



YOUTH ART PROJECT FOR:

# PRONOUNS

## OBJECTIVE

Students will learn about the following pronouns: subjective, objective, and possessive. They will be able to identify them and use them accurately in their writing and speaking.

Set up/prep time:

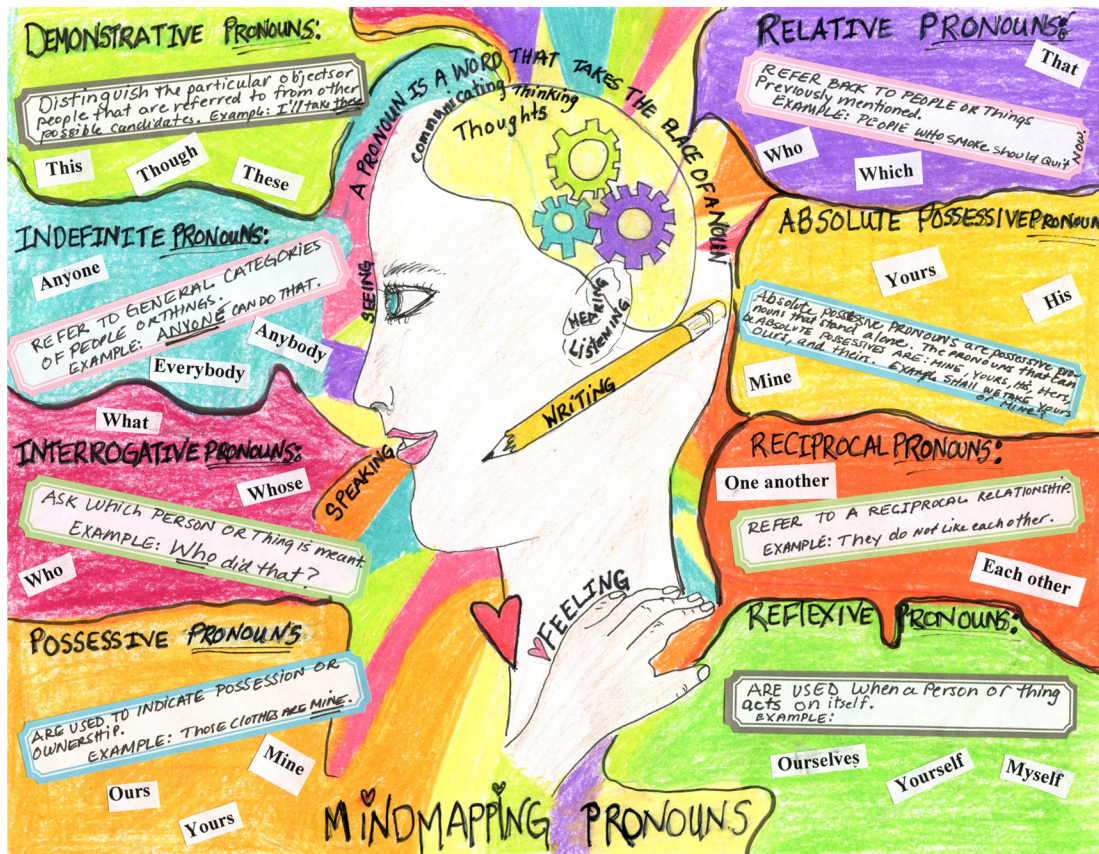
**30 minutes**

Activity Time:

**2-3 Hours**

Materials Needed:

**Colored Markers, Pencils, Tape, 8 1/2 x 11 white paper**





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## COMMON CORE STATE STANDARD

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ELA-Literacy.L.6.1.Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

ELA-Literacy.L.6.1a Ensure that pronouns are in the proper case (subjective, objective, possessive).

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## PRE LESSON ASSESSMENT

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Determine what the students already know about pronouns.

