

## Switch It Up Answer Key

Revised correctly with proper grammatical shifts:

When everyone saw **me** walk into the rehearsal room, they waved at **I**. The director told **me** to take my place on stage, but **me** was still nervous. My friend handed **I** a script and whispered that **me** would do great. During the performance, the spotlight shone right on **I**, and **me** tried to remember every line. When the final scene ended, the audience cheered for **I**, and **me** finally felt proud of my hard work.

*(Students' exact rewrites will vary, but the focus should remain on adjusting sentence structure to keep grammar functional while switching pronouns.)*

### Teacher's Guide

- **Skill Focus:** Helps students understand how **I** (subject) and **me** (object) function differently in sentence structure, encouraging awareness of grammar and syntax shifts when pronouns are changed.
- **Differentiation Tips:**
  - Provide sentence stems like "\_\_\_ walked into the room" vs. "The teacher waved at \_\_\_" to review pronoun roles before students begin.
  - Offer extra support by color-coding subjects and objects in the original text for visual learners.
- **Engagement Idea:**
  - Have students perform a "Pronoun Switch Challenge" in pairs-each partner reads their rewritten version aloud and explains how sentence structure changed.
- **Extension Activity:**
  - Ask students to write a short paragraph in first person, then rewrite it entirely from the perspective of another character who would use **me** in object positions and **I** in subject positions. This reinforces pronoun flexibility and perspective awareness.