

CHAPTER 16 LESSON 3 CONTINUED

Question and Answer Flow for Sentence 2: Hallelujah! The director willingly gave us a very generous donation for our favorite charity!

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|---|--|
| 1. Who gave us a very generous donation for our favorite charity? director - SN | 15. Gave how? willingly - Adv |
| 2. What is being said about director? director gave - V | 16. The - A |
| 3. Director gave what? donation - verify the noun | 17. Hallelujah - I |
| 4. Does donation mean the same thing as director? No. | 18. SN V-t IO DO P3 Check |
| 5. Donation - DO | 19. Verb-transitive - Check again. |
| 6. Gave - V-t | 20. (For our favorite charity) - Prepositional phrase |
| 7. Director gave donation to whom? us - IO | 21. Exclamation point, strong feeling, exclamatory sentence |
| 8. What kind of donation? generous - Adj | 22. Go back to the verb - divide the complete subject from the complete predicate. |
| 9. How generous? very - Adv | 23. Is there an adverb exception? Yes - change the line. |
| 10. A - A | 24. Is this sentence in a natural or inverted order? Natural - no change. |
| 11. For - P | |
| 12. For what? charity - OP | |
| 13. What kind of charity? favorite - Adj | |
| 14. Whose charity? our - PPA | |

Classified Sentence:

	I	A	SN	Adv	V-t	IO	A	Adv	Adj	DO
<u>SN V-t</u>	Hallelujah!	The	director	/	willingly	gave	us	a	very	generous
<u>IO DO P3</u>										
	P	PPA	Adj	OP						
	(for our favorite charity)! E									

Question and Answer Flow for Sentence 3: The sweet, little homesick puppy gave my wife and me some generous affection.

- | | |
|---|--|
| 1. What gave my wife and me some generous affection? puppy - SN | 13. What kind of puppy? little - Adj |
| 2. What is being said about puppy? puppy gave - V | 14. What kind of puppy? sweet - Adj |
| 3. Puppy gave what? affection - verify the noun | 15. The - A |
| 4. Does affection mean the same thing as puppy? No. | 16. SN V-t IO DO P3 Check |
| 5. Affection - DO | 17. Verb-transitive - Check again. |
| 6. Gave - V-t | 18. No prepositional phrases. |
| 7. Puppy gave affection to whom? wife and me - CIO, CIO | 19. Period, statement, declarative sentence |
| 8. What kind of affection? generous - Adj | 20. Go back to the verb - divide the complete subject from the complete predicate. |
| 9. How much affection? some - Adj | 21. Is there an adverb exception? No. |
| 10. And - C | 22. Is this sentence in a natural or inverted order? Natural - no change. |
| 11. Whose wife? my - PPA | |
| 12. What kind of puppy? homesick - Adj | |

Classified Sentence:

	A	Adj	Adj	Adj	SN	V-t	PPA	CIO	C	CIO	Adj	Adj	DO
<u>SN V-t</u>	The	sweet,	little	homesick	puppy	/	gave	my	wife	and	me	some	generous
<u>IO DO P3</u>													

CHAPTER 16 LESSON 3 CONTINUED



SKILL TIME

TEACHING SCRIPT FOR INTRODUCING PRONOUN CASES

You have already learned about subject pronouns, possessive pronouns, object pronouns and the jingles that list them. Let’s recite these pronoun jingles right now. (*Lead your students in the pronoun jingles as a review.*) You are going to learn how to use these pronouns correctly. Look at Reference 47 on page 33 for information about pronoun cases. (*Read and discuss the information about the pronoun cases, numbers 1-3, in the reference box below.*)

Reference 47: Subjective, Objective, and Possessive Pronoun Cases

1. The **subject** pronouns are in the **subjective case**: *I, we, he, she, it, they, and you.*
Use subjective case pronouns for subjects or predicate pronouns.
2. The **object** pronouns are in the **objective case**: *me, us, him, her, it, them, and you.*
Use objective case pronouns for objects: object of a preposition, direct object, or indirect object.
3. The **possessive** pronouns are in the **possessive case**: *my, our, his, her, its, their, your, and mine.*
Use possessive case pronouns to show ownership.

Practice Section: For Sentences 1-4, replace each underlined pronoun by writing the correct form in the first blank and **S** or **O** for subjective or objective case in the second blank.

1. She and me are riding with Tim. I S 3. Do you want he and I to leave? him and me O
2. Susan will listen to Pam and I. me O 4. Do you prefer they or I. them or me O

Sample Copy

Until it becomes automatic, you must make a determined effort to choose the correct pronoun when you write or speak. Since the subjective and objective cases are the ones that give us the most trouble, we will concentrate on them as we practice correct pronoun usage. You must know how and when to use the subjective and objective pronouns. To give you practice in choosing pronouns according to their case, look at the practice section provided at the bottom of Reference 47.

You will see two things as we go over this practice: how to recognize correct ways of combining sentences and how to use pronouns correctly. Look at sentences 1-4. The underlined pronouns in these sentences are used incorrectly because they are in the wrong case. Let’s look at Sentence 1. Why is the pronoun *me* incorrect? (*The job of the underlined pronoun should be a subject pronoun. The pronoun **me** is an object pronoun and cannot be used as the subject.*)

Since we need a subject pronoun here, which subject pronoun would replace the pronoun *me* in this sentence? (*I*) The directions say to write the correct pronoun in the first blank. What is written in the first blank? (*The pronoun I.*) The directions also say to write *S* or *O* in the second blank to show whether the pronoun is subjective or objective. Is the pronoun *I* subjective or objective? (*subjective*) What is written in the second blank? (*The letter S.*) (*Work through sentences 2-4 in the same way.*)

CHAPTER 16 LESSON 3 CONTINUED



PRACTICE TIME

Do an oral review for pronoun cases by identifying pronouns as subjective, objective, or possessive. As you say the pronoun, have students tell you the pronoun case. Make this a fun review. Have students follow your lead. (*This review will sound like a cheer.*)

I say they ,	you say (<i>subjective</i>):	they :	<i>subjective</i>	I say me ,	you say (<i>objective</i>):	me :	<i>objective</i>
I say your ,	you say (<i>possessive</i>):	your :	<i>possessive</i>	I say my ,	you say (<i>possessive</i>):	my :	<i>possessive</i>
I say him ,	you say (<i>objective</i>):	him :	<i>objective</i>	I say I ,	you say (<i>subjective</i>):	I :	<i>subjective</i>
I say he ,	you say (<i>subjective</i>):	he :	<i>subjective</i>	I say its ,	you say (<i>possessive</i>):	its :	<i>possessive</i>
I say our ,	you say (<i>possessive</i>):	our :	<i>possessive</i>	I say his ,	you say (<i>possessive</i>):	his :	<i>possessive</i>
I say us ,	you say (<i>objective</i>):	us :	<i>objective</i>	I say we ,	you say (<i>subjective</i>):	we :	<i>subjective</i>
I say mine ,	you say (<i>possessive</i>):	mine :	<i>possessive</i>	I say them ,	you say (<i>objective</i>):	them :	<i>objective</i>
I say their ,	you say (<i>possessive</i>):	their :	<i>possessive</i>	I say she ,	you say (<i>subjective</i>):	she :	<i>subjective</i>

In the next chant, the pronouns will have two possible cases, depending on how they are used in a sentence. Your response will include the two possible cases.

I say it ;	you say (<i>subjective or objective</i>):	it :	<i>subjective or objective</i>
I say you ;	you say (<i>subjective or objective</i>):	you :	<i>subjective or objective</i>
I say her ;	you say (<i>objective or possessive</i>):	her :	<i>objective or possessive</i>

Have students turn to page 74 in the Practice Section of their book and find Chapter 16, Lesson 3, Practice. Go over the directions to make sure they understand what to do. Check and discuss the Practice after students have finished. (*Chapter 16, Lesson 3, Practice key is given below.*)

Chapter 16, Lesson 3, Practice: For Sentences 1-4, replace each underlined pronoun by writing the correct form in the first blank and **S** or **O** for subjective or objective case in the second blank.

- Us boys heard a terrible explosion. We S
- Take a ticket from we girls. us O
- Reserve a table for Dad and we. us O
- Tom and them will likely be late. they S



WRITING TIME

Have students make an entry in their journals.



STUDY TIME

Have students study the vocabulary words in their vocabulary notebooks. Tell students that any vocabulary word in their notebooks could be on their test. Also, have students study any of the skills in the Practice Section that they need to review.

(End of lesson.)