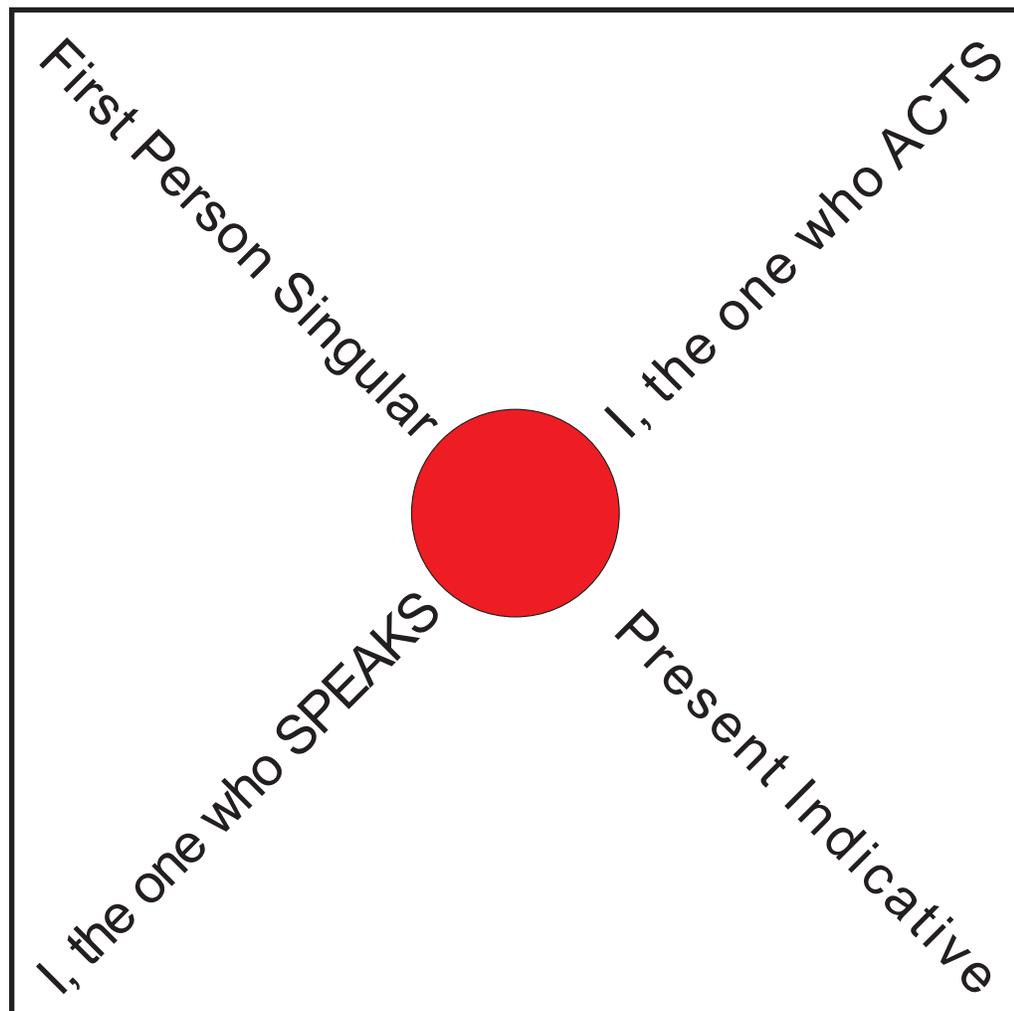


PERSON

Begin the study of the verb by exploring the person of the pronoun and its relation to the verb. Explain each of the charts in the envelope entitled "The Study of the Verb, the Pronouns."

FIRST CHART

The first chart has a red circle in the center to symbolize the verb. All the other charts explore the pronoun and have symbols to represent the pronoun. This chart represents the person doing the speaking or the acting. The red circle symbolizes the verb and its actions: speaking, doing, existing, thinking. The first person singu-



lar, "I", always speaks in the present about the past or future I speak in the present about my actions (speaking, thinking, doing, existing) now, or in the past or in the future. (Students have not yet learned Present Indicative.)

