to Support ELs

Beginning
Beginning ELs need support to understand noun/pronoun agreement. Concentrate on common nouns and pronouns that they will need in oral language. Use classroom objects and students to model correct noun/pronoun agreement. Create a two-column chart with the column heads “Nouns” and “Pronouns” and write the nouns and pronouns for each example in the appropriate columns.

<table>
<thead>
<tr>
<th>Nouns</th>
<th>Pronouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>a pencil a girl</td>
<td>it she</td>
</tr>
<tr>
<td>a boy two girls</td>
<td>he they</td>
</tr>
</tbody>
</table>

Intermediate and Advanced
Pair ELs with fluent English speakers during the practice activity. Read the practice sentences with students and make sure they understand them. Point out the noun that is replaced with a pronoun in each sentence.