

## ⚡ PREPARE

**CONCEPT** Words are categorized as pronouns if they take the place of a noun (a person, place, thing, or idea) in a sentence. Reflexive pronouns refer back to the subject of the sentence (the antecedent), but they can never be the subject. Students need to understand reflexive pronouns for comprehension of texts as well as to ensure clarity of expression.

**VOCABULARY** antecedent, noun, plural, pronoun, reflexive pronoun, singular, subject

**MATERIALS** Lesson reproducibles, index cards

## ⚡ INSTRUCT

Tell students that they will be learning about reflexive pronouns. Remind them that pronouns replace nouns in a sentence and review pronouns as needed (e.g., *she, my, it, they*). Display a list of the eight reflexive pronouns on the board and ask students to note what they have in common (i.e., *self/selves*). Display sentence 1 from Instruct List 1. Read the sentence aloud, and ask students who or what the sentence is about (the subject). Underline and explain as needed that *boy* is the subject of the sentence. Next, underline the pronoun *himself* and explain that this pronoun refers back to the subject. Draw an arrow to *boy* and label it the antecedent. Have students underline the subject and reflexive pronouns and draw arrows from the pronouns to the antecedents in Instruct sentences 2-5.

Explain to the students that, just like possessive pronouns, reflexive pronouns can be singular or plural. Continue underlining and identifying antecedents in sentences (6-8) with the plural pronouns. Note that the subjects will also be plural.

State the information: **Reflexive pronouns refer back to the subject of the sentence.**

Tell students that because reflexive pronouns refer back to the subject, they cannot *act* as the subject of the sentence. In the sentence, "You could ask Mary or myself any questions," *You* is the subject, but the reflexive pronoun *myself* does not correspond with *you* and is therefore used incorrectly. If a reflexive pronoun is used as the subject of a sentence, the sentence will be incorrect (e.g., *Tim and myself are going*).

Display the sentence *The officer stopped Lucy and myself*. Underline the subject (*the officer*) and pronoun (*myself*). Ask students if *myself* refers back to *the officer*. Help students to identify that *myself* corresponds with the pronoun *I*. Therefore, this sentence uses the reflexive pronoun incorrectly. In this case, the correct pronoun would be the object pronoun *me*.

Refer students to the Anchor Chart. Distribute copies for students to keep, or have students record the information in a notebook.

## ⚡ PRACTICE

- Distribute the Practice reproducible included with this lesson. Students should choose the correct reflexive pronoun to complete the sentence.
- Distribute the Practice paragraph included with this lesson. Have students edit the paragraph for errors in reflexive pronoun use. Students should make suggestions for corrections in the margins.
- Write the reflexive pronouns on index cards and spread them on the table. Have students take turns flipping over a card and writing a sentence containing that pronoun in their notebooks. Then, they should swap notebooks with a peer and underline the subject and draw an arrow to the antecedent for their peer's sentence.

 ADAPT

## SUPPORT

- Distribute the Support List reproducible included in this lesson. Students should circle the reflexive pronoun in the sentence and then write the antecedent (the noun to which it refers) on the line below.
- Write the reflexive pronouns on separate index cards and arrange them on the table. Next, write a variety of subjects on other cards (e.g., *the dogs, you, our family, I, Samuel*) and place them in a pile on the table. Tell students to draw a subject card and place it in the group that corresponds with the subject (e.g., *Samuel/himself; you/yourself*).

## EXTEND

- Distribute the Extend Chart included with this lesson. Students should finish the chart with corresponding pronouns. Note that (s) and (p) refer to singular and plural. Encourage use of the Anchor Chart if needed. Discuss first, second, and third person vocabulary as they work through the chart.
- Provide students with a list of similar sentences (e.g., *Frank made him a cake. Frank made himself a cake*). One sentence should include a reflexive pronoun and the other should have an object pronoun. Discuss the significant differences in meaning of the sentence based on the pronoun. Challenge students to write their own sentence pairs and discuss with a partner.

 CONNECT

- Have students write a math problem based on a current math concept that includes reflexive pronouns (e.g., *The 8th grade class divided pencils among themselves. A quarter of the class said, "We already bought some for ourselves." If there were 20 students who already had pencils, how many students were in the class?*).

## INSTRUCT LIST 1

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1. The boy made and sold the lemonade himself.
2. The timer resets itself every afternoon.
3. You should ask that question yourself.
4. Instead of asking the assistant, the manager made the call herself.
5. Although it was heavy, I wanted to carry the suitcase myself.
6. We made ourselves a delicious dinner.
7. Jason and Marco pushed themselves as hard as possible.
8. You need to take care of yourselves during this winter season.

## ANCHOR CHART

# Pronouns

A **pronoun** replaces a noun in a sentence.

