Lesson 1
- Recite the Pronoun Jingle (13).
- Recite the Subject Pronoun Jingle (14).
- Identify pronouns and subject pronouns.
- Recite sample Q & A Flow, adding the subject pronoun.
- Identify understood subject pronouns.
- Review imperative sentences.
- Recite sample Q & A Flow, adding the understood subject pronoun.
- Classify Introductory Sentences.
- Complete the Q & A Flow in the Guided Practice, adding the subject pronoun.
- Do Worksheet 13.

Lesson 2
- Recite the Possessive Pronoun Jingle (15).
- Identify possessive pronouns.
- Recite sample Q & A Flow, adding the possessive pronoun.
- Classify Introductory Sentences.
- Do a Noun Check with pronouns.
- Complete the Guided Practice for listing nouns and noun jobs.
- Identify the pronoun as a part of speech.
- Write the six parts of speech studied so far.
- Do Worksheet 14.
- Do the tic-tac-toe activity.

Lesson 3
- Practice Jingles 13–15.
- Classify Practice Sentences.
- Do a Noun Check.
- Identify simple subject and simple predicate.
- Complete the Guided Practice for simple subject and simple predicate.
- Do Worksheet 15.

Lesson 4
- Classify Practice Sentences.
- Discuss the sample Practice Sentence.
- Discuss the steps for writing the new Practice Sentence.
- Write a Guided Practice Sentence with the labels SP V Adv P PPA Adj OP.
- Write an Independent Practice Sentence with the labels SP V Adv P PPA Adj OP.
- Do Worksheet 16.

Lesson 5
- Classify Practice Sentences.
- Do a Noun Check.
- Answer Oral Review Questions.
- Do Chapter 4 Checkup.
- Write an Independent Practice Sentence with the labels SP V Adv P PPA Adj OP.
Teacher Instructions:

1. Introduce the Pronoun and Subject Pronoun Jingles. Demonstrate the jingles or use the audio CD.
2. Practice the new jingles several times until students can sing or recite them smoothly.

Jingle 13: The Pronoun Jingle

These little pronouns, Hangin’ around, Can take the place Of any of the nouns.

With a smile and a nod And a twinkle of the eye, Give those pronouns A big high five! Yeah!

Jingle 14: The Subject Pronoun Jingle

There are seven Subject pronouns That are easy as can be, SUBJECT PRONOUNS!

I and We, He and She, If and They and You. Those are the subject pronouns!
Pronouns and Subject Pronouns

1. A pronoun takes the place of any noun in a sentence and represents a person, place, thing, or idea. Without pronouns, everyone would be forced to repeat the same nouns again and again.

2. A subject pronoun takes the place of a subject noun.

3. The most common subject pronouns are I, we, he, she, it, they, and you.

4. To find a subject pronoun, ask the subject question WHO or WHAT.

5. A subject pronoun is labeled with the abbreviation SP.

Script: Now, we will recite the Question and Answer Flow, adding the subject pronoun. First, we will read the sentence together. Then, we will recite the questions AND answers together. Begin.
Understood Subject Pronouns and Imperative Sentences

1. **Understood Subject**: A sentence has an understood subject when someone gives a command or makes a request and leaves the subject unwritten or unspoken. It is understood that the unspoken subject is the pronoun *you*.
   
   *(Example: Stand quietly in the line.)*

2. The **understood subject pronoun** is identified with the labels *(You) – SP* and is read as “you – understood subject pronoun.”

3. **Imperative Sentence**: An imperative sentence has an understood subject, gives a command, and ends with a period. An imperative sentence is labeled with the abbreviation *Imp*.
   
   During a Skill Check, say, “*Period, command, imperative sentence.*”
   
   Write *Imp* at the end of the imperative sentence.

**Script**: Now, we will recite the Question and Answer Flow, adding the understood subject pronoun.

First, we will read the sentence together. Then, we will recite the questions AND answers together. Begin.

