**Direct Objects Lesson**

**Grade Level:** 5th Grade

**Subject Area:** English Language Arts

**Materials Needed:** English workbooks, pencils, Smart Board

**Standard:**

* ***5.L.1 🡪*** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**Objectives:**

* Students will recognize direct objects within sentences.
* Students will identify and label various parts of speech within a sentence.
* **Cognitive Level in Bloom’s Taxonomy:** knowledge

**Learning Activities:**

* Opening Element: REVIEW
* For the past few days you have been working on parts of speech and grammar in English. I know that you have some of these mastered and are getting ready to move on to some new information. Before we do that, let’s do a quick review.
  + The last thing you learned was the fact that there are two major types of verbs. What were they?
    - *Action Verbs and Linking Verbs*
  + List some action verbs for me.
    - *Run, jump, read, talk, etc.*
  + Yes, verbs are things you do and action verbs specifically, are something that is very easy to see, right?
  + Now, let’s review some linking verbs. I am going to rattle off some sentences and your job is to tell me the linking verb and if the way I am using it fits my sentence, okay?
    - *Emma are nice. 🡪 no, (is)*
    - *Dillon is tall. 🡪 yes, (is)*
    - *We is Shiloh Skyhawks. 🡪 no, (are)*
    - *I were late for class. 🡪 no, (was)*
    - *You are fifth graders. 🡪 yes, (are)*
    - *The sky was blue. 🡪 yes, (was)*
* You have that part down easy. Okay, now let’s review a few other parts of speech.
  + *Teacher writes the following sentences on the Smart Board.*
    - The skunk smells the flower.
    - The skunk smells bad.
  + Let’s look at each of these sentences. What is the subject?
    - *Underline the subject.*
  + Which word is my verb? In sentence 1, is it a linking verb or an action verb? How do you know? What about sentence 2, linking verb or action verb? How do you know?
    - *Verbs are identified with two underlines.*
  + Wonderful. Let’s look at another example.
    - *Teacher writes the following sentences on the board*.
      * Mrs. Seifert threw the tissue into the garbage can.
  + First off, in our first sentence, what is our simple subject?
    - *Mrs. Seifert (underline)*
  + Right, Mason is who our sentence is about.
  + What is our verb? What type of verb is it? How do you know?
    - *threw; action verb; identifies the action of what is being done*
  + We have a prepositional phrase in this sentence too, how does it start? Which part of speech is that?
    - *Into; preposition*
  + How does it end?
    - *Garbage can; object of preposition; parenthesis*
  + So our prepositional phrase would be “*into the garbage can.”*
* You are doing great. Let’s keep going with that example to teach you about direct objects. Take a minute to think about what type of word this might be. Let’s break it apart—direct and object. What type of word do you think we are going to be looking for here? Verb? Adjective? Noun? Adverb?
  + *Noun*
* Just the word Object should give us a hint. An object would be a noun or maybe a pronoun.
* A direct object is a noun or pronoun that is DIRECTLY affected by the subject. Direct objects answer the question of “Who or What is being affected.” Look at our example. Since Mrs. Seifert is our subject, what is she affecting? What is she doing something to?
  + *Tissue*
* Do you think all sentences have direct objects?
  + No, one example could be : Lukah went outside. Did Lukah really affect anything, is there another noun in that sentence? No.

**Guided Practice: breaking into smaller parts**

* Turn to Page 85 in your workbook. See the box at the top? Notice how they labeled the parts of speech in those sentences. That is what we are going to practice.
* Before we get going on that, I want to show you the diagram boxes they also want you to do. There are three lines through the horizontal line and they want you to write the simple subject in box 1, the verb in box 2 and the direct object in box three. It is just like we have been working with except they want you to write it out rather than just label it.
  + *Practice with example sentence.*
* Let’s go through Page 85 in your book together.
  + *Students can come to the board and label all the parts of speech.*

**Technology:** SMART BOARD

**Required Vocabulary:**

* Direct Object: a noun or a pronoun that the verb in the sentence does something to

**Independent Practice:**

* Complete Page 86 of their workbooks.

**Differentiation:**

* Visual: written examples on board
* Auditory: verbal instruction/explanation

**Assessment:**

* Formative 🡪 understanding will be assessed upon completion of workbook Page 86.
* Summative 🡪 a traditional test on the various parts of speech and grammar will be administered by the regular classroom teacher.