• Object pronouns are used as objects of verbs or prepositions. To reinforce some of the tips shared in this clip, engage students in a study of prepositions and prepositional phrases. What does it mean for a word to be an "object of the preposition"?

Possessive Nouns & Pronouns

Content includes:

• Possessive nouns and pronouns show a relationship between two things.

• The possessive form of nouns

• A possessive pronoun can replace a possessive noun or an entire noun phrase.

Discussion Questions & Activities

• While possessive nouns look like nouns, they typically function as determiners in a sentence. Determiners help to signal nouns. Engage students in an exploration of determiners and how they function in a sentence.

Reflexive Pronouns

Content includes:

• What are reflexive pronouns?

• How to distinguish between reflexive pronouns and personal pronouns

• Reflexive pronouns used for emphasis

Discussion Questions & Activities

• Emphasize the mirror-like quality of reflexive pronouns by having students identify the reflexive pronouns in sentences and draw arrows that point to their antecedents. Students can even indicate the presence of a reflexive pronoun by drawing a small mirror symbol to visually express this relationship.

• There are many different types of pronouns and confusing pronouns is a common grammar error. Students can sort out their understanding of pronouns by creating posters or charts that list characteristics, examples and tips for using each type of pronoun. Students can review related pronoun clips for reference.

Pronoun-Antecedent Agreement

Content includes:

• What is pronoun-antecedent agreement?

• How to ensure pronoun-antecedent agreement

• Pronouns as antecedents

Discussion Questions & Activities

• Does a pronoun's antecedent need to be in the same sentence? Explain.

• Pronoun-antecedent agreement can be a challenging concept for English language learners, particularly when an indefinite pronoun, like "everyone," is the antecedent. It may help to investigate singular and plural indefinite pronouns further to identify and list any characteristics that pronouns in each group might share. (Visit **grammar.uoregon.edu/pronouns/ indefinite.html** for additional information.)

Suggested Print Resources

• Haussamen, Brock, Amy Benjamin, Martha Kolln & Rebecca S. Wheeler. *Grammar Alive! A Guide for Teachers.* National Council of Teachers of English, Urbana, IL; 2003.

• O'Conner, Patricia T. *Woe is I Jr.: The Younger Grammarphobe's Guide to Better English in Plain English.* Putnam Juvenille, New York, NY; 2007.

Suggested Internet Resources

Periodically, Internet Resources are updated on our web site at www.LibraryVideo.com

• **owl.english.purdue.edu/owl**
The Online Writing Lab (OWL) at Purdue University provides a variety of resources and instructional materials for students worldwide. Click on "Grammar and Mechanics" for detailed explanations and examples of grammar concepts.

• **www.chompchomp.com/**
Grammar Bytes is a useful resource for grammar terms, definitions, tips, handouts and exercises.

—————— **TEACHER'S GUIDE** ——————

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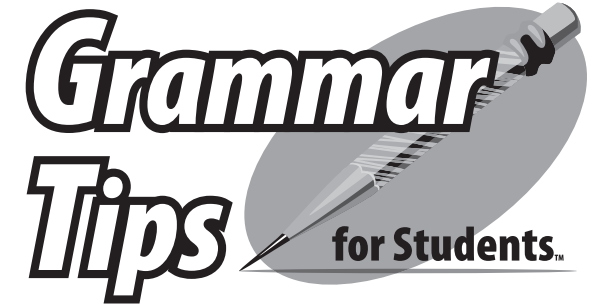
USING NOUNS & PRONOUNS

Grades 5–12

Effective communication, in both the classroom and the real world, is important and grammar is a key element of communication. All students should understand how word choice, word order and punctuation work together to express thoughts in a clear and accurate way. *Grammar Tips for Students* is designed as brief mini-lessons that highlight specific grammar topics by using clear explanations and specific examples and by offering useful tests and tips to avoid confusion and misuse.

Because each show contains a series of independent clips, clips can be viewed individually or in groups. Teachers can also choose to show the clips in an order that works for them and their curriculum.

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Program Overview

While many students know that a noun names a person, place or thing, they often do not realize that nouns can be categorized in other ways and that it is important to understand the different types and how they are used. Similarly, many students understand that pronouns can play the role of nouns. However, there are different types of pronouns and guidelines for their use can differ. This program takes students beyond the traditional definitions and explores relevant noun- and pronoun-related topics, from helpful tests for identifying common nouns to tips for ensuring pronoun-antecedent agreement, and can serve as a useful tool to develop students' oral and written communication skills.

Supporting English Language Learners (ELLs)

• ELLs bring to English their own language experiences. The amount and type of exposure ELLs have to the English language can vary greatly. In addition, the ability to read and write in his or her native language can influence an ELL's understanding of grammar as well as the type of grammar errors made.

• ELLs may not make the same type of grammar errors as native speakers. Native speakers often rely on their ability to determine if a sentence "sounds right." This is difficult for ELLs. They should be encouraged to practice the tests and tips provided and may benefit from additional teaching and reinforcement.