**Sample Sentence**: Go to the library today.

1. Who go to the library today? *(You) – Understood Subject Pronoun* *(Say "you – understood subject pronoun" and write (You) in parentheses at the beginning of the sentence with the label SP beside it.)*

2. What is being said about you? *you go – Verb* ........................................ (Write *V* above *go*.)

3. To – Preposition ........................................ (Write *P* above *to*.)

4. To what? *library – Object of the Preposition* ... (Write *OP* above *library*.)

5. The – Article............................................ (Write *A* above *the*.)

6. Go when? *today – Adverb* ................. (Write *Adv* above *today*.)

7. *Subject Noun, Verb, Pattern 1* .................. (Write *SN V P1* in the blank.)

8. Skill Check

9. *(To the library) – Prepositional phrase*

*Teacher Instructions*: Each sentence pattern is identified with an *SN* even though the actual subject is identified and labeled as *SP* in the sentence. The *SN* is part of a consistent identification of the pattern, not the actual identification of the subject in the sentence.
10. **Period, command, imperative sentence**  
   (Write **Imp** at the end of the sentence.)

11. Go back to the verb.  
   Divide the complete subject from the complete predicate.

   \[
   \text{(You) SP} \quad \underline{\text{V}} \quad \underline{\text{P}} \quad \underline{\text{A}} \quad \underline{\text{OP}} \quad \underline{\text{Adv}} \\
   \underline{\text{SN}} \quad \underline{\text{V}} \quad \underline{\text{P}} \quad \underline{\text{A}} \quad \underline{\text{OP}} \quad \underline{\text{Adv}}/\text{Go (to the library) today. **Imp**}
   \]

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**Classifying Sentences**

**Teacher Instructions:**

1. Write or display the sentences for oral participation on the board.
2. Classify these sentences with your students to reinforce the concepts your students are learning.
3. For the greatest benefit, follow the suggestions below.
   - Have students read each sentence in unison with you before classifying it.
   - Make sure students say the **questions AND answers** with you during the Question and Answer Flow.
   - Have students recite any Question and Answer Flow a second time if they need help reading the sentence aloud or reciting the Q&A Flow correctly.

**Script:** Now, we will classify the Introductory Sentences. We will read each sentence and recite the Question and Answer Flow together while I label the parts. Begin.

Use the Question and Answer Flow to classify these sentences orally with your teacher.

**Introductory Sentences**

1. ______ They listened to the radio.
2. ______ They listened eagerly to the song on the radio.
3. ______ Come to class tomorrow.

**Teaching Note:** Sentence 3 demonstrates the understood subject pronoun.
They listened to the radio.

1. Who listened to the radio?
   they – SP (subject pronoun)
   (Say “they – subject pronoun” and write SP above they.)
2. What is being said about they?
   they listened – V
3. To – P
4. To what? radio – OP
5. The – A
6. SN V PI
7. Skill Check
8. (To the radio) – Prepositional phrase
9. Period, statement, declarative sentence
10. Go back to the verb.
    Divide the complete subject from the complete predicate.

They listened eagerly to the song on the radio.

1. Who listened eagerly to the song on the radio?
   they – SP (subject pronoun)
   (Say “they – subject pronoun” and write SP above they.)
2. What is being said about they?
   they listened – V
3. Listened how? eagerly – Adv
4. To – P
5. To what? song – OP
6. The – A
7. On – P
9. The – A
10. SN V PI
11. Skill Check
12. (To the song) – Prepositional phrase
13. (On the radio) – Prepositional phrase
14. Period, statement, declarative sentence
15. Go back to the verb.
    Divide the complete subject from the complete predicate.

Come to class tomorrow.

1. Who come to class tomorrow?
   (You) – SP
   (You – understood subject pronoun)
   (Say “you – understood subject pronoun” and write (You) in parentheses at the beginning of the sentence with the label SP beside it.)
2. What is being said about you?
   you come – V
3. To – P
4. To what? class – OP
5. Come when? tomorrow – Adv
6. SN V PI
7. Skill Check
8. (To class) – Prepositional phrase
9. Period, command, imperative sentence
   (Write Imp at the end of the sentence.)
10. Go back to the verb.
    Divide the complete subject from the complete predicate.

