

8. The cookies are for ____ (we/us) to share.
9. ____ (Their/Theirs) project won first place in the competition.
10. Please give the report to ____ (he/him) after the meeting.

Correlating Prior and New Knowledge Learned

1. Students will revisit their answers from the Activating Prior Knowledge exercise and compare them with the concepts learned during the lesson.
2. The teacher will highlight correct answers and address any misconceptions.

Correlation of the Topic to Broader Aspect

1. Students will read a passage from a Social Studies text, identify the pronouns and their cases.
2. They will discuss how the correct use of pronouns helps in understanding historical narratives.

Integration to School Pillar/Values Integration

The teacher will let the students know the importance of the lessons learned as an expression of excellence

1. How does using the correct case of pronouns demonstrate excellence in communication?
2. Why is it important to show compassion when helping classmates understand pronoun usage?
3. How can apostleship be shown through clear and effective writing?

IV. EVALUATION

Choose the correct pronoun to make each sentence complete.

1. (He/Him) is going to the store.
2. This book is ____ (hers/her).
3. ____ (We/Us) are planning a surprise party.
4. The teacher gave ____ (I/me) a high grade.
5. ____ (They/Them) finished their project early.
6. This is ____ (our/ours) classroom.
7. Could you help ____ (she/her) with the assignment?
8. ____ (His/He) explanation was clear.
9. ____ (Their/Theirs) success is well-deserved.
10. The gift is for ____ (we/us).

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