



Dog Conversations, Pronoun Usage

Learning Objectives

Students will use correct pronouns within conversational language about dog ownership.

ELL level

Developing and Expanding

Focus

Listening, Speaking, Reading, Writing

Vocabulary

My, your, his, hers, ours, mine, she, he, him, her

Materials Needed

Flashcards of dogs and dog/owner situations

Optional: Canine Ambassador brings a dog to the ESL class to model how to approach a dog and how to walk with a dog on a leash

Lesson

Introduction

- Show students the first set of flashcards, and have them name the items or actions shown: “dog, pet, leash, collar, sit, walk,”
- Review question format by asking students questions about the items and allowing students to respond orally.

Questions

- Is that a leash?

- Is this your dog?
- What is this?
- May I see that?

Teacher Modeling

- Tell students that pets can be a great conversation starter, and that it is important to practice correct etiquette when approaching a dog.
- Display the flashcard of a person walking a dog on a leash and model asking “May I pet your dog?” Give students time to practice using the question format. Alternately, if the Canine Ambassador is available, students can ask these questions of him or her rather than using flashcards.
- Allow students to predict a possible response to the question (Yes, he’s friendly. No, she is still learning. No, this is a service dog.)
- Ask students to come up with other questions a person may want to ask about a dog they see while out walking. (What kind of dog is that? Is your dog a Dalmatian? Where did you get your dog? How old is your dog? Is your dog friendly? Does your dog like to play fetch?) Work with students to come up with appropriate responses to these questions.

Independent Working Time

- Students work with partners to converse about the dog situations pictured in the flashcards, focusing on correct pronoun usage.

Extension

- Students should write three to five sentences about a dog, as if they were the owner (first person pronouns).
- Students should write three to five sentences about a dog, as if someone else is the owner (second person or third person pronouns).
- For students who are not ready to come up with complete sentences on their own, offer these sentence stems:

(pronoun)_____ dog is a Labrador. (pronoun)_____ is black.
(pronoun)_____ is fast. (pronoun)_____ likes to
(verb)_____.

Review and Closing

- Students should model how to approach an unfamiliar dog by asking permission to pet, and play the role of pet owner either granting or refusing permission.



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