

# Let's Teach she

Pronouns, such as “I, you, he, **SHE**, they” can be difficult to learn and use correctly. In fact, as part of typical language development, children may confuse the various pronouns. The reason we learn to use pronouns is to be more efficient. Saying “**SHE**/he” is typically faster than saying “the boy/the girl” or the person’s name. It is also very important in reading and writing, as pronouns often replace people’s names in print. Start introducing the concept of **SHE** by narrating your day. People do things all around you.



## FIND

Find the word in the vocabulary. **SHE** is a pronoun. If you can’t find **SHE**, 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 **SHE** 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: “**SHE** is the word (pronoun) we use when we talk about girls. **SHE** is a girl (point to a person or picture). When can use the word **SHE** instead of using someone's name. **SHE** is your Mom. **SHE** is your sister (pointing to people or pictures).



## MODEL

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

“**SHE** is your friend.”

“**SHE** is in front of you.”

“**SHE** is not home, can I take a message.”

“Sarah is the helper today. **SHE** will pass out the plates.”



## ENCOURAGE

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

Book: Pick one with your favorite female character. There is sure to be lots of uses of the pronoun **SHE**.

Activity: “I spy” colors that people are wearing (e.g., I spy something red). Once the item is guessed, point out “**SHE** is wearing red shoes!”

Game: “Guess Who?” Only use the girls. Help the learner ask “Does **SHE** have...?”



## EXPECT

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

Write a book about a female in the learner’s life. First, gather pictures of this person. Then write simple sentences about what **SHE** does or is doing.

