



## Lesson Plan For Lesson 9



40 min

**Theme: My Favourite Things**

**Focus: Possessive Adjectives – ‘My’, ‘Your’, ‘His’ and ‘Her’**

### Lesson Objectives

Students are able to

1. identify different types of toys,
2. complete sentences using the correct possessive adjectives.

### Resources

*(Preparation to be done before the lesson)*

1. Learning Grammar Workbook 1
2. Students’ favourite toys (You may ask the students to bring them a few days before the lesson. Keep them in class for this lesson.)
3. Sets of 4 cards: each card is printed with one of the possessive adjectives on it (Ensure that each pair of students has one set of cards.)
4. A list of sentences with blanks for the students to fill in the possessive adjectives
5. A visualizer

### Introduction / Warm-up Activity (5 min)

1. Select two students and have them hold up their toys.
2. Point to each student holding his toy and form one or two sentences using possessive nouns, possessive adjectives and the name of the toy.

**Examples:**

- This is Peter’s basketball. His basketball is orange.
  - Jane is holding her favourite doll.
3. Provide other examples of sentences by selecting other students to talk about their toys. Write the sentences on the board.

### Lesson (10 min)

#### Possessive Adjectives – ‘My’, ‘Your’, ‘His’ and ‘Her’

1. Explain to the students that the words ‘my’, ‘your’, ‘his’ and ‘her’ are used to show that something belongs to someone. They are placed before the thing that belongs to the person.

2. You may want to illustrate your explanation using the sentences on the board. Underline and draw arrows to show the connection between a boy's name and 'his' and a girl's name and 'her'.
3. Explain that 'I' is used with 'my' and 'you' is used with 'your'.
4. You may want to ask the students to talk about their own toys and their friends' toys using the correct possessive adjectives.

### **Classroom Activities / Assessment (10 min)**

1. Refer the students to **page 51 of Learning Grammar Workbook 1**. Read the examples to them.
2. Complete **Exercise 22, pages 52 – 54** together with the students.
3. You may want to have the students underline the words in the sentences that give them clues as to which possessive adjective to use.
4. Facilitate the students' learning by walking around to check their answers.

### **Additional Activities / Closure (15 min)**

1. Divide the students into pairs. Give each pair of students a set of cards.
2. Go through the list of sentences you have prepared and place it on the visualizer. After each question is read, the students have to raise the card with the possessive adjective that they think will complete the sentence. You may want to award points for those with the correct answers or those who raise the correct card the fastest.
3. You may want to recapitulate the way the different possessive adjectives are used after the game.

### **Optional Activities**

1. Ask the students to complete **Exercise 23, pages 55 – 57** as homework.
2. The students should either write their homework details in their student handbooks or fold the pages in their workbooks.
3. You may want the students to draw a picture of their favourite toy or take a picture of it and paste it on a piece of paper or an English exercise book. Get the students to write three to five sentences about it using the possessive adjectives taught.