Pronouns in the Proper Case

Teacher		**Class**	Grade 6
Subject	ELA	**Topic**	Pronouns
Date		**Room**	
Lesson length	60 minutes	**Country**	United States

Students learn subjective, objective, and possessive pronoun case. They sort pronouns and fix sentences in pairs.

Curriculum links

- Ensure that pronouns are in the proper case (subjective, objective, possessive) [1]

Learning objectives

- Students will sort pronouns into subjective, objective, and possessive case.
- Students will fix sentences that use pronouns in the wrong case.

Success criteria

- I can tell if a pronoun is a subject, object, or owner.
- I can fix a sentence that uses the wrong pronoun case.

What students already know

Quick oral check (2 minutes): ask class to finish She ___ to school and The ball hit ___ and listen for she/her and them/they swaps.

Key words

pronoun	a short word that stands in for a person, place, or thing [7]
subjective case	the form used when the word does the action [19]
objective case	the form used when the word gets the action [19]
possessive case	the form that shows something belongs to someone [20]

Materials

- Slides 1-12 and projector with sound for Video clip 1 (0:00-2:00)
- Pronoun word cards: I, he, she, we, they; me, him, her, us, them; my, our, their; mine, yours, hers, ours, theirs
- Three sorting mats labeled Subjective, Objective, Possessive
- Timer
- Worksheet Task A copies (sentence builder, page 1)
- Pencils, highlighters, mini whiteboards

Before the lesson

- Print pronoun word cards and three sorting mats for each pair, plus Worksheet Task A copies
- Load Slides 1-12 and test Video clip 1 (0:00-2:00) on Slide 6 with sound
- Write the hook sentence Her threw the ball to I on the board and set timer
- Post Subjective, Objective, Possessive reference from Slide 4 where all can see

Lesson outline

0–5 min **Starter** 5 min · Whole class

Hook students with a funny error and surface what they already hear about case.

YOU DO

1. Point to the board sentence Her threw the ball to I and say the hook line.
2. Show Slide 5 and read: Which sounds right? 'Him and me went biking' or 'He and I went biking'? Why?
3. Give pairs 1 minute to talk and choose.
4. Collect 3 ideas without correcting yet, noting doer language to revisit.

STUDENTS DO

1. Look at the board sentence and Slide 5 question.
2. Turn and talk with a partner about which version sounds right and why.
3. Share one idea with the class.

Say: I wrote the worst sentence ever on the board. Help me fix it before I embarrass myself. With your partner, decide which sounds right and be ready to say why you think so.

Worked example: Her threw the ball to I. Step 1: Find jobs. Who threw? Her. Who got it? I. Step 2: The doer needs a doer form like she, and the receiver needs a receiver form like me [19]. Fixed: She threw the ball to me.

Ask: Which sounds right, 'Him and me went biking' or 'He and I went biking'? ('He and I went biking' — the bikers are doing the action.) · What job is wrong in 'Her threw the ball to I'? (Her is doing the throwing but Her is a receiver form; I is receiving but I is a doer form.)

Check understanding: Thumbs up if you hear something wrong in both sentences. If most are unsure, tell them the tester frames coming next will make it clear.

Support: Let students answer orally and point to the doer and receiver in the picture on Slide 5 before saying pronouns. **Stretch:** Ask ready students to try adding a partner: A classmate and I went biking versus A classmate and me.

Use: Slide 5

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5–15 min **Teaching** 10 min · Whole class

Teach the three cases and how the pronoun's job picks its form.

YOU DO

1. Show Slides 1-2 and read the two goals: tell subject, object, or owner and fix wrong case.
2. Show Slides 3-4 and explain doers, receivers, and owners with the example lines.
3. Play Video clip 1 (0:00-2:00) on Slide 6: listen for what noun the pronoun replaces and spot one subject and one object pronoun.
4. Summarize the rule and personal pronoun lists for all to repeat.

STUDENTS DO

1. Watch the clip and name one noun a pronoun replaced.
2. Repeat the three groups chorally: I, he, she, we, they; me, him, her, us, them [20]; mine, yours, hers, ours, theirs [21].
3. Call out S, O, or P for two teacher examples.

