

Teacher Directions

The activities in this unit are designed to take approximately 10 minutes per day.

Here is a schedule that I have created.

Monday: Teach a mini lesson using the PowerPoint

Tuesday: Practice the skill using the notebook activity

Wednesday: Incorporate writing using the writing activity

Thursday: Practice using a task card scoot*

Friday: Assess with the provided assessment

*The task card scoot MIGHT take your kids longer than 10 minutes.



Monday: Mini Lesson

Use this time to introduce the weekly grammar skill. Use the provided PowerPoint. The lesson does encourage collaboration. It is important that students have a shoulder partner to share with.

The slides do ask students to come up with additional examples. You can just record these on the board if you like.

Slides can be printed if you want to have an anchor chart/poster for your classroom.



Monday: Mini Lesson

DIRECT & INDIRECT OBJECTS

A **direct object** is a noun or pronoun that follows an action verb. It is the person or thing that receives the action of the verb.

Turn to your partner and tell them the definition.

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DIRECT & INDIRECT OBJECTS

To find the **indirect object**, find the action verb. Then ask yourself, to or for whom is the action being done?

Jane gave her mom the muffins. The verb in the sentence is gave. To whom are the muffins being given? The muffins are being given to her mom, so **her mom** is the indirect object.

What question can you ask to help find the indirect object? Whisper the question to your partner.

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Tuesday: Notebooks

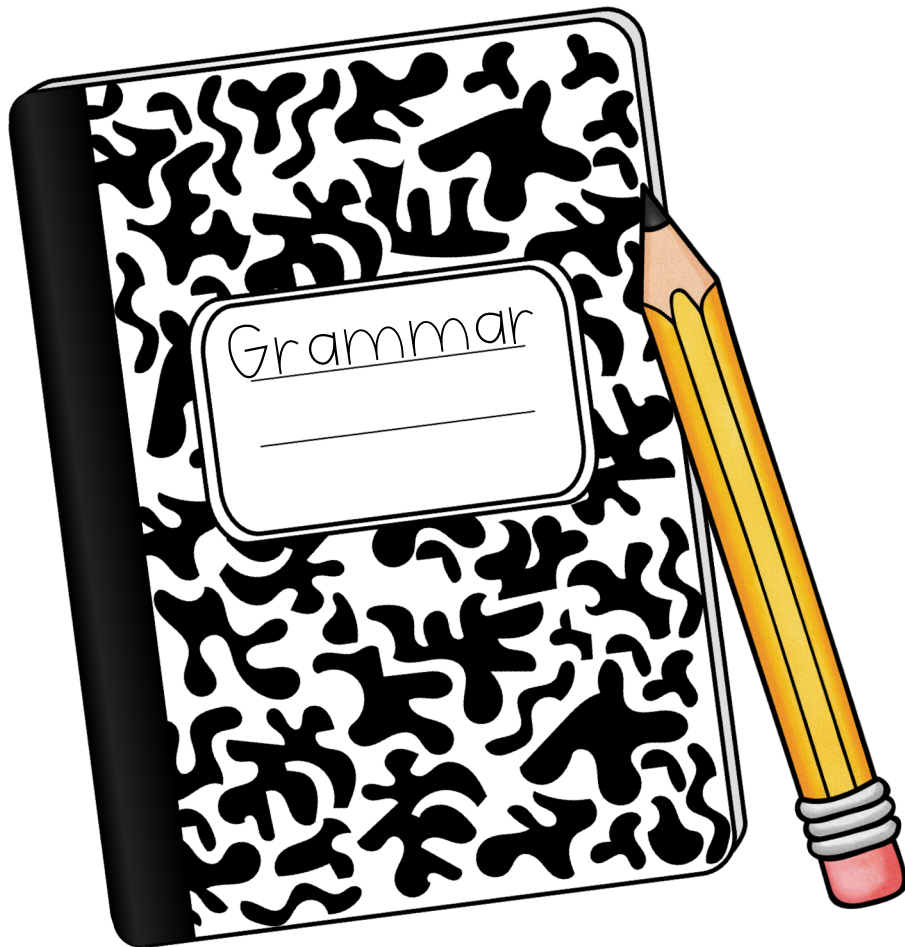
Students will use this time to complete a notebook activity. The notebook activity is great practice and will become a resource that they can look back on all year.

Students can work independently or with a partner.

If time permits, you can have students share an example that they have included in their notebook.



Tuesday: Notebooks



Direct & Indirect Objects

A direct object is the person or thing that receives the action of the verb.
An indirect object is the person or thing to which the action is being done.

After I shoveled her driveway, my neighbor gave me five dollars.

Cassie sold Chris some homemade lemonade.

My mom made sandwiches for me and my brother.

For dinner, we ate chicken noodle soup.

Anna brought her grandpa his favorite meal.

Wednesday: Writing

Today students will be taking their new language skill and incorporating it into their writing.

Simply use the PowerPoint provided to guide students as to what they should be writing.

Students will write independently, but then they will work with a partner to continue practicing their weekly skill.



Wednesday: Writing

DIRECT & INDIRECT OBJECTS

Write at least three sentences about helping others (people or animals).

Try to use as many direct and indirect objects as you can.

Example: *I wash the dishes to help my mom and dad.*

DIRECT & INDIRECT OBJECTS

Share your papers with your partner. Circle the direct objects and underline the indirect objects in your partner's writing.

Thursday: Task Cards

Today students will be practicing using task cards. Each student will need a recording sheet. You will need one set of the task cards for the class.

Spread the task cards around on the desks.

Students can start with the card closest to them and then scoot to the next card. It does not matter the order that they complete the cards and they can work at their own pace.

If needed, you can scoot with some of your lowest learners to offer support.


This can be a graded assignment or something that you discuss as a whole group.

Thursday: Task Cards

The image displays three task cards arranged in a row, each featuring a cartoon illustration of a smiling boy with dark skin, wearing a blue patterned shirt and tan pants. The cards are set against a background with a grey and white polka-dot border.

- Left Card:** The text reads: "Are the underlined words in the sentence direct or indirect objects?" followed by the sentence "I gave my lunch to Ame". The words "my" and "lunch" are underlined. A large black circle with a white vertical bar is overlaid on the illustration of the boy.
- Middle Card:** The text reads: "Are the underlined words in the sentence direct or indirect objects?" followed by the sentence "I showed Henry my collection of coins." The word "Henry" is underlined. A large black circle with a white vertical bar is overlaid on the illustration of the boy.
- Right Card:** The text reads: "Are the underlined words in the sentence direct or indirect objects?" followed by the sentence "I gave my lunch to Ame". The words "my" and "lunch" are underlined. A large black circle with a white vertical bar is overlaid on the illustration of the boy.

Friday: Assessment



DIRECT & INDIRECT OBJECTS

Read each sentence. Are the underlined words in the sentence direct objects or indirect objects?

Name: _____

1. Diego bought <u>balloons</u> for the birthday party.	Direct Object
	Indirect Object
2. Max gave <u>Ryker</u> his old baseball cards.	Direct Object
	Indirect Object
3. Amika chugged <u>the water</u> after running a marathon.	Direct Object
	Indirect Object
4. We played <u>games</u> together to pass the time.	Direct Object
	Indirect Object
5. Bailey lent <u>Ian</u> her gloves at recess.	Direct Object
	Indirect Object
6. I had to give <u>Lilly</u> the rest of my candy.	Direct Object
	Indirect Object

Today students will work independently to take an assessment. The assessment is on a half sheet to save paper!

An answer key is included.