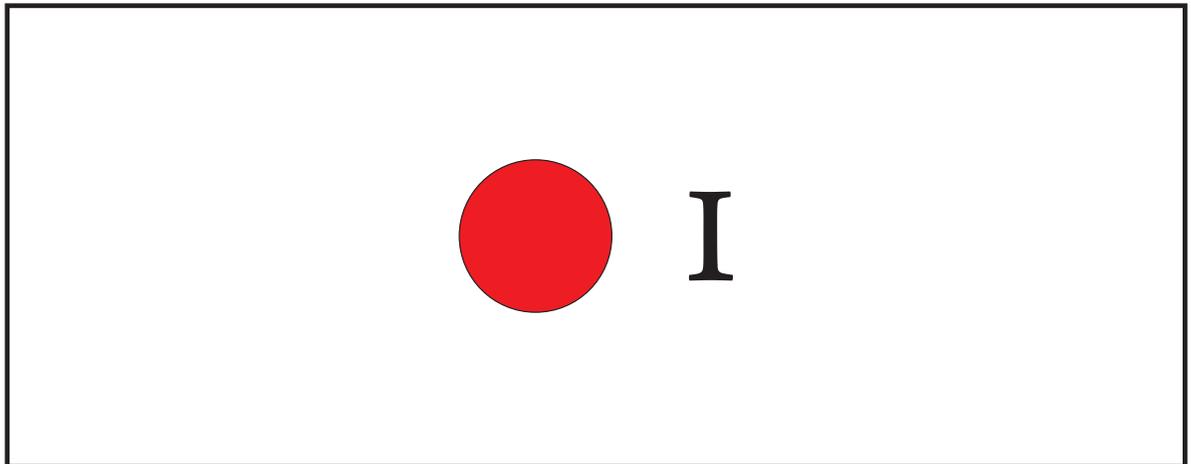
SECOND CHART: FIRST PERSON SINGULAR

This chart represents the importance of the word "I." Ask the student who is the most noticeable person. They will probably say that the first person is. The first person is the most noticeable because it is the one who speaks. Because it is so noticeable, it is like the sun, and we have a golden circle to represent "I."

The circle is gold to represent the precious metal.

I, as a particular person, am unique and precious.

The pronoun "I" is always capitalized because it is the most important personal pronoun, the unique I.



THIRD CHART: SECOND PERSON SINGULAR

This chart has the golden circle to represent the one who speaks, the “I” and a smaller red circle to represent “you” - the person who is spoken to.

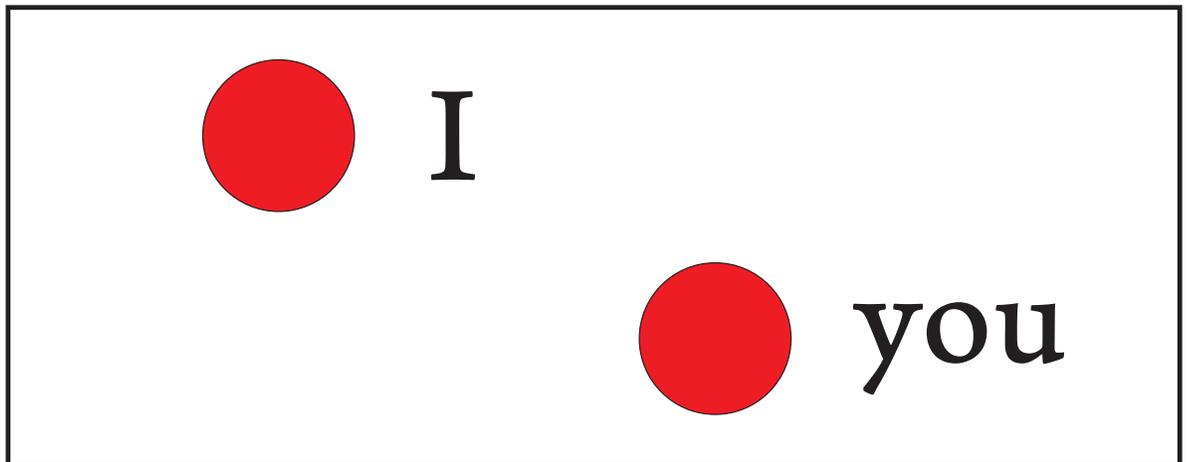
I am the one who speaks.

