

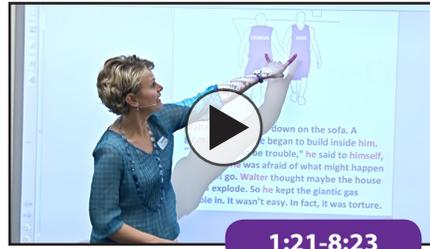
# Day 1: Juggling Nouns v. Pronouns (Grade 6)

## Step 1 — Introduction



- **Make a Connection.** Review what has been studied about pronouns (e.g., subjective, objective, etc.).
- **Name the skill.** Today's lesson is to begin to figure out *when* to use a noun and when to use a pronoun in writing.

## Step 2 — Instruction



- **Reveal previously read mentor text.** Reread an excerpt from *Walter, the Farting Dog*.

Point out the color-coded noun/pronoun combinations.

- Red = Walter/he, him, himself
- Blue = gas bubble/it/this

- **Explain the purpose or function.** Introduce the basketball starter (noun) and second-string player (pronoun) analogy.
  - Nouns get tired and need a break.
  - Pronouns make it interesting because they offer variety.
  - The pronoun "subs in" for the noun.

Clarify when the game is close, you play the starters. (When the reader might be confused, you use the noun.) But when you can use the pronoun, it will read smoother and create shorter sentences for the reader. (Second string kids want to play, too!)

## Step 3 — Interaction



- **Practice noticing and naming the skill within additional mentor text.** Reread the passage to notice when the authors used the noun (starter) and when they subbed in the pronoun (second string).

Students turn and talk to notice patterns. Share out.

### Massage their "noticings" as you build a growing anchor chart.

- What do you notice about what the authors used first?
- When did the pronoun come in?
- What reasons did the authors switch back to the noun or maintain the pronoun?

Take a picture of the digital anchor chart.

## Step 4 — Closure



- **Crystallize the lesson/target skill.** *Today and every day*, be choosy about noun and pronoun use.
  - Use pronouns when you can.
  - Use nouns when you have to.
- **Describe the writing-time task.** Partners will look through other picture books finding where authors confirmed the anchor-chart noticings of noun/pronoun use. They will also look for any additional patterns/noticings. Mark all with sticky notes.
- **Transition into writing time.** *Now it's your turn!*