|  |  |
| --- | --- |
| **Teacher** | **Sharon Pullen ELA 7th Grade** |
| **Date:** | **12/11/17** |
| **I Can…** | **I can go back to the text and cite evidence to support claims**  **I can read text and determine the message the author wants the reader to understand**  **I can read and determine**  **I can write and develop a response to a writing prompt with good organization appropriate to the audience.**  **I can write routinely to develop stamina for any writing purpose** |
| **DOK Level: 1** | Read ***The cay*** |
| **DOK Level: 2** | Discuss ***The Cay’s*** plot diagram rising action  Draw a time line of The Cay and list major events occurring in chronological order. |
| **DOK Level: 3** | Cite evidence and develop a logical argument for concepts or solutions  Create more detailed sentences from a three word beginning sentence |
| **DOK Level: 4** | Constructed response practice |
| **Resources:** | ***The Cay***  CSET poster  i-ready  DOK Chart  Plot Diagram |

**Monday –**

**Bellringer -** pronouns

DGP - Correcting sentence fragments & run ons

***The Cay*** today read more of the book

Continue drawing a time line of ***The Cay*** and list major events occurring in chronological order.

**Whole** – introduction to pronouns

**Independent Work** - Continue drawing a time line of ***The Cay*** and list major events occurring in chronological order.

**Tuesday –**

**Bellringer -** pronouns

**DGP** Correcting sentence fragments & run ons

**Whole Group -** pronouns

**Independent Work** - Continue drawing a time line of ***The Cay*** and list major events occurring in chronological order.

**Wednesday -**

**Bellringer -** pronouns

DGP – Correcting sentence fragments & run ons

Whole Group – pronouns

**Independent Work** - Continue drawing a time line of ***The Cay*** and list major events occurring in chronological order.

**Thursday –**

**Bellringer -** pronouns

DGP

Whole group - pronouns

i-ready

**Friday –**

**Bellringer -** pronouns

i-ready

What is a pronoun?

In grammar, a pronoun is defined as a word or phrase that may be substituted for a [**noun**](http://www.gingersoftware.com/content/grammar-rules/nouns/) or noun phrase, which once replaced, is known as the pronoun’s antecedent. How is this possible? In a nutshell, it’s because pronouns can do everything that nouns can do.

Types of Pronouns

**Pronouns can be divided into numerous categories including:**

* [**Indefinite pronouns**](http://www.gingersoftware.com/grammar-rules/indefinite-pronouns/) – those referring to one or more unspecified objects, beings, or places
* [**Personal pronouns**](http://www.gingersoftware.com/content/grammar-rules/personal-pronouns/) – those associated with a certain person, thing, or group; all except you have distinct forms that indicate singular or plural number
* [**Reflexive pronouns**](http://www.gingersoftware.com/content/grammar-rules/reflexive-pronouns/) – those preceded by the adverb, adjective, pronoun, or noun to which they refer, and ending in *–self* or *–selves*
* [**Demonstrative pronouns**](http://www.gingersoftware.com/content/grammar-rules/demonstrative-pronouns/) – those used to point to something specific within a sentence
* [**Possessive pronouns**](http://www.gingersoftware.com/content/grammar-rules/possessive-pronouns/) – those designating possession or ownership
* [**Relative pronouns**](http://www.gingersoftware.com/content/grammar-rules/relative-pronouns/) – those which refer to nouns mentioned previously, acting to introduce an adjective (relative) clause
* [**Interrogative pronouns**](http://www.gingersoftware.com/content/grammar-rules/interrogative-pronouns/) – those which introduce a question
* [**Reciprocal pronouns**](http://www.gingersoftware.com/content/grammar-rules/reciprocal-pronouns/) – those expressing mutual actions or relationship; i.e. one another
* [**Intensive pronouns**](http://www.gingersoftware.com/content/grammar-rules/intensive-pronouns/) – those ending in *–self* or *–selves* and that [serve](http://www.gingersoftware.com/content/grammar-rules/pronouns-2/) to emphasize their antecedents

Examples of Pronouns

In the following examples, the pronouns are italicized.

1. ***We***are going on [vacation](http://www.gingersoftware.com/content/grammar-rules/pronouns-2/).
2. Don’t tell ***me***that ***you***can’t go with ***us***.
3. ***Anybody***who says ***it***won’t be fun has no clue ***what******they***are talking about.
4. ***These***are terribly steep stairs.
5. ***We***ran into ***each other*** at the mall.
6. I’m not sure ***which***is worse: rain or snow.
7. ***It***is one of the nicest Italian restaurants in town.
8. Richard stared at ***himself***in the mirror.
9. The laundry isn’t going to do ***itself*.**
10. *Someone*spilled orange juice all over the countertop!

