

Let's Teach me

“**ME**, myself, and I” are three personal pronouns, that, although we use all the time, can be difficult to teach. **ME** is usually used as the object of an action or preposition (as opposed to the subject of the action). That means it will usually come after a verb (give **ME** a high five) or after a preposition (come with **ME**). You could introduce the word **ME** by helping learner request items using the phrase “give **ME**,” ask for help saying “help **ME**,” or answering the question “Who’s there? Or Who wants to?” with the word **ME**.



FIND

Find the word **ME** in the vocabulary. If you can’t find **ME**, use the Word Finder feature to learn where it is. If it is not in the vocabulary, you may want to add it.



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INTRODUCE

Use **ME** in context and try to explain it at the learner’s level. Modeling, touching the word in the vocabulary as you say it, may help.

Here’s an example: “We use **ME** to talk about ourself. I could say ‘Give **ME** (pointing to self) the book (help learner hand you the book). If you want it, you could say ‘(give it to) **ME**.’”



MODEL

Model the word throughout the day, touching **ME** in the vocabulary anytime you say it.

“Give it to **ME**.” “Take **ME** home.”

“Are you talking to **ME**?” “Please come with **ME**.”

“Not **ME**!” or “It wasn’t **ME**.”



ENCOURAGE

Create activities to provide lots of models and practice with **ME**.

Book: *I Like **ME***, by Nancy Carlson

Activity: *Who Stole the Cookie?* “Who **ME**? Couldn’t be!”

Song: *Take **ME** out to the Ball Game.*



EXPECT

Create opportunities for the learner to say the word. Make sure to wait and look at them so they know it is expected.

Ask the question, “Who wants...?” Help the learner answer “**ME**!”

whenever it is something he/she wants. Using the above story, help

learner write a book about why he/she likes **ME**. Use the sentence starter

“I like **ME** because...”

