Program Description
Four writing implements must save the world from the clutches of a permanent marker gone bad. With his sidekick, Dottie, and his own small army, the evil Dark Marker makes a claim for global domination by stealing pronouns from a local newspaper and traveling to Peru to discover its geography, history, culture, and wildlife. Penny the pencil, Buzz the PDA, Florentina the fountain pen, and Arturo the gel pen discover Dark Marker’s plot and solve clues about grammar rules to save the world from communication chaos.

Discussion Questions
• What is a pronoun?
• What is the difference between a subject pronoun, an object pronoun, and a possessive pronoun?
• How can pronouns improve the quality of writing?

Lesson Plan
Student Objectives
• Identify pronouns and their purpose.
• Separate subject pronouns from object pronouns and possessive pronouns.
• Explore the use of subject pronouns (I, you, he, she, it, we, and they).
• Examine object pronouns (me, you, him, her, it, me, them).
• Analyze possessive pronouns (mine, yours, his, hers, ours, theirs).
• Illustrate how pronouns must match their nouns.
• Work effectively in small groups.

Materials
• Panic in Peru: Pronouns video
• Paper, pens, and pencils
• Crayons, colored pencils, or colored markers
Three paper bags: one filled with subject pronouns written on small sheets of paper, one filled with object pronouns written on small sheets of paper, and one filled with possessive pronouns written on small sheets of paper

Pronoun Sheet: a graphic organizer sheet that includes a column for subject pronouns, a column for object pronouns, and a column for possessive pronouns

Duplicated copies of a newspaper article of your choice

Bingo sheets with three columns across (horizontally) and five columns up and down (vertically)

Markers or game pieces (or anything that could be used for bingo)

Print resources about pronouns

**Procedures**

1. After viewing the video, reinforce its concepts by reading *I and You and Don’t Forget Who: What Is a Pronoun?*, by Brian P. Cleary, or a similar book with a lighthearted look at pronouns.

2. Briefly review pronouns, subject pronouns, object pronouns, and possessive pronouns, and go over how a pronoun must match its subject.

3. Go around the room and ask each student to name a pronoun and then tell whether it’s a subject pronoun, an object pronoun, or a possessive pronoun.

4. Write the following sentences on the board and ask students to fill in the blanks with the correct pronoun. Then have volunteers identify whether it is a subject pronoun, an object pronoun, or a possessive pronoun:
   
   (1) Deborah and ________ are planning to go skating on Saturday.
   (2) The principal announced that ______would have to repair the fence.
   (3) I don’t want anyone but ____to know that I am going to have to move away.
   (4) If it were up to ______, Jacob would have come with ____.
   (5) Who else could have planned the surprise party except for _____?
   (6) I can’t kick a soccer ball as far as ____can.
   (7) Neither my mother nor yours would give ______permission to go on that trip out of town.
   (8) Hector and Luis know the best route to take, so let ______lead us out of the forest.

5. Bring in copies of a newspaper article appropriate for the grade level and distribute them to students. Give them a specified amount of time, perhaps five minutes, to find as many pronouns as they can. Then ask students to place the pronouns in the correct column on the Pronoun Sheet. Have volunteers offer to read the correct answers aloud.

6. Play a game of Pronoun Bingo. Distribute blank bingo sheets and markers. Then read the following list of subject pronouns (I, you, he, she, it, we, they), object pronouns (me, you, him, her, it, me, them), and possessive pronouns (mine, yours, his, hers, ours, theirs) to the class and ask students to place each word in a square of their choice. Then play the game as you would any
bingo game. Call words and have the students place a marker over that word. The first one to
cover all the necessary words says, “bingo!” Allow students to offer ideas of what game to play—
one row, an X, a frame, or the whole card.

7. As a final activity, divide the class into groups of three and have the students choose three words
from the subject pronoun bag, three from the object pronoun bag, and three from the possessive
pronoun bag. Ask the teams to write a story that include those nine words. Ask them to circle the
words as they appear in their story. Tell students that they can illustrate their stories using
crayons, colored markers, or colored pencils. Ask the groups to read their completed stories to the
entire class.

**Assessment**

Use the following three-point rubric to evaluate students’ work during this lesson.

- 3 points: Students consistently worked effectively in small groups; were consistently able to
  identify pronouns, subject pronouns, object pronouns, and possessive pronouns; were
  consistently able to match pronouns with their nouns; and were consistently able to create
  stories using pronouns.

- 2 points: Students usually worked effectively in small groups; were usually able to identify
  pronouns, subject pronouns, object pronouns, and possessive pronouns; were usually able
  to match pronouns with their subjects; and were usually able to create stories using
  pronouns.

- 1 point: Students rarely worked effectively in small groups; were rarely able to identify
  pronouns, subject pronouns, object pronouns and possessive pronouns; were rarely able to
  match pronouns with their subjects; and were rarely able to create stories using verbs.

**Vocabulary**

- **appalling**
  
  *Definition:* Frightful
  
  *Context:* Jennifer behaved in an appalling manner by screaming during the meeting.

- **familiar**
  
  *Definition:* Well known or easily recognized
  
  *Context:* The baby smiled because he was familiar with everyone who was at the party.

