Object Pronouns

1. Focus

Explain Object Pronouns

Say: All sentences have a subject, or what the sentence is about, and a predicate, or the subject’s action. Many sentences also have an object. The object receives the action. Subjects and objects are nouns. But if an author uses the same object noun over and over, the text doesn’t sound right. So authors replace the object with a pronoun. Object pronouns are me, her, him, it, them, us, and you. Write object pronouns on chart paper and hang it in the room.

Model Using Object Pronouns

Display the modeling text on chart paper or using the interactive whiteboard resources and read them aloud to students.

Modeling Text

Say: Hmmm. I used the dog three times. I wonder if there is another way to say the dog. I need to keep a dog in the first sentence so that readers know what I’m talking about, but I think I can replace the words the dog in the other sentences with a pronoun. Since I don’t know if the dog is a boy or a girl, I’ll just call the dog it. Draw a line through the dog (or erase) in the second and third sentences and replace with it.

Say: Now I’ll reread the sentences. (Read the sentences aloud.) That sounds much better. The sentences flow from one to the next.

2. Rehearse

Practice Using Object Pronouns

Display the practice text on chart paper or use the interactive whiteboard resources.

Ask students to form pairs. Invite pairs to revise the practice sentences to include object pronouns. (Students do not need to copy sentences.)
If your class includes English learners or other students who need support, use “Strategies to Support ELs.”

1. Our cat chased a mouse. The cat caught ______. Then that cat let ______ go.
2. We went shopping with Susan and Carrie. Then we took ______ to dinner. After that, I took ______ home.
3. Michael wanted to play with Mary. He called ______ and waited for ______ to call back.

Share Sentences with Object Pronouns

Invite pairs to share how they used pronouns. Discuss their responses. Ask the following questions:

• What pronoun did you choose?
• Why did you choose that pronoun?
• Could you have chosen a different pronoun? What pronoun could you have chosen?

Practice Text

Say: Remember to use object pronouns when you want to repeat the object of a sentence. To make sure your nouns and pronouns sound correct, read your writing aloud.

You may wish to have students complete BLM 9. Encourage students to pay attention to their use of object pronouns during independent writing time.

4. Share

Review and provide corrective feedback based on students’ answers to BLM 9. Ask students to share what they learned about object pronouns.

Strategies to Support ELs

Beginning

Beginning ELs need significant support to understand object pronouns. Concentrate on common object pronouns that they will need in oral language. Display pictures of familiar objects using the interactive whiteboard resources. Create a two-column chart with the column heads “Object Nouns” and “Object Pronouns” and write the nouns and pronouns for each object in the appropriate columns.

<table>
<thead>
<tr>
<th>Object Nouns</th>
<th>Object Pronouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>a marker</td>
<td>it</td>
</tr>
<tr>
<td>a girl</td>
<td>her</td>
</tr>
<tr>
<td>a boy</td>
<td>him</td>
</tr>
<tr>
<td>two boys</td>
<td>them</td>
</tr>
</tbody>
</table>

Intermediate and Advanced

Pair students with fluent English speakers to develop sentences. Read the practice sentences with students and make sure they understand them. Point out the object of each sentence.

All Levels

If you have ELs whose first language is Spanish, share these English/Spanish cognates: pronoun/el pronombre, object/el objeto.