

LESSON TITLE	DATE	CONTEXT
Subjects and Objects	12/10/2024	Proficiency Level: Novice-Low to Novice-Mid Age: Adult Number of Students: 17 Purpose for Learning English: Academic or Work Necessary prior knowledge: Verbs
OUTCOMES		OBJECTIVES
Uses subject, verb, object statement structure in the present.		Students will be able to correctly identify subjects, verbs, and objects in simple sentences and create sentences using the SVO order.
MATERIALS		VOCABULARY
Slides Exit Ticket papers A ball (big enough to throw) Sentence Scramble Game Light the World Handout Students' phones Thai Commercial		Subject Object Pass Receive Action
ASSESSMENT		
Formative: <ol style="list-style-type: none"> Co-Construct Activities Extension: Analyze the sentences Extension: Sentence creations Extension: Thai Commercial Extension: Light the World Class discussions Summative: Unit quiz		
ACTIVITY	TIME	DESCRIPTION
Warm-Up Question	2 mins	Warm-Up Question: Talk to 3 people. Which do you prefer—early mornings or late nights? I prefer _____. Example: I prefer late nights (I am a night owl.)
Overview and Objectives	1 min	The purpose of this step is to communicate with students what they should expect out of the lesson and what will be expected of them.
Review	2 mins	What is the verb/action you see in these pictures? (Slide 5) This review activity invites students to think about the meaning of 'verb' again.

Vocabulary	1 min	<p>The teacher will show pictures to pre-teach the following vocabulary words:</p> <p>Pass</p> <p>Receive</p>
Present: Ball Pass Game	3 mins	<p>The teacher will give the following instructions to the students:</p> <p>Pass the ball to someone in the class.</p> <p>When you pass the ball, say:</p> <p><i>I pass the ball to _____ (name).</i></p> <p>When someone catches the ball, they say:</p> <p><i>_____ (name) passes the ball to me.</i></p> <p>Ex. Me: <i>I pass the ball to Joclyn.</i></p> <p>Joclyn: <i>Jenna passes the ball to me.</i></p> <p>Joclyn: <i>I pass the ball to Sarah.</i></p> <p>Sarah: <i>Joclyn passes the ball to me.</i></p> <p>The purpose of this activity is to prepare students to understand subjects and objects. It is, in a way, an object lesson to increase understanding.</p>
Attention: Subject and Object	1 min	<p>In this sentence, what passes the ball?</p> <p><i>I pass the ball to Joclyn.</i></p> <p>In this sentence, what receives the ball?</p> <p><i>I pass the ball to Joclyn.</i></p> <p>This step scaffolds instruction for the next step, which helps students recognize the subject and object without yet labeling them.</p>
Co-Construct: Subject and Object	10 mins	<p>The subject is the person/thing that does the action. The object is the person/thing that receives the action.</p> <p>In this sentence, what does the action? What is the subject?</p> <p><i>Jenna passes the ball to me.</i></p> <p>In this sentence, what receives the action? What is the object?</p> <p><i>Jenna passes the ball to me.</i></p> <p>After this, the students will look at three more examples to give them other contexts for looking for subjects and objects.</p>

		<p>Example 1: Karla eats a sandwich.</p> <ul style="list-style-type: none"> a) In this sentence, what does the action? b) What/who eats a sandwich? c) What is the subject? d) In this sentence, what receives the action? e) Karla eats what? f) What is the object? <p>Example 2: Mo plays the piano.</p> <ul style="list-style-type: none"> g) In this sentence, what does the action? h) What/who plays the piano? i) What is the subject? j) In this sentence, what receives the action? k) Mo plays what? l) What is the object? <p>Example 3: Samantha calls Jeremy.</p> <ul style="list-style-type: none"> m) In this sentence, what does the action? n) What/who calls Jeremy? o) What is the subject? p) In this sentence, what receives the action? q) Samantha calls who/what? r) What is the object?
Extension: Find the subject and object in these sentences	3 mins	<p>Find the subject and object in these sentences:</p> <ol style="list-style-type: none"> 1. I want a cookie. 2. You make pasta. 3. Ted likes Jessica. 4. We watch movies. 5. Arlene writes a book. 6. Samuel plays soccer. <p>These sentences are all very simple and thus provide students with good practice in identifying subjects and objects. This scaffolds them for when they will be given more challenging sentences.</p>
Why are we learning this?	5 mins	<p>In English, we usually use this order in sentences: Subject + Verb + Object</p> <p>Students need to know why they are learning about subjects, verbs, and objects. Otherwise, this could seem very meaningless.</p> <p>This tells the listener who does the action, what the action is, and who receives the action.</p> <p>Think of your language. Are there subjects, verbs, and objects? What is the order?</p> <p>It is helpful for students to compare and contrast the grammar in English and their native language. This often helps students recognize patterns and see that most</p>