# PRONOUNS

# Pronouns are words that substitute for [nouns](https://webapps.towson.edu/ows/nouns.htm).

# Every pronoun must have a clear [antecedent](https://webapps.towson.edu/ows/pro_antagree.htm#_antecedent_)(the word for which the pronoun stands).

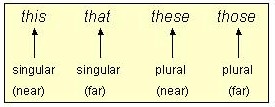
**KINDS OF PRONOUNS**

**A.****Personal Pronouns:**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| SINGULAR | | | | PLURAL | | |
|  | subjective | objective | possessive | subjective | objective | possessive |
| 1st person | *I* | *me* | *my, mine* | *we* | *us* | *our, ours* |
| 2nd person | *you* | *you* | *your, yours* | *you* | *you* | *your, yours* |
| 3rd person | *he*  *she*  *it* | *him*  *her*  *it* | *his*  *her,  hers*  *its* | *they* | *them* | *their, theirs* |

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| **Personal pronouns have the following characteristics:** |
| 1.  three persons (points of view         1st person - the one(s) speaking  (*I  me my  mine  we  us our ours*)         2nd person - the one(s) spoken to  (*you your yours*)        3rd person - the one(s) spoken about  (*he  him  his  she her hers  it  its  they  their  theirs*)                    https://webapps.towson.edu/ows/pronoun10.jpg  2.  three genders         feminine  (*she  her  hers*)        masculine (*he  him  his*)        neuter  (*it its  they them their theirs*)            Examples  https://webapps.towson.edu/ows/pronoun11.jpg  3.  two numbers         singular (*I  me  my  mine  you  your  yours  he  him  his  she  her  hers it its*)        plural  (*we  us  our  ours  you  your yours  they  them  their  theirs*)  https://webapps.towson.edu/ows/pronoun12.jpg  4.  three cases   subjective (*I  you  he  she  it  we  they*)       possessive  (*my  mine  your  yours  his  her  hers  our  ours  their  theirs*)       objective   (*me  you  him  her  it  us  them*)             Examples - subjective case |
| https://webapps.towson.edu/ows/pronoun13.jpg |
| Examples - possessive case  https://webapps.towson.edu/ows/pronoun14.jpg             Examples - objective case  https://webapps.towson.edu/ows/pronoun15.jpg   NOTE:  Because of pronoun case, the pronoun's form changes with its function in the sentence.  Follow this link to [pronoun case](https://webapps.towson.edu/ows/procase.htm) for more information. |

**B.      Demonstrative Pronouns:**



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| Demonstrative pronouns can also be used as [determiners](https://webapps.towson.edu/ows/determiners.htm). |
| Example: |
| Hand me ***that*** hammer. (***that*** describes the noun *hammer)* |

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| Demonstrative pronouns can also be used as [qualifiers:](https://webapps.towson.edu/ows/qualifiers.htm) |
| Example: |
| She wanted ***that*** much money? *(****that*** describes the adjective *much*) |

**C**. **Reflexive / Intensive Pronouns** :  the "self" pronouns

These pronouns can be used only to reflect or intensify a word already there in the sentence.

Reflexive / intensive pronouns CANNOT REPLACE [personal pronouns](https://webapps.towson.edu/ows/pronouns.htm#A.   Personal Pronouns:).

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| Examples: |
| I saw ***myself*** in the mirror. (**Myself** is a reflexive pronoun, reflecting the pronoun ***I****.*) |
|  |
| I’ll do it ***myself***. (**Myself** is an intensive pronoun, intensifying the pronoun ***I****.*) |

**Note:**  The following words are substandard and **should not be used:**

***theirselves       theirself          hisself         ourself***

**D.****Indefinite Pronouns:**

**Singular:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *one* | *someone* | *anyone* | *no one* | *everyone* |
| *each* | *somebody* | *anybody* | *nobody* | *everybody* |
| *(n)either* | *something* | *anything* | *nothing* | *everything* |

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| Examples: |
| ***Somebody*** is coming to dinner. |
| ***Neither*** of us believes a word Harry says. |

**Plural:**

https://webapps.towson.edu/ows/pronoun2.jpg

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| Examples: |
| ***Both*** are expected at the airport at the same time. |
| ***Several*** have suggested canceling the meeting. |

**Singular with non-countables / Plural with countables:**

https://webapps.towson.edu/ows/pronoun3.jpg

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| Examples: |
| ***Some*** of the dirt has become a permanent part of the rug. |
| ***Some***of the trees have been weakened by the storm. |

Indefinite pronouns use [apostrophes](https://webapps.towson.edu/ows/punct2.htm#apostrophe) to indicate possessive case.

