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Poem

1. Noun _____
2. Pronoun _____
3. Noun _____
4. Pronoun _____
5. Noun _____

Poem

hihimself to the class in a _____Noun_____ way. He is to attempt to avoid using any of the words (pronouns) on the board. If and when he does, the class shouts "Stop!" and another student gets a chance.

You see, _____Pronoun_____ has already become obvious to the students that these words, whatever they are, are necessary to our language. _____Noun_____ them, _____Pronoun_____ would be very awkward to speak or to write, or even to think, for that matter.

Finally, the teacher does tell the class that these words are called pronouns and that pronouns take the place of nouns. _____Noun_____ has the students explain what just happened in the preceding activities and discuss how awkward it was not to use these pronouns.

"So why do you think we have pronouns in our language?" asks the teacher. Any student in this classroom has already figured out that pronouns don't just take the place of nouns for the sake of taking the place of nouns, but rather they make the language flow smoothly and sound less awkward.

The fact is that all of our lives would be drastically affected were pronouns to be taken out of the language. We would have trouble completing a sentence, much less getting our points across to others.

Breaux-relevant

Make it relevant

Do you see the difference that it makes once students know how a skill they are learning affects their lives? If something seems relevant to us, we become interest

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