• Remember, some words can be used in more than one way and can function as different parts of speech. When you discuss a word, put it in a sentence and write it down for students to consider. Otherwise, you and your students may be thinking of two different meanings of the same word.

Vocabulary

antecedent — A word or phrase (usually a noun phrase) for which a pronoun stands.

collective noun — A special class of nouns that names groups, or collections. "Team," "audience" and "herd" are examples.

common noun — A general noun that can describe a category of people, places or things. For example, "woman" is a common noun.

count noun — A common noun that has a plural form and can be used with number words. "Chair" and "skirt" are examples.

noncount noun — Also known as a "mass noun," it is a noun that does not have a plural form and cannot be used with number words or the determiners "a" and "an." "Furniture" and "clothing" are examples.

noun — Traditionally defined as the name of a person, place, thing or idea. Most nouns have plural forms and can be used with "the."

personal pronouns — Subject pronouns (I, you, he, she, it, we, they), which are used as the subjects of sentences, and object pronouns (me, you, him, her, it, us, them), which are used as objects of verbs and prepositions.

possessive noun — A noun with an 's or s' ending. This noun form is often used to show a relationship, such as ownership.

possessive pronoun — A pronoun that is often used to show a relationship and has two forms. One form can be used as a determiner in place of a possessive noun. (Example: I borrowed Emily's bike. I borrowed her bike.) The other form can be used as a pronoun that stands in place of a noun or noun phrase. (Example: The teacher read the students' reports. The teacher read theirs.)

pronoun — A word that can be used in place of a word or group of words that function as nouns do. "I," "you," "he," "us" and "them" are examples.

proper noun — A noun that names a particular person, place or thing. Proper nouns are always capitalized.

reflexive pronoun — A pronoun that reflects, or refers back, to an antecedent earlier in the sentence. There are eight reflexive pronouns: myself, yourself, himself, herself, itself, ourselves, yourselves, themselves.

Identifying Nouns

Content includes:

• How to distinguish between proper nouns and common nouns.
• Tests for identifying common nouns:
  • The plural test
  • The "the" test

Discussion Questions & Activities

• Introduce students to abstract nouns. These nouns are not concrete — you can't see, taste, smell, hear or touch them. Abstract nouns include words like "relaxation," "curiosity," and "bravery." Have students generate a list of other abstract nouns. Try to apply the common noun tests to these words. Remember, the plural test does not work for all nouns. Does it work for these words?

• Another test for identifying nouns is the pronoun replacement test. It's a two-step test. Whatever words you can replace with a third-person pronoun — like "he," "she," "it," or "they" — make up a noun phrase. Step two is to identify the noun within the phrase. To do that, simply apply the plural test or the "the" test. Have students try the pronoun replacement test by pulling sentences from books they are reading.

Count & Noncount Nouns

Content includes:

• What are count and noncount nouns?
• Tests for distinguishing between count and noncount nouns:
  • The plural test
  • The a/an test
• Some words can be either count or noncount.

Discussion Questions & Activities

• Why learn the difference between count and noncount nouns? It often helps to decide which determiner to use, such as "fewer" or "less." "Fewer" is used with count nouns (i.e, fewer blouses) and "less" is used with noncount nouns (i.e., less clothing). This is an important usage distinction, particularly for English language learners. (Visit **grammar.ccc. commnet.edu/GRAMMAR/noncount.htm** for additional information.)

• Here's another way of looking at count and noncount nouns. When you take away part of the mass of a noncount noun (e.g., furniture), you still have something by the same name (furniture). However, when you take away part of a count noun (e.g., chair), what you are left with is not a chair, but a fraction of a chair. In other words, count nouns are considered as units. Explore this idea with students. Present them with a list of nouns and use this test to determine which ones are count and which are noncount.

Collective Nouns

Content includes:

• What are collective nouns?
• How to ensure agreement between a collective noun and verb

Discussion Questions & Activities

• Discuss why it is important to be aware of the collective nouns you are using and of how the members of those collective groups are behaving. Students can write sample sentences with collective nouns to show when members of a group are acting collectively and individually.

• Connect this lesson to the natural world by investigating the collective nouns used to refer to animal groups. Students can even sketch images of these collective groups, such as a romp of otters, a gang of elk or a prickle of porcupines, and write sentences describing how these groups are behaving collectively. (Visit **www.npwrc.usgs.gov/about/faqs/ animals/names.htm** for helpful information.)

Identifying Personal Pronouns

Content includes:

• Personal pronouns are used as either subject or objects in a sentence.
• Subject pronouns and object pronouns are often confused.

Discussion Questions & Activities

• The subject of a sentence tells you who or what the sentence is about. A subject pronoun can replace a word or group of words that function as the subject of a sentence. Have students pull sentences from books they are reading and rewrite them by replacing the subjects with appropriate subject pronouns.

(Continued)