I always speak in the present.

I speak to you, a single person or thing.

You cannot speak directly.

When you do speak, you take on a certain importance. Then, you become an “I.”



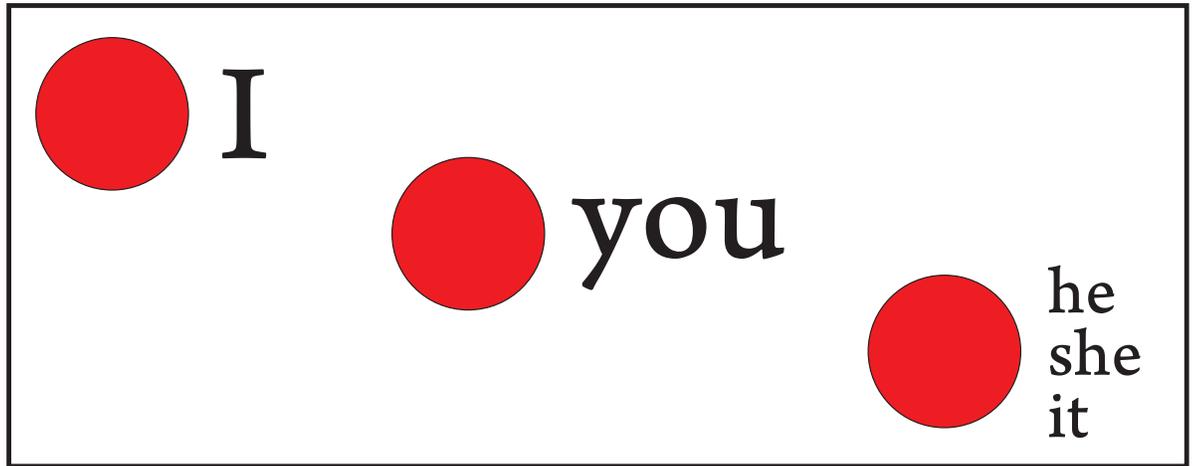
FOURTH CHART: THIRD PERSON SINGULAR

This chart has the gold circle to represent “I” - the red circle to represent “you” - and the smaller silver circle to represent the person who is spoken about - “he,” “she,” “it.”

I can’t speak directly to the third person, but I can talk about him.

I speak directly to you about him.

The person or thing spoken about always remains in the shadows, and is therefore gray.