Say: A pronoun is a word which takes the place of a noun or noun phrase in a sentence [7]. If it does the action, use the doer form. If it gets the action, use the receiver form. If it shows who owns it, use the owner form.

Worked example: She ran fast to the bus stop. Who ran? She does the action, so She is subjective [19]. Help me, him, her, us, them. Those words get the help, so they are objective [19]. I, he, she, we, they cleaned up are doers, so subjective. That ball is hers shows ownership, so hers is possessive [20].

Ask: Subject pronouns tell who is doing the action and object pronouns tell who receives the action [19]. Is she in She ran a doer or receiver? (Doer, so subjective.) · Possessive pronouns are used to show ownership [20]. Why is hers possessive in That ball is hers? (It shows who owns the ball without repeating the noun.)

Check understanding: Mini whiteboards: write S, O, or P for She in She ran, them in Help them, hers in It is hers. Reteach any case below 80% with another frame.

Support: Keep Slide 4 Three Cases at a Glance displayed and point to Does the action, Receives action, Shows ownership while talking. **Stretch:** Ask students to preview the cover-up trick for a classmate and I versus a classmate and me [25].

Use: Slides 1-4, Slide 6, Video clip 1 (0:00-2:00)

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15–30 min **Guided practice** 15 min · Whole class

Practice picking case together using job testers and the cover-up trick.

YOU DO

1. Show Slide 7 and model: Find the pronoun's job. Doing it? Use I, she, they. Receiving it? Use me, her, them.
2. Model the three frames: ___ threw the ball, The ball hit ___, That ball is ___.
3. Teach the cover-up trick for compounds with I and me: cover the other person, then choose [25].
4. Do three compound sentences together with whiteboards, correcting aloud.

STUDENTS DO

1. Copy the three frames and chant the test with the teacher.
2. Hold up I or me for each compound sentence and say why.
3. Fix two sentences on whiteboards and read the full corrected sentence.

Say: Find the pronoun's job in the sentence. Doing it? Use subjective like I, she, they. Receiving it? Use objective like me, her, them. Owning it? Use owner forms like my and mine. For a partner plus I or me, cover the partner and hear which one fits.

Worked example: ___ finished the captions. Cover test: I finished sounds right, me finished does not, so I finished. The teacher lent the camera to my partner and ___. Cover my partner: lent to I is wrong, lent to me is right, so to my partner and me. That prize is ___. Shows ownership, so ours: The prize was ours [21].

Ask: The teacher lent the camera to my partner and ___. How does covering my partner help? (Lent to me fits but lent to I does not, so it is my partner and me.) · ___ threw the ball to ___. Which pair fits doer then receiver? (She threw the ball to them — She does, them receives.)

Check understanding: Hinge question on boards: My partner and ___ finished. If many pick me, remodel with cover-up once more before the sort.

Support: Give printed frames with blanks and only I/me, she/her, they/them to choose from first [20]. **Stretch:** Ask ready students to explain what changes if the pronoun moves jobs, like She helped them versus They helped her.

Use: Slide 7

30–45 min **Main activity** 15 min · Pairs

Sort pronouns by case and prove each choice in a full sentence.

YOU DO

1. Hand out pronoun cards, three mats, and start the timer for 8 minutes of sorting.
2. Remind pairs to test each card in ___ threw the ball, The ball hit ___, That ball is ___.
3. Circulate, ask for job reasons, and prompt cover-up for I/me compounds.
4. Stop and have each pair read one card in a full sentence and point to its mat.

STUDENTS DO

1. Sort cards with I, he, she, we, they and me, him, her, us, them [20], plus my, our, their and mine, yours, hers, ours, theirs [20][21].
2. Say each card in the frames and place it on the Subjective, Objective, or Possessive mat.
3. Read one sorted card in a full sentence and point to its mat to show its job.

Say: With your partner, sort every card to Subjective, Objective, or Possessive. Test each card in the three frames. Then read one card in a full sentence and point to its mat to show its job.

Worked example: Card they: They threw the ball fits the doer frame, so subjective. Card them: The ball hit them fits the receiver frame, so objective [19]. Card theirs: That ball is theirs shows ownership, so possessive [20]. Full proof: They built the model together, then the win was theirs.