- **melodious**
  
  *Definition:* Agreeable to the ear; having a musical sound
  
  *Context:* Greg heard something melodious and stopped his studying to listen carefully.
motivation
Definition: A stimulus or influence
Context: What could have been the motivation for you to ask that kind of question?

object pronouns
Definition: Replace object nouns (me, you, him, her, it, us, them)
Context: In the sentence, “Mario and Bob were in a hurry to get me started on the project,” me is an object pronoun.

possessive pronouns
Definition: Pronouns that show what belongs to a noun; they must match the nouns they are replacing (mine, yours, his, her, ours, theirs)
Context: In the sentence, “Meredith takes ballet classes on Mondays and Fridays, while her brother takes judo classes on Tuesdays and Thursdays,” her is a possessive pronoun.

pronouns
Definition: words that replace nouns in a sentence
Context: In the sentence, “You always like to eat before you do your exercises,” are three pronouns: you, you, and your.

subject pronouns
Definition: Pronouns that tell what the sentence is about; replace subject nouns in a sentence (I, you, he, she, it, we, they)
Context: In the sentence, “He was the first one to arrive, but she soon followed,” both he and she are subject pronouns.

Print Resources


This is another clear example of how lively illustrations and rhyming text can provide an attractive way for students to spend time with pronouns.


**Academic Standards**

**Mid-continent Research for Education and Learning (McREL)**

McREL’s Content Knowledge: A Compendium of Standards and Benchmarks for K–12 Education addresses 14 content areas. To view the standards and benchmarks, visit [http://www.mcrel.org/compendium/browse.asp](http://www.mcrel.org/compendium/browse.asp).

This lesson plan addresses the following national standards:

- **Language Arts: Viewing**- Uses viewing skills and strategies to understand and interpret visual media
- **Language Arts: Writing**- Uses the general skills and strategies of the writing process; uses grammatical and mechanical conventions in written compositions
- **Language Arts: Reading**- Uses the general skills and strategies of the reading process
- **Language Arts: Grammar and Usage**- Uses pronouns in written compositions (substitutes pronouns for nouns and understands the concept of pronoun agreement)

**The National Council of Teachers of English (NCTE)**

The National Council of Teachers of English and the International Reading Association have developed national standards to provide guidelines for teaching the English language arts. To view the standards online, go to [http://www.ncte.org/about/over/standards/110846.htm](http://www.ncte.org/about/over/standards/110846.htm)

- Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
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Support Materials

Develop custom worksheets, educational puzzles, online quizzes, and more with the free teaching tools offered on the DiscoverySchool.com Web site. Create and print support materials, or save them to a Custom Classroom account for future use. To learn more, visit

- http://school.discovery.com/teachingtools/teachingtools.html

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DVD Content

This program is available in an interactive DVD format. The following information and activities are specific to the DVD version.

How To Use the DVD

The DVD starting screen has the following options:

Play Video — This plays the video from start to finish. There are no programmed stops, except by using a remote control. With a computer, depending on the particular software player, a pause button is included with the other video controls.

Video Index — Here the video is divided into sections indicated by video thumbnail icons; brief descriptions are noted for each one. Watching all parts in sequence is similar to watching the video from start to finish. To play a particular segment, press Enter on the remote for TV playback; on a computer, click once to highlight a thumbnail and read the accompanying text description and click again to start the video.

Standards Link — Selecting this option displays a single screen that lists the national academic standards the video addresses.

Teacher Resources — This screen gives the technical support number and Web site address.

VIDEO INDEX

Segment 1: Pronoun Principles (7 min.)

Description

Dark Marker has taken The Point’s pronouns. To help find him and solve his first clue, Penny explains pronouns to the team.

Pre-viewing question

Q: What is a pronoun?
A: A pronoun is a word that takes the place of a noun in a sentence.

Post-viewing question

Q: Why are there different kinds of pronouns?
A: Different kinds of pronouns serve different purposes in a sentence.

Segment 2: Exploring Subject Pronouns and Object Pronouns (3 min.)

_Description_
Solving the first clue, the team travels to Peru, the land of the ancient Inca Empire.

_Pre-viewing question_
Q: What is the difference between a subject pronoun and an object pronoun?
A: A subject pronoun is a pronoun that replaces a subject noun and an object pronoun is a pronoun that replaces an object pronoun.

_Post-viewing question_
Q: Are there any pronouns that serve as more than one kind of pronoun?
A: Yes, “it” and “you” serve as object and subject pronouns.

Segment 3: Focus on Possessive Pronouns (5 min.)

_Description_
A new clue lands the team at Machu Picchu, where they learn about possessive pronouns.

_Pre-viewing question_
Q: What is a possessive pronoun?
A: A possessive pronoun is a pronoun that takes the place of a noun and indicates ownership.

_Post-viewing question_
Q: How do you know which pronoun to use to show ownership?
A: You must choose the one that matches the gender and number.

Segment 4: Challenge Review (7 min.)

_Description_
Dark Marker’s final clue takes the foursome to their challenge.

_Pre-viewing question_
Q: What does it mean to have the pronoun agree with its noun?
A: Pronouns must specify male or female form (his, hers) and singular or plural (his, theirs).

_Post-viewing question_
Q: How can correct use of pronouns help your writing?
A: Pronouns used correctly help a reader clearly understand what’s written.