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## VOCABULARY

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Pronoun, Subjective, Objective, Possessive

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## RELEVANT RESOURCES

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### Content

<http://en.wikipedia.org/wiki/Pronoun>

<http://www.factmonster.com/ipka/A0885483.html>

<http://www.towson.edu/ows/pronouns.htm>

### Art

<http://www.mindmapinspiration.com/drawing-a-mind-map-from-start-to-finish/>

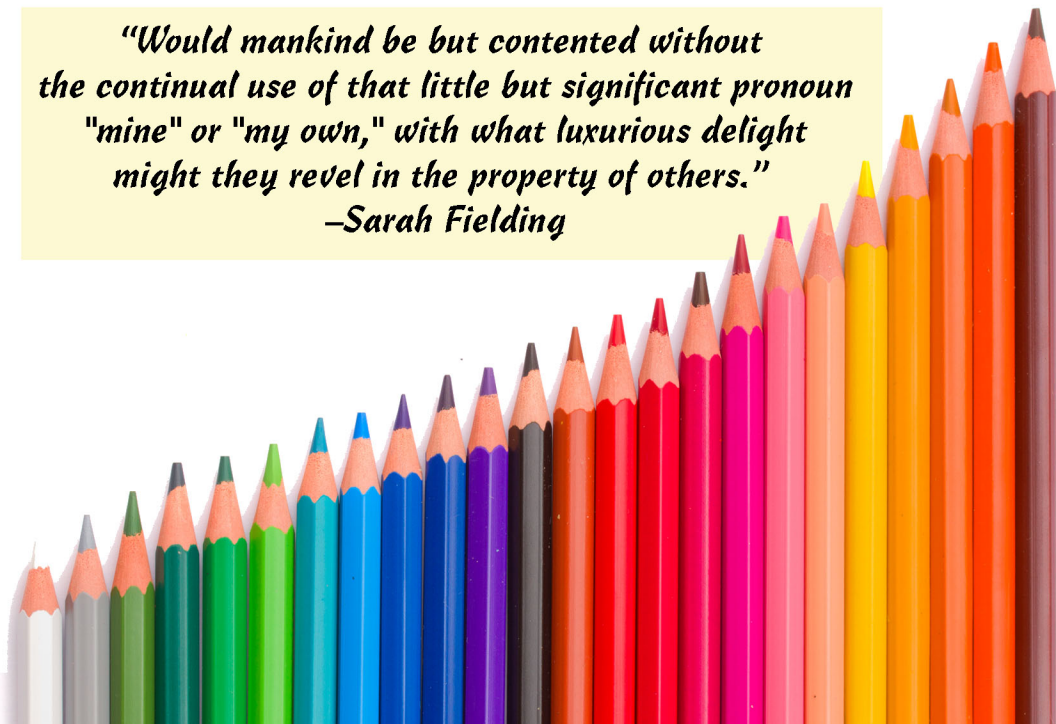
<http://www.wikihow.com/Make-a-Mind-Map>

### Students will engage in:

- Listening
- Speaking
- Reading
- Writing
- Partner Work
- Cooperative Learning
- Whole Group Instruction
- Visuals
- Hands on
- Technology Integration
- A Project
- Centers
- Simulations
- Activities

*"Would mankind be but contented without the continual use of that little but significant pronoun "mine" or "my own," with what luxurious delight might they revel in the property of others."*

