

# Introductory Lesson

## Pronoun Review

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

**Review It:** Have the students recite the definitions for all five terms.

### Review It

What are the definitions of the following terms?

Eight parts of speech

Principal Elements

Object pronouns

Sentence

Subject pronouns

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

**Learn It:** This can be an oral or written exercise.

### Learn It

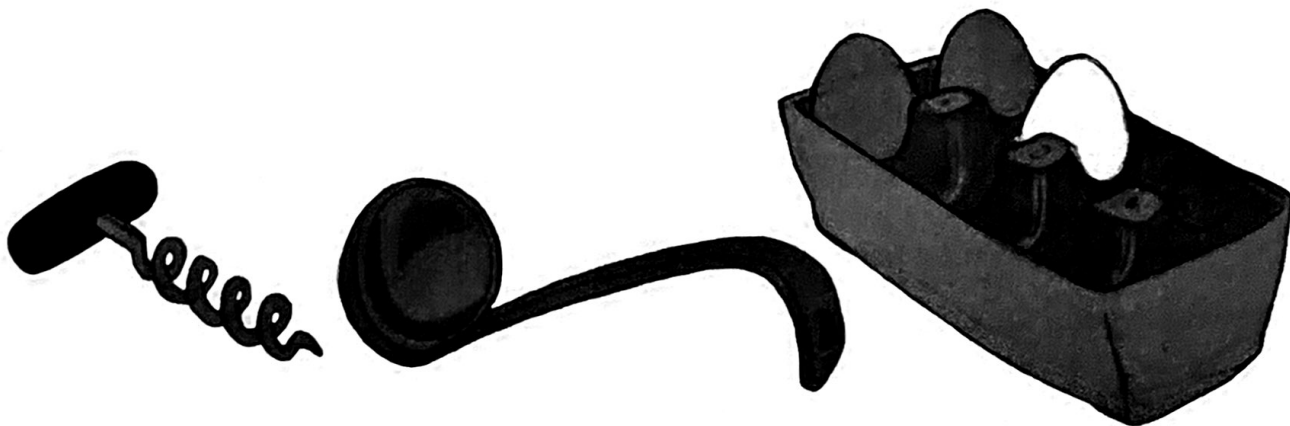
Although subject pronouns and object pronouns are both personal pronouns, they have different roles in a sentence. Subject pronouns can replace subject nouns, while object pronouns can replace direct objects.

In the following sentences, circle the correct pronoun.

Example: Did ( we / us ) bring the picnic basket?

1. ((She)/ Her ) sang the songs softly.
2. The tender mother returned ( he /(him) ) gently.
3. Unfortunately ((they)/ them ) slammed the door.
4. ((He)/ Him ) suddenly woke up.

**From the Sidelines:** As mentioned earlier, object pronouns can also replace objects of the preposition. Prepositional phrases will be covered in the next chapter.



# 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 Introductory.

1. Did you want (them) now?

Diagram: *hv* above Did; *S* above you; *PV* above want; *do* below (them) with an arrow pointing to want; *adv* below now with a line connecting it to the arrow pointing to want.

2. Carefully she carried (it) alone.

Diagram: *S* above she; *PV* above carried; *adv* below Carefully with a line connecting it to the arrow pointing to carried; *do* below (it) with an arrow pointing to carried; *adv* below alone with a line connecting it to the arrow pointing to carried.

# Introductory Practice

## Pronoun Review

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

a. They brought them over yesterday.

do  
adv      adv

b. He usually helps her

adv                      do

c. Next we were building(it)

|adv                ↑  
do

d. Will<sup>hv</sup> you<sup>S</sup> help<sup>PV</sup> (us) later?  
do  
adv

2. What is a *pronoun*? A pronoun is a part of speech used in place of a noun or of more than one noun.
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3. In the following sentences, circle the correct pronoun.
- The neighbors heard ( I / me ).
  - Later ( we / us ) filled wicker baskets.
  - Will ( your / you ) help afterward?
  - ( Her / She ) will cut all the tree branches.

# Introductory Practice

## Pronoun Review

4. Imagine that Heidi and Fritz are in the garage and Heidi is trying to help Fritz get his bike helmet adjusted to fit properly. Then write a sentence about the two of them using both a *subject pronoun* and an *object pronoun*.

She helped him.

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# Lessons to Learn

## Pronoun Review

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. Consider adding freshness by varying speed and volume or by asking individual students to paraphrase the meaning of a definition.

**Learn It:** This can be an oral or written exercise. Write the following sentences on the board or read them aloud. Have the students complete them in their books. Discuss how the antecedent determines which object pronoun is missing.

### Review It

Can you list the eight subject pronouns from memory? Which ones are singular? Which ones are plural? Can you list the eight object pronouns? Which ones are singular? Which ones are plural?