Ask: Why did her go on Objective, not Subjective? (The ball hit her — her receives the action [19].) · Why did ours go on Possessive? (They are now ours shows ownership and stands alone like mine, yours, hers, ours, theirs [21].)

Check understanding: Walk the room with a checklist: each pair has at least one correct S, O, and P sentence. Pull back any pair with 2+ errors for reteach.

Support: Give pairs only six high-frequency cards and the frame sentences printed with blanks [20]. **Stretch:** Have pairs sort and fix compound examples with I and me, like a classmate and I / a classmate and me.

Use: Slide 4

45–60 min **Plenary** 15 min · Whole class

Apply case knowledge to build correct sentences and pick the best fix-up trick.

YOU DO

1. Hand out Worksheet Task A and direct: pick one phrase from each column to build a correct sentence, write three and label subjective, objective, or possessive.
2. Give 7 minutes to write, then have partners read before and after to hear smoother flow.
3. Show Slide 11 and take a vote on which trick helps most: who does it, try alone without and, or does it show ownership.
4. Show Slide 12 and collect the exit line: One sentence I fixed today.

STUDENTS DO

1. Complete Worksheet Task A: write three correct sentences and label each S, O, or P.
2. Vote for the most useful trick and say one sentence it fixed.
3. Complete the exit line: One sentence I fixed today, I used ___ because ___.

Say: Pick one phrase from each column to build a correct sentence. Write three sentences and label subjective, objective, or possessive. Then vote on which trick you will use most to get case right.

Ask: Repeating names makes writing sound strange and pronouns help avoid repetition [7]. How did your rewrite sound smoother? (We replaced repeats with she, them, and hers without changing who did what.) · Which trick will you use most to get case right, and why? (Answers vary, but must link trick to job: doer, receiver, or owner.)

Check understanding: Collect Task A and exit lines. If labels are wrong, plan a 5-minute starter next lesson on that case.

Support: Allow oral sentences first, then scribe, and provide the word bank I, he, she, they, me, him, her, them, mine, yours, hers, ours, theirs [20][21]. **Stretch:** Ask students to add a compound with I or me to Task A and prove it with the cover-up trick [25].

Use: Slides 11-12, Worksheet Task A

Common mistakes

Mistake	How to spot it	How to fix it
Using Her, Him, or Them to start a sentence, like Her threw the ball.	Listen for him, her, and them placed as doers.	Swap to he, she, and they, because subject forms do the action [19][20].
Using I, He, or She as a receiver, like The teacher gave she more paper.	Listen for I, he, she, and they after verbs like gave, hit, or to.	Swap to me, him, her, and them, because object forms receive the action [19][20].
Adding a noun after a stand-alone owner, like The paints are theirs paints.	Look for mine, yours, hers, ours, or theirs followed by another noun.	Use theirs alone or their plus noun, because mine, yours, his, hers, ours, theirs can stand alone to show ownership [21].

Support

- Give six high-frequency cards with printed frames ___ threw the ball, The ball hit ___, That ball is ___ for sorting

Stretch

- Sort and fix compound subjects and objects with I and me, like a classmate and I / a classmate and me [25]

- Provide a three-column pronoun bank and allow oral rehearsal before writing Task A
- Partner struggling readers with a confident reader to read frames aloud and point to doer and receiver
- Write two new sentences using a stand-alone possessive like The win was ours [21] and prove the case
- Explain what changes if a pronoun moves jobs in the sentence, such as She helped them versus They helped her

For the LSE or teaching assistant

Sit with target pairs during the sort. Prompt with the three frames and the cover-up trick for a classmate and I/me [25]. Check S, O, P labels on Task A.

Check for understanding

Question	Answer
In She tossed it to them, what case is them and why?	Objective, because them receives the action.
Fix this sentence: Him and me went biking.	He and I went biking, because doers need subjective case.
That notebook is hers. What case is hers and why?	Possessive, because it shows ownership.

Homework

Write two fixed sentences from today, label each pronoun S, O, or P and tell its job.

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