

# Pronouns

## Guided Practice Ideas Continued

### **Race!**

To practice receptive pronouns, draw pictures of the following: a boy, a girl, a dog, a boy and a girl, and yourself. The pictures can vary depending upon the individual needs of the students. Blurt out pronouns relating to a certain picture. For example, "him," or hers." Students race to be the first to point to the correct picture.

Increase complexity by using possessives or reflexives and combining. For example, "my nose," or "himself." Ask the students to take turns blurting out pronouns to practice expressive pronoun labeling.

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### **Pronoun Pictures**

Use clip art images or pictures from the internet. Both Google and Yahoo search engines allow searching of images that can be copied and pasted into documents. Students can be instructed either to identify target pronouns or produce pronouns in structured sentences or phrases. For example:

For identification: Point to its/his/her legs

For production: Point to varied leg pictures. Ask, "Whose legs are these?"



## Functional Activity Ideas

### **Activities**

Say good things about people in your group or class using pronouns. Use plural pronouns too.

Write each indefinite pronoun on the board or piece of paper. Tell about a movie or story, crossing off each pronoun as used. Try to cross them all off.

Use pronouns in incorrect sentences. Expect students to identify and correct the incorrect pronouns.

Provide choices for indefinite pronoun practice. Use vocabulary at student's individual level.

### **Example Statements**

"She is a good dresser."  
"Her clothes always match."  
"Our whole class is smart."

"It was another cartoon."  
"Both of the main characters were penguins."  
"There were many jokes."

"I'm wearing his shoes."  
"Your name is Mrs. Smith."  
"This is its school."

"Do you have both eyes and ears, or either eyes or ears?"  
"Does the Sahara Desert have few grains of sand, or many?"