		languages have subjects, verbs, and objects in a specific order.
Co-Construct: Find the subject, object, and verb	3 mins	<ol style="list-style-type: none"> 1. What is the subject, verb, and object of each sentence? 2. Does every sentence have a subject, object, and verb? <ol style="list-style-type: none"> 1. Ari and Kate saw a dog. 2. They laughed. 3. We eat breakfast. 4. The boy and the girl sing. 5. My uncle plays the guitar. 6. The small cat is walking. <p>Some verbs do not need an object after them (these are called intransitive verbs.)</p> <p>This step is to help familiarize students with sentences that have no object. It primes them to learn more about transitive and intransitive verbs in later courses.</p>
Extension: Create sentences	7 mins	<p>The teacher will place students in groups of 3-4. The students should put their desks together so they are in a circle.</p> <p>Then, they will be given a bag with 200 words individually cut and laminated. They will put all the words face down in the center of their circle. Then, each person should take 12 words.</p> <p>Once they have taken 12 words, they can turn them over so they can see what they are. Then, they should try to create sentences with a subject, verb, and object. If they need a different word, they can put one back and grab three more. They should try creating as many sentences as possible in 5 minutes. The teacher will display a 5-minute timer on the board.</p> <p>The purpose of this activity is to scaffold students in creating sentences with subjects, objects and verbs. It scaffolds them because they do not need to generate the words independently. In the next activity, they will need to generate the words on their own.</p>
Extension: Thai Commercial	7 mins	<p>In this activity, students</p> <p>The first time, the students will just watch the video to understand what is happening.</p> <p>Write sentences about what you see. Try to include a subject, verb, and object.</p> <p>Ex. He hugs her.</p> <p>This activity allows students to generate sentences on their own in a fun and engaging way.</p>

Exit Ticket	2 mins	<p>The teacher should then pass out slips of paper. Students should write their name on the top. The teacher will then display these two questions on the board:</p> <ol style="list-style-type: none"> 1. What is the subject, verb, and object in this sentence? My mom wears a sweater. 2. Write a sentence about Christmas that has a subject, verb, and object. <p>Students should answer these questions and then hand their slips of paper to the teacher. The purpose of the exit ticket is to provide formative feedback to the teacher and allow the teacher to give feedback to the students.</p>
Review of the Lesson	1 min	<p>Students should discuss the following three questions with their partner:</p> <ol style="list-style-type: none"> 1. What new grammar did we learn today? 2. What are the rules? 3. When do we use the grammar and why? <p>1. These questions engage students in thinking about the form, use, and meaning of the grammar and to think reflectively about the class content of the day.</p>
Summary	1 min	<p>The teacher will review today's object and look at the topic of tomorrow's lesson. This gives students a sense of accomplishment for what they learned that day and helps them to look forward and link their learning between days.</p> <p>Today...</p> <p>We found subjects and objects in a sentence. We created sentences with a subject and object.</p> <p>Tomorrow...</p> <p>We will use subject and object pronouns in a sentence.</p>
Homework: Light the World	1 min	<p>Instructions for the students:</p> <p>Write five sentences about what you will do to help others this Christmas. Use a subject, verb, and object.</p> <p>Ex. I share a book. I smile at someone.</p> <p>Bring your ideas to share with your classmates tomorrow!</p> <p>This connects students' real lives (Christmas and service) to the target grammar. It is also engaging as it connects to the holiday season, which many students enjoy.</p>

CONTINGENCY
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