

Lessons to Learn

Object Pronouns



The order of the lesson is: **Review It**, **Practice It**, **Learn It**, and **Analyze It**.

Review It: Sing/chant and review definitions as a class. Keep this review fresh by varying the pace and loudness of the singing, sometimes having the students sing slowly and quietly and other times having them sing quickly and loudly. You can also ask students to narrate back to you the meaning of the definitions or have them expand on some aspect of the definition.

Learn It: Draw the structure (the lines and the column and row headings) of the object pronoun chart on the board. Have the students say aloud the object pronoun chant. Then, call out the person and number of each object pronoun and complete the chart on the board as the students fill in their own charts.

Review It

- As you learned in WOL1A, mastering definitions requires reviewing them often.
- List the eight subject pronouns.
- List the eight object pronouns.
- Which pronouns are singular?
- Which pronouns are plural?

Practice It: For this warm-up, see Well-Ordered Notes A on p. a of the teacher's pages for this chapter.

Learn It

- Listen while your teacher directs you to fill in the following object pronoun chart.
- Example:
Teacher: "Please fill in the first-person plural object pronoun."
Students write *us* in the correct space on the chart.

	Singular	Plural
First Person	_____me_____	_____us_____
Second Person	_____you_____	_____you_____
Third Person	_____him, her, it_____	_____them_____



Lessons to Learn

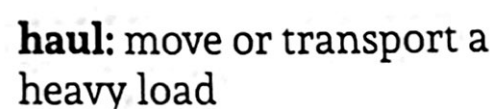
Object Pronouns

Analyze It

Analyze It: This is the essential part of the lesson. See Well-Ordered Notes A.

1. ^S Grandma ^{PV} warmly greeted her
 adv do

2. ^S Grandpa ^{PV} lifted her high too.
 do adv adv



2. Fill in the following chart with the correct object pronouns.

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	Singular	Plural
First Person	me	us
Second Person	you	you
Third Person	him, her, it	them



Lessons to Practice

Object Pronouns

3. Fill in the blanks with the two words that make up each of the following contractions. (Hint: There are two contractions in this list that could be split into two different sets of words.)

a. it's _____ it is, it has _____

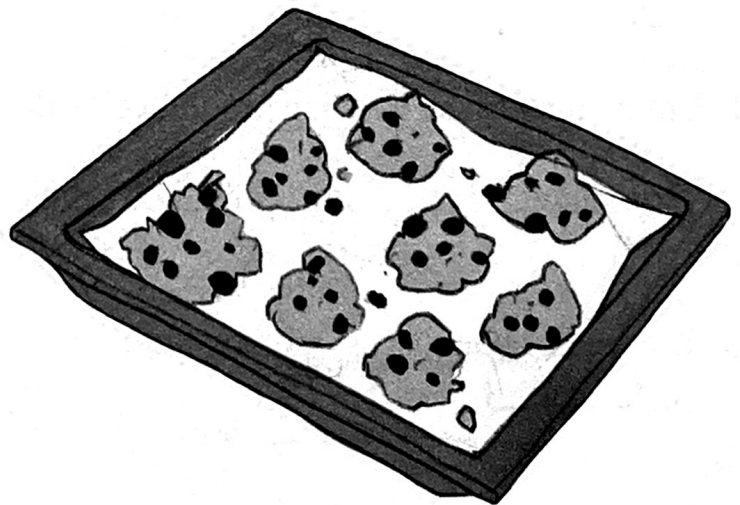
b. we're _____ we are _____

c. I'm _____ I am _____

d. he's _____ he is; he has _____

e. they're _____ they are _____

f. you're _____ you are _____



Lessons to Learn

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The order of the lesson is: **Review It**, **Practice It**, **Learn It**, and **Analyze It**.

Review It: Sing and review definitions as a class.

Review it

Answers the following review questions.

What is a verb?

What is a direct object?

What are the four classes of verbs?

What is a transitive verb?

What is an intransitive verb?

What is a helping verb?

Practice It: For this warm-up, see Well-Ordered Notes B.

Learn It

Pronouns behave like the nouns they represent. In the following sentences, underline the noun that is behaving like a direct object and then rewrite the sentence with the correct object pronoun. Keep on your toes! Notice how the article, and sometimes the adjective, is replaced along with the direct object when an object pronoun is substituted.

Example: Fritz spotted some bats.

Fritz spotted *them*.

1. Aunt Gabby saw the sunset. Aunt Gabby saw it.

2. The sky displayed rosy clouds. The sky displayed them.

3. Dad brought Winston and me along. Dad brought us along.

4. Fritz spotted a meteorite. Fritz spotted it.

meteorite: a rock or pieces of rock that fall from an asteroid or comet and reaches the surface of the earth

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5. Rex just watched Fritz. Rex just watched him.
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Analyze It

Analyze the following sentences (*S* = subject; *PV* = predicate verb; *hv* = helping verb; *adv* = adverb; *adj* = adjective; *do* = direct object).

Analyze It: This is the essential part of the lesson. See Well-Ordered Notes B.

1. Unfortunately the baseball hit him yesterday.
- Diagram: *adv* | *adj* | *S* | *PV* | *do* | *adv*. Arrows point from *baseball* to *hit* and from *him* to *hit*.

2. The whole team discussed it together.
- Diagram: *adj* | *adj* | *S* | *PV* | *do* | *adv*. Arrows point from *team* to *discussed* and from *it* to *discussed*.

Lessons to Practice

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1. Analyze the following sentences (*S* = subject; *PV* = predicate verb; *hv* = helping verb; *adv* = adverb; *adj* = adjective; *do* = direct object).

a. The vessel should have brought us too.

Diagram: *S* above vessel (*adj* below with arrow to vessel); *hv* above should; *hv* above have; *PV* above brought (*do* below with arrow to brought, *adv* below with arrow to too); us circled.

vessel: ship

b. Suddenly the sailor spotted him

Diagram: *adv* below Suddenly (arrow to sailor); *S* above sailor (*adj* below with arrow to sailor); *PV* above spotted (*do* below with arrow to spotted); him circled.

c. The whale might accidentally spray them

Diagram: *S* above whale (*adj* below with arrow to whale); *hv* above might; *adv* below accidentally (arrow to spray); *PV* above spray (*do* below with arrow to spray); them circled.

d. Will you snap it quickly?

Diagram: *hv* above Will; *S* above you; *PV* above snap (*do* below with arrow to snap, *adv* below with arrow to quickly); it circled.

2. Fill in the following chart with the correct object pronouns.

Object Pronouns

	Singular	Plural
First Person	<u>me</u>	<u>us</u>
Second Person	<u>you</u>	<u>you</u>
Third Person	<u>him, her, it</u>	<u>them</u>

3. Fill in the blanks with the two words that make up each of the following contractions.

a. haven't _____ have not _____

b. won't _____ will not _____

c. isn't _____ is not _____

d. aren't _____ are not _____

e. hadn't _____ had not _____

f. weren't _____ were not _____

