**Pronouns**

**Guided Practice Ideas Continued**

**Draw** a picture of a boy, a girl, a robot, and a picture of all three together. Below them write in the appropriate pronouns. The pictures don’t need to be fancy.

<table>
<thead>
<tr>
<th>he</th>
<th>she</th>
<th>it</th>
<th>they</th>
</tr>
</thead>
<tbody>
<tr>
<td>him</td>
<td>her</td>
<td>its</td>
<td>them</td>
</tr>
<tr>
<td>his</td>
<td>hers</td>
<td>their</td>
<td>theirs</td>
</tr>
</tbody>
</table>

**Draw** your best picture of yourself, and the student, or students, and list I, me, my, mine, you, your, yours. Put the pictures together and list us, we, our, ours.

**Ask:** “If I say, “He,” am I talking about a boy, a girl, a robot, or a group?”
“If I say, “She,” am I talking about a boy, a girl, a robot, or a group?”
“What about it?” etc. Continue until no longer necessary.

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**Possessive Pronoun Activity**

**Draw** these pictures on several slips of paper. Draw a ball, or something similarly easy to draw, and ask, “Whose ball is this?”

- (his ball)
- (your ball)
- (its ball)

**Draw** more pictures. Go through the stack of pictures, requiring student to label them correctly. Require that each one is labeled correctly.

**Write** names if you don’t want to draw pictures. For example: