Objective Pronouns

Objectives

In this mini-lesson, students will:

• Identify the objective pronouns her, him, them, us, and me.
• Write sentences using objective pronouns.
• Explain choices of objective pronouns in sentences.

Preparation

Materials Needed

• Chart paper and markers
• Objective Pronouns (BLM 6)
• Interactive whiteboard resources

Advanced Preparation

If you will not be using the interactive whiteboard resources, copy the modeling and practice texts onto chart paper prior to the mini-lesson.

1. Focus

Explain Objective Pronouns

Say: Sentences often tell a person or thing that is acted upon. This person or thing is the “object” of the sentence. The object of a sentence may be represented by what we call an objective pronoun. Listen to this sentence: “Derek hugged Mom.” (Write the sentence on chart paper or the interactive whiteboard.) In this sentence, Derek is the subject of the sentence. The verb in the sentence is hugged. Mom is the object of the sentence. Mom received the hug. Sometimes we replace nouns like mom with pronouns. In the sentence, “Derek hugged her,” her is the objective pronoun. (Write the sentence.) The objective pronouns we will be learning about today are her, him, them, us, and me. Write the pronouns.

Model Using Objective Pronouns

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

1. The kids trooped down the steps. When Jamal saw the kids, he turned off the light.
2. Ms. Tilly was the manager of the Oak Street Apartments. She also took care of the kids after school. They were a little afraid of Ms. Tilly.

Modeling Text

Example 1. Say: When we are speaking or writing, we try not to use the same noun over and over. In this example, the words the kids are used again. Instead of using the words the kids a second time, I can use the objective pronoun them. (Draw a line through the second the kids and write in the pronoun them.) Now listen to the sentence, “The kids trooped down the steps. When Jamal saw them, he turned off the light.”

Example 2. Say: I noticed that I used Ms. Tilly’s name two times. If I use the objective pronoun her in place of the second Ms. Tilly, I think the sentences will sound better. Draw a line through the second Ms. Tilly and write the pronoun her. Then reread the sentence aloud.
2. Rehearse

**Practice Using Objective Pronouns**
Display the practice text on chart paper or using the interactive whiteboard resources.

1. I like to jump high. Will you watch ______?
2. Tony and Jose are going swimming. You can go with ______.
3. Mom asked Dad to go to the store. He went with ______.
4. We are going to recess. You can follow ______.

**Practice Text**

Ask students to form pairs. Invite pairs to choose the correct pronoun to use in each sentence. (Students do not need to copy sentences.)

If your class includes English learners or other students who need support, use “Strategies to Support ELs.”

**Share Sentences with Objective Pronouns**

Invite students to share which objective pronouns they used to complete the sentences. Discuss their responses by asking the following questions:
- Which objective pronoun did you use in the sentence?
- Could you have used a different objective pronoun? Which one?

3. Independent Writing and Conferring

**Say:** We learned that we can use objective pronouns in our writing to avoid repeating names or pronouns when we don’t need to do this. Objective pronouns help to make our writing more interesting to read. As you are writing, look for when you can use the objective pronouns **her, him, us, them, and me**.

If you would like to give students additional practice recognizing and using objective pronouns, ask them to complete BLM 6.

4. Share

Bring students together. Invite volunteers to read aloud their answers to BLM 6. Use students’ answers to provide corrective feedback. Ask students to share what they learned about objective pronouns.

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**Strategies to Support ELs**

**Beginning**
Beginning ELs need significant support to understand objective pronouns. Concentrate on common objective pronouns that they will need in oral language. Use students’ names as the objects of sentences. **Say:** I saw Maria. I saw her. Repeat with simple sentences for the other examples.

**Intermediate and Advanced**
Pair ELs with fluent English speakers.

**All Levels**
If you have ELs whose first language is Spanish, share these English/Spanish cognates: **objective pronoun/el pronombre objetivo; subject/el sujeto; verb/el verbo.**