Even though the Q&A Flows show abbreviations to identify the sentence parts, you should say the words for which the abbreviations stand. Example: For the abbreviation SP, say the words subject pronoun.
GUIDED PRACTICE

Exercise 1: Fill in the blanks, using this sentence:

She searched hurriedly for the lost keys!

1. Who searched hurriedly for the lost keys? ___________ Subject Pronoun _______ SP
2. What is being said about she? ___________________________ Verb _______ V
3. Searched how? ____________________________________ Adverb _______ Adv
4. ______________________________________________ Preposition _______ P
5. For what? ___________________________ Object of the Preposition _______ OP
6. What kind of keys? ________________________________ Adjective _______ Adj
7. __________________________________________ Article Adjective _______ A
8. Subject Noun, Verb, Pattern 1 ________________________________________ SN V P1
9. Skill Check
10. ___________________________ Prepositional Phrase _______ E
11. Exclamation point, strong feeling, exclamatory sentence _______ E
12. Go back to the verb.
   Divide the complete subject from the complete predicate. _______ /

Exercise 2: Classify the sentence.

SN V P1 ___________ SP V Adv P A Adj OP
She /searched hurriedly (for the lost keys!) E
Classify each sentence. Underline the complete subject once and the complete predicate twice. (40 points)

1. She drove carefully.
   Underline: She, drove, carefully.

2. She drove very carefully through the heavy traffic.
   Underline: She, drove, very carefully, through, the, heavy, traffic.

3. Sit in the new chair by the window.
   Underline: Sit, in, the, new, chair, by, the, window.

Exercise 2: Use the sentence below to find each answer. (5 points)

He walked home from school on a sunny day.

1. Choose the part of speech for the word he.
   - noun
   - adjective
   - preposition
   - verb
   - adverb
   - pronoun

2. Choose the part of speech for the word home.
   - noun
   - adjective
   - preposition
   - verb
   - adverb
   - pronoun

3. Choose the word that is an adjective in the sentence.
   - walked
   - home
   - school
   - sunny

4. List the prepositional phrases in the sentence.
   from school, on a sunny day
Question and Answer Flow: Worksheet 13

**Sentence 1**

She drove carefully.

1. Who drove carefully? she – SP
2. What is being said about she? she drove – V
3. Drove how? carefully – Adv
4. SN V P1
5. Skill Check
6. No prepositional phrases
7. Period, statement, declarative sentence
8. Go back to the verb. Divide the complete subject from the complete predicate.

**Sentence 2**

She drove very carefully through the heavy traffic.

1. Who drove very carefully through the heavy traffic? she – SP
2. What is being said about she? she drove – V
3. Drove how? carefully – Adv
4. How carefully? very – Adv
5. Through – P
7. What kind of traffic? heavy – Adj
8. The – A
9. SN V P1
10. Skill Check
11. (Through the heavy traffic) – Prepositional phrase
12. Period, statement, declarative sentence
13. Go back to the verb. Divide the complete subject from the complete predicate.

**Sentence 3**

Sit in the new chair by the window.

1. Who sit in the new chair by the window? you – SP (understood subject pronoun)
2. What is being said about you? you sit – V
3. In – P
5. What kind of chair? new – Adj
6. The – A
7. By – P
9. The – A
10. SN V P1
11. Skill Check
12. (In the new chair) – Prepositional phrase
13. (By the window) – Prepositional phrase
14. Period, command, imperative sentence
15. Go back to the verb. Divide the complete subject from the complete predicate.

For Worksheet 13, underline the complete subject once and the complete predicate twice.

**Teaching Note:**

1. SN V P1
   - SP / V Adv
     - She / drove carefully, D
2. SN V P1
   - SP / V Adv Adv P A Adj OP
     - She / drove very carefully through the heavy traffic, D
3. SN V P1
   - (You) SP V P A Adj OP P A OP
     - Sit in the new chair (by the window), Imp

For Worksheet 13, underline the complete subject once and the complete predicate twice.