

Written Script for Direct Objects (Memorable Learning)

I'm Dr. Wanda Phillips. I have a surprise for you. In this video, you get to see my zany side. You'll see me in action as I show you some strategies for memorable and kinesthetic learning. Your students will love seeing *your* zany side. Teaching grammar can be fun! Your students will already be excited about scoring **A**'s on their preposition test. Direct objects appear right after the preposition unit. **Now, students will experience another success immediately!**

In addition, I use fun, memorable learning. Students are engaged! My **memorable learning** provides an experience they will remember for a l-o-n-g time. I also incorporate kinesthetic learning, which includes movement, song, and rhythm.

Also, students will **apply** direct objects to learn difficult verbs, such as **to lie** and **to lay**. Now, we will have an **easy way** for students to use these verbs correctly! We are pre-teaching the concept here in order to apply it later!

The formal **definition** of direct objects is worth sharing. A direct object occurs after the verb and receives the action of the verb. That's too nebulous for most students.

Before providing an example of a direct object, ask students to watch you; tell them that you will explain direct objects in a different way. **I ask you** to take an eraser (or some other *soft* object) and throw it hard **and** fast across the room. Wouldn't a wet sponge be fun? This is memorable learning! Be assured that students will be discussing this fun lesson! Please remember; I also provide **strategies** and **Ideas** for effective teaching in **all** of my texts.

I threw an eraser.

What is the subject? *!* *What did I do?* I threw an eraser. **Threw** is the verb.

What's the object I threw? An eraser! That's all a direct object is. **It's** after the verb, *threw*, and receives its action.

You may use **kinesthetic learning**, which includes motion, song, or rhythm. Ask students to provide an example of direct objects. Show a few examples: I stomped my foot. What's the object I stomped? My *foot!* I pulled my hair. What's the object I pulled? *Hair!* (At one time, I allowed students to act on other students. I don't recommend it; one boy slapped another. [Oops!]) Use **kinesthetic learning** often. Any time you can set learning to movement, rhythm, or song, you are applying kinesthetic learning. I've found students love the action, plus it **embeds** and **expedites** their learning.

We now enter the "VERB UNIT" where we will reintroduce and apply direct objects two weeks later. This is cyclical learning. Do you remember those difficult verbs: *sit/set*, *rise/raise*, and that awful *lie/lay*? Students learn with *to set*, *to raise*, and *to lay* they must have a direct object. In fact, to prove *set*, *raise* and *lay* (**laying, laid**), students must point out the direct object.

Look at this sentence. **Three hikers were (lying, laying) by a stream.**

We delete the prepositional phrase, *by the stream*, because it won't be anything important in the sentence. There can't be a direct object; we've deleted ~~by the stream~~. It's like erasing it from the sentence.

Now, we look at the subject. The subject is *who* or *what* the sentence is "about." We know it can't be **stream**; we've deleted it.

About whom are we speaking? We are discussing *hikers*; therefore, hikers is the subject. Let's look at the verb. *Were* is a helping verb (also called an auxiliary verb). Now, do we use *lying* or *laying*? Remember; if we choose **laying**, we must label or circle the direct object. There is no direct object. The correct usage has to be **were lying**.

Let's look at another example: My mom (lay, laid) tile. What is the subject? Mom! What is the object mom is placing? *Tile!* In this sentence, we use **laid**. Where's your **proof**? What is the direct object? The direct object is *tile*. Using this simple process, students can "think on their feet" instantly to determine correct usage in their own speaking and writing. May I repeat that idea? Using this simple process, students can "think on their feet" instantly to **determine correct usage in their own speaking and writing**.

Note that we first introduced direct objects after the preposition unit. We reintroduced the concept in the verb unit with *to sit/to set*, *to rise/to raise*, and *to lie/to lay*. Note that direct objects appear in the noun unit because they are a type of noun. Students practice direct objects at the end of the adjective unit; we have a **cumulative review covering all important concepts learned until then** and a cumulative test. Students encounter them again after the adverb unit within the cumulative review and cumulative test.

We really need direct objects in the pronoun unit, which is near the end of *Easy Grammar* texts. Here, we review **and** apply them for correct objective **pronoun usage**. **This usage will reflect in both students' speaking and writing**. Pronoun **usage can be tricky**; now it's not.

In closing, I'd like to share why teaching grammar is absolutely necessary.

There's no glory in knowing a direct object just for identification. However, whole language proponents or others who don't believe in teaching grammar concepts miss the *authentic rationale*, or **real reason**, we teach grammar. Understanding concepts like direct objects is paramount to **applying grammar usage to our students' speaking and writing well!**

Please visit our website at www.easygrammar.com! You will find testimonials, reviews, and more **examples of each text** there. Feel free to download a **catalog**. We've posted videos **and** their written scripts at easygrammar.com. If you want to look at a particular part of any video, you may download WRITTEN SCRIPTS.

jenny@easygrammar.com

To request a **catalog** or for other information, email jenny@easygrammar.com.

You also may **order online** or by contacting **800-641-6015**.

This money-back guaranteed curriculum has truly been a gift to me. As you progress through any of my texts, email your questions or concerns. **It is my mission to be**

available to you!

wanda@easygrammar.com