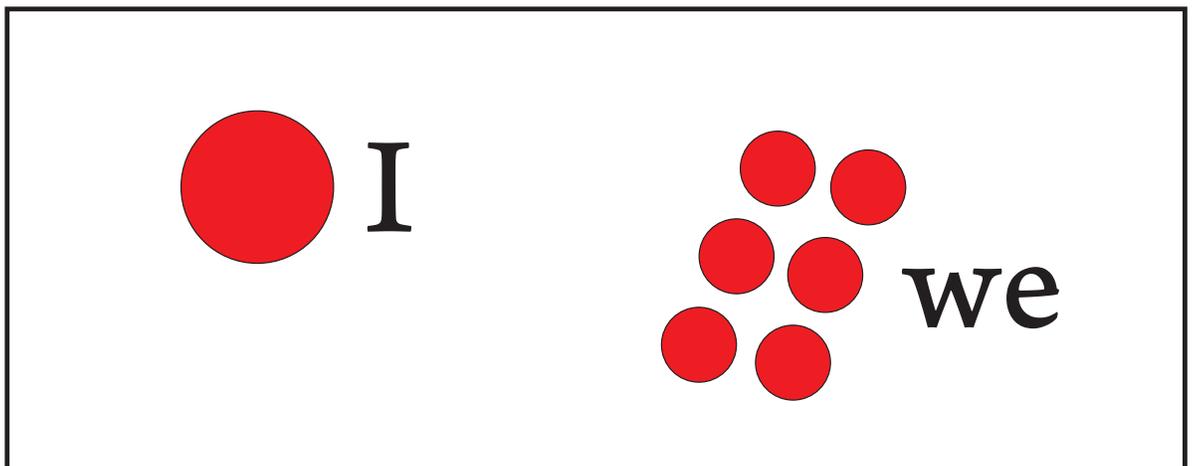
FIFTH CHART: FIRST PERSON PLURAL

This chart has the large gold circle to represent “I” who speaks, but this time there are also smaller gold circles. These represent, with the large circle, “we.” That is, they indicate that the speaker is including others in his statement.

We is a group of “I’s”.

If a lot of us are talking together, that group is we. One of us speaks for the group.

That larger one speaks for all of us, in the name we.



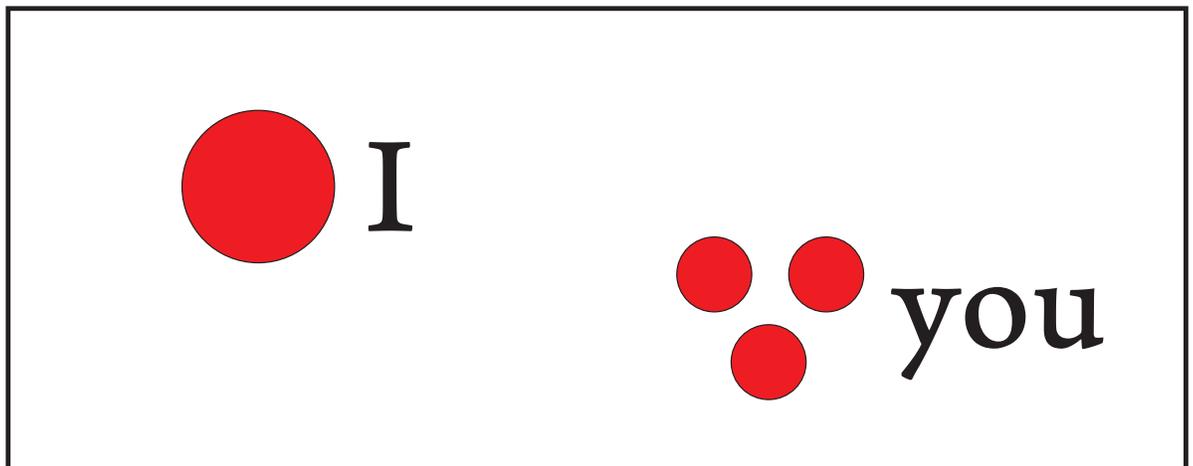
SIXTH CHART: SECOND PERSON PLURAL

This chart indicates that “I” am speaking to more than one person. There are several red circles to indicate that the “you” is plural.

I can speak directly to a group of you.

You are more than one person or object.

You are plural.