<p><b>Subject Pronouns</b> I, you, he, she, it, we, they</p>	<p><b>Relative Pronouns</b> that, which, who, whom, whose</p>
<p><b>Object Pronouns</b> me, you, him, her, it, us, them</p>	<p><b>Demonstrative Pronouns</b> this, that, these, those</p>
<p><b>Possessive Pronouns</b> my, mine, your, ours, his, its, her, hers, our, ours, their, theirs</p>	<p><b>Indefinite Pronouns</b> <i>Singular (take singular verb)</i> another, anybody, anyone, anything, each, either, everybody, everyone, everything, neither, nobody, no one, nothing, one, other, somebody, someone, something</p> <p><i>Plural (take a plural verb)</i> both, few, many, others, several</p> <p><i>Either</i> all, any, more, most, none, some</p>
<p><b>Interrogative Pronouns</b> what, which, who, whom, whose</p>	
<p><b>Reflexive Pronouns</b> myself, yourself, himself, herself, itself, ourselves, yourselves, themselves</p>	

### Examples

*She gave it to him. It is not yours. It belongs to us. We bought it for ourselves.  
My brother took the ball. He wanted it for himself. We drove your car to their house.  
What do you want? That smells sweet. Anyone can come in. He said something.*

PRACTICE

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1. Jorge only thought about \_\_\_\_\_ as he looked in the mirror.
  - a. itself
  - b. herself
  - c. myself
  
2. Marnie served \_\_\_\_\_ after everyone else had been served.
  - a. itself
  - b. herself
  - c. myself
  
3. The children got \_\_\_\_\_ dressed before breakfast.
  - a. themselves
  - b. ourselves
  - c. himself
  
4. We ate so many holiday cookies that we made \_\_\_\_\_ sick!
  - a. myself
  - b. ourselves
  - c. yourselves
  
5. You need to keep \_\_\_\_\_ in shape as the quarterback of this team.
  - a. yourselves
  - b. yourself
  - c. ourselves
  
6. The tiger scratched \_\_\_\_\_ while attacking its prey.
  - a. itself
  - b. myself
  - c. themselves
  
7. You and your friends need to take responsibility for \_\_\_\_\_.
  - a. ourselves
  - b. himself
  - c. yourselves
  
8. Robert thought, "I will do this by \_\_\_\_\_ no matter what!"
  - a. herself
  - b. themselves
  - c. myself

## PRACTICE PARAGRAPH

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The Johnson kids were excited to fly for the first time by themselves. When they arrived at the gate, the attendant asked them, “Does this seat work for yourself?”

Peter said, “I myself would rather sit on the aisle.”

Gina shot him a look and quickly replied, “We will take whichever seats are available and will carry our luggage ourselves.” The kids shouldered their backpacks and turned to their parents.

With tears, their parents shouted, “Take care of yourselves!” As they walked onto the plane, Gina left Peter by himself and rushed to find her seat. Peter lagged behind and a woman stepped in front and blocked himself from catching up. He thought, “I only have myself to blame.”

When he finally found her, Gina was buckled safely into an aisle seat. She smiled smugly and said, “Make yourself comfortable!”

## SUPPORT LIST

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1. If you won't help me, I will do it myself.

antecedent \_\_\_\_\_

2. Our class really enjoyed ourselves on the field trip.

antecedent \_\_\_\_\_

3. Ron is such a selfish boy and only thinks about himself.

antecedent \_\_\_\_\_

4. My grandmother has trouble feeding herself these days.

antecedent \_\_\_\_\_

5. The waiter told the guests, "You should help yourselves to the salad bar."

antecedent \_\_\_\_\_

6. The cat sunned itself on the patio.

antecedent \_\_\_\_\_

## EXTEND CHART

Type	Subject Pronoun	Object Pronoun	Possessive Pronoun (Adjective)	Absolute Possessive Pronoun	Reflexive Pronoun
1st person	I	me	my	mine	myself
2nd Person	you			(s) (p)	(s) (p)
3rd Person	he				
3rd Person	she				
3rd Person	it				
1st Person	we			(s) (p)	
3rd Person	they			(s) (p)	

## ANSWER KEY

### Practice Multiple Choice

1) himself, 2) herself, 3) themselves, 4) ourselves, 5) yourself, 6) itself, 7) yourselves, 8) myself

### Practice Paragraph

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3rd Person	he	<u>him</u>	<u>his</u>	<u>his</u>	<u>himself</u>
3rd Person	she	<u>her</u>	<u>her</u>	<u>hers</u>	<u>herself</u>
3rd Person	it	<u>it</u>	<u>its</u>	<u>its</u>	<u>itself</u>
1st Person	we	<u>us</u>	<u>our</u>	(p) <u>ours</u>	<u>ourselves</u>
3rd Person	they	<u>them</u>	<u>their</u>	(p) <u>theirs</u>	<u>themselves</u>