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

### Learn It

1. In the following pairs of sentences, fill in the missing pronouns. Each pronoun should replace the noun antecedent that is in the first sentence in each pair.

**Example:** Sunflower seeds covered the ground. The cardinals ate them.

- a. The two sparrows flew down. We fed them.
  - b. I watched a blue jay. He or It attacked the others.
  - c. The birds flew upward. Theo chased them.
  - d. Lucy flapped her arms. She chased the blue jay away.
  - e. Grandpa threw more seeds. They blanketed the ground.
2. To continue the story of the sparrows and the blue jay, construct two sentences. Be sure to include both a subject pronoun and an object pronoun.

The hungry birds flew back. They eagerly pecked it.

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

2. Will he tell us soon?
- do  
adv

# Lessons to Practice

## Pronoun Review



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

a. Gently he carted them back.

Diagram: he is labeled *S* (subject) and carted is labeled *PV* (predicate verb). them is labeled *do* (direct object). Gently is labeled *adv* (adverb) and back is labeled *adv* (adverb). Arrows point from *adv* labels to their respective words.

b. We cheered her along too.

Diagram: We is labeled *S* (subject) and cheered is labeled *PV* (predicate verb). her is labeled *do* (direct object). along is labeled *adv* (adverb) and too is labeled *adv* (adverb). Arrows point from *adv* labels to their respective words.

c. Have you carried it before?

Diagram: Have is labeled *hv* (helping verb), you is labeled *S* (subject), and carried is labeled *PV* (predicate verb). it is labeled *do* (direct object). before is labeled *adv* (adverb). Arrows point from *adv* labels to their respective words.

d. I will not run that obstacle course again.

Diagram: I is labeled *S* (subject), will is labeled *hv* (helping verb), and run is labeled *PV* (predicate verb). not is labeled *adv* (adverb). course is labeled *do* (direct object). that is labeled *adj* (adjective) and obstacle is labeled *adj* (adjective). again is labeled *adv* (adverb). Arrows point from *adv* labels to their respective words.

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

### Object Pronouns

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

# Lessons to Practice

## Pronoun Review

3. In the following sentences circle the correct pronoun.

a. Have ((you)/ your ) washed ( he /(him) ) before?

b. ((We)/ Us ) usually fill the washtub together.

c. ((I)/ Me ) can't find the scrub brush.

d. Rex always hides ((it)/ its ) somewhere.

4. Imagine that you are washing Rex with the other children, and then write a sentence about it using both a *subject pronoun* and an *object pronoun*.

He did not wash him before.

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# LESSONS TO LEARN

## Pronoun Review

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.

### Review It

Reviewing is at the heart of learning. See if you can answer the following questions.

What are the eight parts of speech?

What are the principal elements?

What is a sentence?

What are the four kinds of sentences?

Can you give an example of a declarative sentence?

Can you give an example of an interrogative sentence?

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

### Learn It

Your teacher will direct you to fill in the blanks in the following charts with the correct subject and object pronouns.

**Example:**

Teacher: "What should I write here?" pointing to the third-person plural object pronoun.

Student 1 says "*them*." While your teacher writes *them* in the correct place on the board, you should fill in that space in your book.

### Subject Pronouns

	Singular	Plural
First Person	I	we
Second Person	you	you
Third Person	he, she, it	they

**Learn It:** Draw the structures (the lines and the column and row headings) of the subject and object pronoun charts on the board. Review the two pronoun charts. Then call on students to tell you what to write in each block. The pronouns should be called out in random order. While you are filling in the charts on the board, students should be completing the charts in their own books.

## Object Pronouns

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

## Analyze It

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

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

1. Soon we should be returning him
- adv                      do

2. Will you recount them again?
- do  
adv

# Lessons to Practice

## Pronoun Review

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

a. I did not ask them earlier.

*S* *hv* *PV*

adv ↑ do adv

b. Quietly they whispered together.

*S* *PV*

adv ↑ adv

c. Did we want her along anyway?

*hv* *S* *PV*

↑ do adv adv

d. She should have stayed behind.

*S* *hv* *hv* *PV*

↑ adv

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

### Subject Pronouns

	Singular	Plural
First Person	<u>I</u>	<u>we</u>
Second Person	<u>you</u>	<u>you</u>
Third Person	<u>he, she, it</u>	<u>they</u>

# Lessons to Practice

## Pronoun Review

3. In the following sentences, circle the correct pronoun.

- a. Are ( your / you ) going tomorrow?
- b. ( Her / She ) left earlier today.
- c. ( I / Me ) will play soccer afterwards.
- d. Later the coach called ( we / us ) together.

4. Imagine that you're part of the soccer team and the coach called you over. Then, write a sentence using both a *subject pronoun* and an *object pronoun*.

He drilled us again.

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