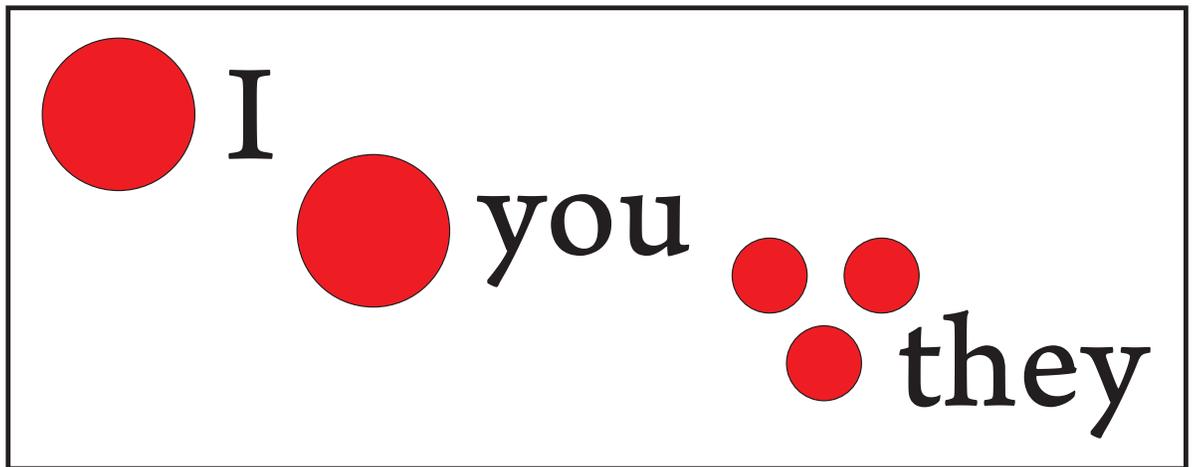
SEVENTH CHART: THIRD PERSON PLURAL

This chart indicates that “I” speak to “you” about something that “they” did. There are several gray circles to indicate “they.”

I can speak directly to you, but I cannot speak directly to them.

I speak to you about them. They are more than one, a collection or group. They are in the shadows.

Give a three-period lesson with the charts. Have the children generate sentences and show which chart illustrates the person and number of the pronoun in the sentence.



PERSON: EXTENDED ACTIVITIES

WRITING IN THE FIRST AND THIRD PERSON

“John Colter’s Race for Life,” page 6 in the Unit Anthology, is told in the third person. The author tells *about* John. The author uses the pronouns *he*, *his*, and *him* to describe John and his actions:

“With a pack on *his* back, *his* gun and ammunition bag over *his* shoulder, and *his* tomahawk and knife in *his* belt, John set out to walk five hundred miles.”

Suppose that John was telling his own story of this same event. He would use the first person:

“With a pack on *my* back, *my* gun and ammunition bag over *my* shoulder, and *my* tomahawk and knife in *my* belt, *I* set out to walk five hundred miles.”

A. Changing Third Person to First Person

The following sentences are in the third person. Rewrite them in the first person. Use the first person pronouns *I*, *me*, and *my* as they are needed. In number 1, fill in the proper blanks. In number 2, rewrite the sentences completely.

- (a) *Third person*: Kate is fifteen and the oldest of five children. Ever since her father died in a railroad accident, she has done most of the hard work around the farm.

(b) *First person*: _____ am fifteen and the oldest of five children. Ever since _____ father died in a railroad accident, _____ have done most of the hard work around the farm.

2. (a) *Third person:* All dogs looked on Jacob Enderby as a long-lost master, but it hadn't always been so. At one time they hated him as much as he hated them.

(b) *First person:*

B. Changing First Person to Third Person

The following sentences are in the first person. Rewrite them in the third person. Rewrite number 1 by filling in the blanks. Rewrite number 2 completely. Use the third person pronouns, *he, him, his, she, her*, as they are needed.

1. (a) *First person:* I opened the chest excitedly. When I saw what was in it, my heart began to beat faster. I closed it quickly and ran out of the cave.
- (b) *Third person:* Mary opened the chest excitedly. When _____ saw what was in it, _____ heart began to beat faster. _____ closed it quickly and ran out of the cave.
2. (a) *First person:* When I heard the church bells ringing, I jumped into my clothes and rushed outside into the street. What I found there surprised me greatly.

(b) *Third person:*