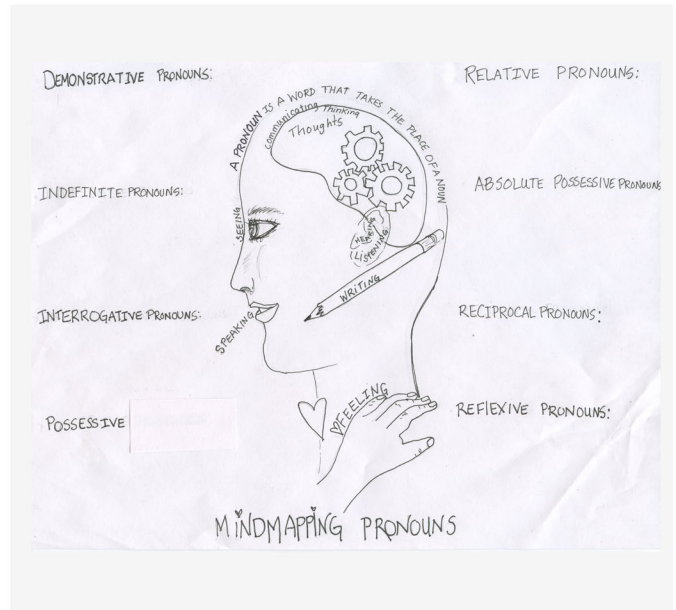
*–Sarah Fielding*





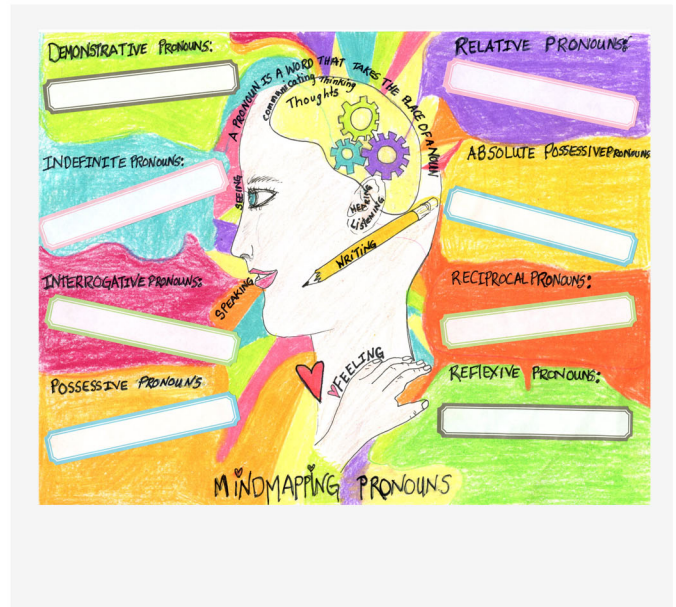
## STEP 1

Have the students determine what their drawing will be in the middle of the page. They could do a rough sketch on scratch paper first. This central image is their anchor for the pronoun mind mapping. Everything on the creative mind map comes from here. Have them draw their central piece of art in pencil.



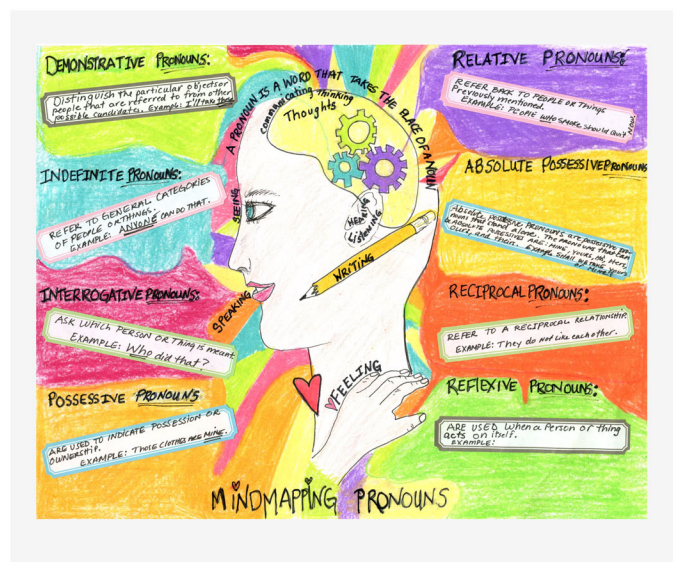
## STEP 2

With pencil have them draw eight big different bubbles that shoot off of from their central image. Be sure they leave plenty of room within the bubbles for writing and drawings. Encourage the students to choose a different color for each of bubble and its content.



## STEP 3

Have the students write with pencil in each of the eight different bubbles with the eight different pronoun categories. Demonstrative, Indefinite, Interrogative, Possessive, Relative, Absolute Possessive, Reciprocal, and Reflexive. Have them list in each bubble all the words that go with that pronoun "type". Have them write a short summary of how each of the "pronouns" are used and their unique rules in both speech and writing. Have them use a different color for each pronoun bubble. After their summaries are written have the students go through their art with a black fine point pen to help distinguish the separation of each bubble. After which have the students list three examples of pronouns for each different type of pronoun, (keep in mind reciprocal pronouns however, only have two). Once the students finish have them share their artwork with the class.



## POST LESSON ASSESSMENT

Do a post assessment to determine what new knowledge the students have gained.