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| Examples: |
| The accident is ***nobody’s*** fault. |
| How will the roadwork affect ***one's*** daily commute? |

Some indefinite pronouns may also be used as [determiners](https://webapps.towson.edu/ows/determiners.htm).

*one, each, either, neither, some, any, one, all, both, few, several, many, most*

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| Note the differences: |
| ***Each*** person has a chance. |
| (***Each*** is a determiner describing *person.*) |
| ***Each***has a chance. |
| (***Each*** is an indefinite pronoun replacing a noun.) |
| ***Both*** lawyers pled their cases well. |
| (***Both*** is a determiner describing  *lawyers*.) |
| ***Both*** were in the room. |
| (**Both**is an indefinite pronoun replacing a noun.) |

**E. Interrogative Pronouns**:

https://webapps.towson.edu/ows/pronoun4.jpg

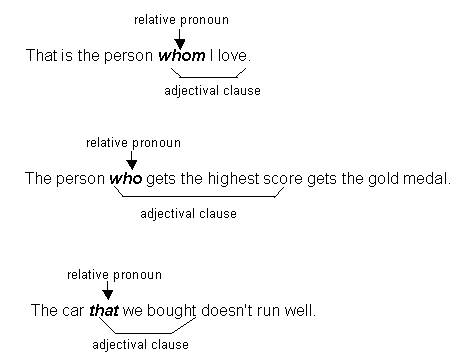
Interrogative pronouns produce information questions that require more than a “yes” or “no” answer.

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| Examples: |
| ***What***do you want? |
| ***Who***is there? |

**F**. **Relative Pronouns:**

https://webapps.towson.edu/ows/pronoun5.jpg

Relative pronouns introduce relative [(adjectival) clauses](https://webapps.towson.edu/ows/AdvAdjNomClause.htm#Adjectival clauses).



|  |  |
| --- | --- |
| Note: | Use *who, whom,* and *whose* to refer to people. |
|  | Use *that* and*which* to refer to things. |

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Fragments & Sentences

If the group of words is a complete sentence, write the letter S on the line. If the group of words is a fragment, write an F on the line.

\_\_\_\_\_\_\_ 1. Yesterday when I got off the school bus.

\_\_\_\_\_\_\_ 2. My friend Sheila and I saw a brown toad hopping on the sidewalk.

\_\_\_\_\_\_\_ 3. Yelled and screamed when she saw it.

\_\_\_\_\_\_\_ 4. My friend Sheila, who is scared of all reptiles.

\_\_\_\_\_\_\_ 5. I picked up the toad and looked closely at it.

\_\_\_\_\_\_\_ 6. Had dry, bumpy skin on its body.

\_\_\_\_\_\_\_ 7. Shelia said, “I don't want to see that ugly toad!”

\_\_\_\_\_\_\_ 8. Said, “Then close your eyes Sheila.”

\_\_\_\_\_\_\_ 9. Sheila was mad and she ran off.

\_\_\_\_\_\_\_ 10. I put the toad in my backpack.

\_\_\_\_\_\_\_ 11. Took it home to show my brother.

\_\_\_\_\_\_\_ 12. My brother wasn't home from school ye

t. \_\_\_\_\_\_\_ 13. Then I put the backpack on the living room sofa.

\_\_\_\_\_\_\_ 14. The toad was still inside.

\_\_\_\_\_\_\_ 15. My mother opened the backpack to see what homework I had.

\_\_\_\_\_\_\_ 16. Hopped out of the backpack and began jumping around the living room floor.

\_\_\_\_\_\_\_ 17. Screamed loudly!

\_\_\_\_\_\_\_ 18. Do you think my mother will let me keep the little brown toad? Super Teacher Worksheets –

[www.superteacherworksheets.com](http://www.superteacherworksheets.com)

ANSWER KEY Fragments & Sentences If the group of words is a complete sentence, write the letter S on the line. If the group of words is a fragment, write an F on the line.

F 1. Yesterday when I got off the school bus.

S 2. My friend Sheila and I saw a brown toad hopping on the sidewalk.

F 3. Yelled and screamed when she saw it.

F 4. My friend Sheila, who is scared of all reptiles.

S 5. I picked up the toad and looked closely at it.

F 6. Had dry, bumpy skin on its body.

S 7. Shelia said, “I don't want to see that ugly toad!”

F 8. Said, “Then close your eyes Sheila.”

S 9. Sheila was mad and she ran off.

S 10. I put the toad in my backpack.

F 11. Took it home to show my brother.

S 12. My brother wasn't home from school yet.

S 13. Then I put the backpack on the living room sofa.

S 14. The toad was still inside.

S 15. My mother opened the backpack to see what homework I had.

F 16. Hopped out of the backpack and began jumping around the living room floor.

F 17. Screamed loudly!

S 18. Do you think my mother will let me keep the little brown toad?