



EDUKALA



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English

5th Grade



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CASES

- Explain what is a case- “A case shows the position of nouns and pronouns.”
- A noun or pronoun can be used in three cases in a sentence that is subjective, possessive and objective. Explain them about these in detail.

Subjective Case: A noun or pronoun that acts as a subject of a verb is called subjective/nominative Case.

Eg: Shakespeare wrote many dramas in his time.

- Golden Temple is famous all over the world.
- Nitin wrote many letters for you.

In these sentences Shakespeare, Golden Temple and Nitin, are subject, hence known as subjective cases.



Objective Case: A noun or pronoun that acts as the object of a verb is called Objective Case.

Eg: I helped you.

I play football.

She helped her.

You, football and her are objects of a verb and hence called objective cases.

Possessive Case: The noun or pronoun which shows its relation or ownership on another noun is called possessive case.

Eg: This is Mayank's father.

These are the windows of that room.

This is my pen.

In above examples 's, of and my show possession, hence called Possessive Case



OBJECTIVES

- Students understand the concept of cases and their types





PRE-ASSESSMENT



- Students write in their notebooks the meaning of noun, pronoun, subject and verb with examples.
- Write the meaning and types of cases.



PRE-REQUISITES

- Plain cards
- Board
- Board marker
- Box



ACTIVITY:

Level 1

- Explain to students what is the case and how that sentence is formed (refer to introduction)
- Explain to them about the three types of cases and how they are used. Write the words which come under subjective, objective and possessive case in different cards (For example - I, WE, YOU, HE comes under subjective)

Pronoun Cases		
SUBJECTIVE	OBJECTIVE	POSSESSIVE
I	me	my, mine
you	you	your, yours
he	him	his
she	her	her, hers
it	it	its
we	us	our, ours
they	them	their, theirs
who	whom	whose



LEVEL-1

- Now shuffle the cards and put them down. Make groups in class according to the class strength and ask one member from each group to pick 2/3 cards and form a sentence using the words written on the cards. Continue the activity until all the cards are used.

Level 2: Pictionary/Charades

- Explain about the different kinds of cases and start with the activity
- Divide the class into groups and tell them they will be playing a game called Pictionary.
- Ask one student from each group to come forward, show them the word under subjective, possessive and objective cases and ask them to form a sentence from these words.



LEVEL-2

ACTIVITY:

- The student then needs to draw a picture explaining the sentence and once the group guessed it correctly, they win one point. Continue the game until every group plays it.
- This activity will help the students easily memorize the nouns and pronouns and words which fall under the three different types of cases and learn how to form a sentence from it.
- Students may be given an option to enact those sentences if they do not wish to draw the same (charades).



ACTIVITY:

Level 1 and Level 2: Finding the owner

- For this activity, you pass a box around the class. Each student has to put two items they own in the box. It is a good idea if you can put two items that belong to the classroom.
- Next, each student picks up two items. S/he asks: Whose is this? (Say the student holds a pink marker).
- The owner, Paula, says: 'The marker is mine.'
- The student who holds it says: 'The marker is hers.' and gives it back to Paula.
- Make sure to instruct students to use 'ours' for the items that belong to the classroom.
- Teacher emphasizes the usage of possessive cases.



POST-ASSESSMENT

- Write the examples for cases under each type
- Students to form sentences with types of cases



ASSIGNMENT

Complete the worksheet attached below. Teachers may keep printouts ready or write questions on board.

Combine each pair of sentences using a conjunction from the word bank.

Conjunctions:

after before although whenever while even though
since until where when that because

1. The teacher let us listen to music. We worked on our papers.

2. I cannot find a good restaurant. I can eat for a good price.

3. She can visit her grandma. Her family travels to Florida this summer.

4. Michael wants to go to school. He can find a good job.

5. It is crazy. We have three tests on Friday.



ASSIGNMENT

Combine each pair of sentences by using a subordinating conjunction **at the start** of the new sentence.

6. We are going to work faster. We don't need to be done until Saturday.

7. There is a lot to do. I leave for my vacation.

8. My brother wants to go to the lake. He loves to swim.



ASSIGNMENT - ANSWERS

1. The teacher let us listen to music. We worked on our papers.
The teacher let us listen to music **while** we worked on our papers.
2. I cannot find a good restaurant. I can eat for a good price.
I cannot find a good restaurant **where** I can eat for a good price.
3. She can visit her grandma. Her family travels to Florida this summer.
She can visit her grandma **when** her family travels to Florida this summer.
4. Michael wants to go to school. He can find a good job.
Michael wants to go to school **until** he can find a good job.
5. It is crazy. We have three tests on Friday.
It is crazy **that** we have three tests on Friday.
6. We are going to work faster. We don't need to be done until Saturday.
Even though we don't need to be done until Saturday, we are going to work faster.
7. There is a lot to do. I leave for my vacation.
Before I leave for my vacation, there is a lot to do.
8. My brother wants to go to the lake. He loves to swim.
Because he loves to swim, my brother wants to go to the lake.



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