

# Pronoun Mini-Lesson

This lesson takes about 10-15 minutes and is designed to review pronouns with students.

If students need additional instruction on pronouns, following are some resources. Be sure to view suggested videos before assigning them to your students.

- *Learn the Pronouns*: This 10-minute video provides a full lesson on pronouns.  
<https://www.youtube.com/watch?v=CwQjSsa8VQE>
- *Pronouns*: This 5 minute video reviews nouns and proper nouns, then teaches pronouns.  
<https://www.youtube.com/watch?v=BYWAzeuFYa8>

## Materials:

- Pronoun Worksheet (one copy for you to project; one copy per student)
- Document camera (or equivalent)
- Pen, marker, or pencil

When using the pronoun worksheet, you may want to uncover only the portion that corresponds with the lesson.

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## Tell the Purpose of the Lesson

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In this short lesson, you'll learn what a pronoun is and how to figure out what the pronouns in our reading are referring to.

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## Teach and Model

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Show Pronoun Worksheet.

A pronoun is a word that replaces a noun. Everyone, read the definition with me (everyone reads: A word that replaces a noun.)

Pronoun has a prefix—pro. Pro means “for,” so a pronoun is a stand in FOR nouns.

Here are some examples of pronouns. [*he, she, it, they, etc.*]

Let me show you a couple of short examples of pronouns in sentences. Let's look for the pronouns and draw an arrow back to the noun it replaces. I'm going to show you how I think about it as I go.

Go to the first example in the pronoun worksheet.

#1 on your handout says: Kiana takes guitar lessons every day after school. She has enjoyed lessons since she was 6 years old.

Step 1: Identify a pronoun.

Step 1 is to identify the pronoun. Remember that a pronoun is a word that replaces a noun, like he, she, it, and they.

Complete a think aloud. A think aloud might sound like:

“Kiana takes guitar lessons every day after school. She has enjoyed lessons since she was 6 years old.” I see a pronoun—she (circle she, and have students do the same).

Step 2: Identify the noun that the pronoun replaces.

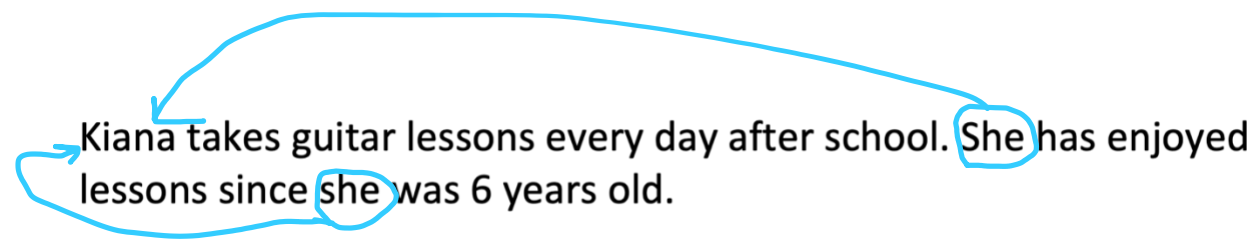
Step 2 is to identify the noun that the pronoun replaces. The noun could be in a previous sentence or earlier on in the same sentence.

Complete a think aloud. A think aloud might sound like:

I need to find the noun that “she” replaces. This means I need to find out who “she” is, so I should look before “she” is mentioned. “She” is mentioned in the second sentence so I am going to look in the first sentence. In the first sentence, I see a girl named Kiana is mentioned, so “she” in the second sentence is likely replacing the proper noun “Kiana” (draw arrow to Kiana, and have students do the same).

I know that pronouns replace nouns. There are other nouns I see—“guitar lessons” is one but that’s not a girl, so “she” doesn’t refer to the guitar lessons. Another noun is “school,” but again, school is not a girl, so “she” doesn’t refer to school. Therefore, I know that “she” is replacing the proper noun “Kiana”.

Here’s another pronoun “she,” in the second sentence and again, it’s replacing the proper noun “Kiana” (draw arrow to Kiana, and have students do the same).



Kiana takes guitar lessons every day after school. She has enjoyed lessons since she was 6 years old.

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## Guided Practice

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Note: the teacher may need to provide additional support and guidance depending on how quickly students can perform the skill with guidance and/or independently. Students can also work in partners to check their work. The teacher should circulate as students are working to monitor progress and adjust the guided and independent portions of the lesson.

Okay, now, it's your turn to practice with passage #3 from "Fire Birds." I am going to read it out loud. When I come to a sentence with a pronoun, I'm going to pause. Then, you'll circle the pronoun and draw an arrow back to the noun it replaces.

Begin reading the text:

"The black-backed woodpeckers are the home builders of the burned-out forest. They play a vital role in restoring the forest."

I'll stop there. Identify and circle the pronoun (wait about 10 seconds and then do this activity yourself so students can see how you mark up the passage).

"They" is a pronoun, so I circled it.

Now, I want you to draw an arrow back to the noun "they" replaces (wait about 10 seconds and then do this activity yourself so students can see how you mark up the passage).

I'm going to look at the previous sentence to find out who "they" are. The previous sentence says: "The black-backed woodpeckers are the home builders of the burned-out forest." Hmm...There are several nouns in this sentence. One option is "black-backed woodpeckers." Another option is "burned-out forest." So, how do we know what the right answer is? Well...one clue is that I know "they" is a plural pronoun, so I know that it describes more than one of something or someone. The black-backed woodpeckers must be who "they" are, since this sentence is talking about more than one woodpecker. So, I'm going to draw an arrow back to "black-backed woodpeckers."

The black-backed woodpeckers are the home builders of the burned-out forest. They play a vital role in restoring the forest. The homes they build can be used by other birds.

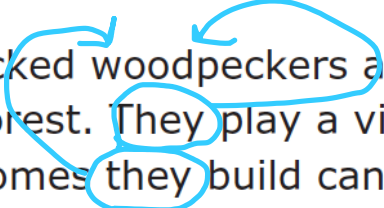
I'll keep reading. "The homes they build can be used by other birds."

I'll stop there. Identify and circle the pronoun (wait about 10 seconds and then do this activity yourself so students can see how you mark up the passage).

“They” is a pronoun, so I circled it.

Now, I want you to draw an arrow back to the noun “they” replaces (wait about 10 seconds and then do this activity yourself so students can see how you mark up the passage).

I’m going to look at the previous sentence to find out who “they” are. The first sentence says: “The black-backed woodpeckers are the home builders of the burned-out forest.” The second sentence has the pronoun “they” and we decided that “they” replaced “black-backed woodpeckers.” I think “they” in this last sentence is also replacing “black-backed woodpeckers” because there were no new plural nouns in the second sentence. So, I’m going to draw an arrow back to “black-backed woodpeckers.”

The black-backed woodpeckers are the home builders of the burned-out forest.  They play a vital role in restoring the forest. The homes they build can be used by other birds.

I circled “they” and drew an arrow back to “black-backed woodpeckers.” Same as before, in the previous sentence, it was talking about the “black-backed woodpeckers.” This plural noun is still describing the woodpeckers!

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## Independent Practice

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It’s time for you to try one on your own.

Take a look at #4 on your handout. It’s from a passage called “Flying into History.” Read the instructions out loud with me: “Read the following passage. Circle each pronoun, and draw an arrow to the noun it replaces.” I will give you 5 minutes to finish this activity and then we’ll check our work together. I’m starting the timer now.

Circle the classroom while students are working. Provide feedback on students’ work such as:

Excellent work locating the noun in this sentence that our pronoun is replacing.

You have the right pronoun. Now, let’s check the noun. What are our nouns in the previous sentence that our pronoun could be replacing?

On a dark May night in 1927, starlight flickered on the silver wings of a small plane as it sputtered on through the sky. Through the side window, the pilot could see the glow of the city of Paris. He glided over villages and farms, and then the large buildings of the city were beneath him. After circling the Eiffel Tower, he began searching for Le Bourget Airport. At last he was descending, following the lights of the runway. As he drew closer, he could see arms waving and hear 100,000 voices cheering. Charles Lindbergh breathed a sigh of relief as his wheels touched the pavement. After 33½ hours in the air, he had done what no pilot had accomplished before. Lindbergh had crossed the Atlantic Ocean from New York to Paris in a single flight.

When students are finished, show your students your marked up version.

If your students did a pretty good job, you might say something like: Take a look at my marked up passage. Correct anything that you need to fix on your copy.

If your students need more support, you may go through this passage and do a quick think-aloud to show them how you connected the pronoun with the noun it replaces.

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## Close the Lesson

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Today, you had a review about pronouns. Turn to your neighbor and tell them what a pronoun is (a replacement for nouns). Thank you for sharing that out. Tomorrow, we will use what we learned about pronouns to help us do something called Get the Gist. Get the Gist will help you better identify the main idea of passages.

## **Pronoun = A replacement for nouns.**

### **Pronoun**

Pro = for, so a pronoun is a replacement FOR nouns.

1.

Kiana takes guitar lessons every day after school. She has enjoyed lessons since she was 6 years old.

2.

Now, six years later, Michelle was attempting to capture a sunset for a local photography contest. She groaned as storm clouds rolled in before the sun had a chance to cast its vibrant colors across the sky.

3.

The black-backed woodpeckers are the home builders of the burned-out forest. They play a vital role in restoring the forest. The homes they build can be used by other birds.

4.

Read the following Passage. Circle the pronouns and draw an arrow to the noun it replaces.

On a dark May night in 1927, starlight flickered on the silver wings of a small plane as it sputtered on through the sky. Through the side window, the pilot could see the glow of the city of Paris. He glided over villages and farms, and then the large buildings of the city were beneath him. After circling the Eiffel Tower, he began searching for Le Bourget Airport. At last he was descending, following the lights of the runway. As he drew closer, he could see arms waving and hear 100,000 voices cheering. Charles Lindbergh breathed a sigh of relief as his wheels touched the pavement. After 33½ hours in the air, he had done what no pilot had accomplished before. Lindbergh had crossed the Atlantic Ocean from New York to Paris in a single flight.