**Introducing Action Verb Complements**

9th Grade/American Literature/54 minutes

The central focus of the lesson is whether students are able to correctly identify the complements of action verbs (direct objects and indirect objects) in a sentence written by someone else or themselves. The lesson’s guiding question is: Can students correctly identify action verb complements in a sentence?

CC.9-10.L.1 Conventions of Standard English: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

After teacher modeling and classroom practice, students will be able to identify action verb complements in sentences with 75% accuracy.

1. As students enter the classroom, the Smartboard will have several sentences displayed on it (please see attachments in order to view this bell work).
2. Per district policy, I will be standing outside the door during this time to monitor students in the hallway.
3. I will greet students as they enter and tell them to retrieve their grammar journals and look at the board for their work.
4. The directions on the Smartboard will instruct the students to retrieve their grammar journals from their bins at the front of the room and write the sentences in their journals.
5. The directions will then instruct the students to identify the subject and the verb in each sentence by writing a ‘S’ above the subject and a ‘V’ above the verb.
6. I will verbally instruct the class to the same point, saying, “Students, please get your grammar journals. In those journals, please fully write down the sentences on the board and then identify the subject and the verb in each.”
7. During this time I will take attendance.
8. This should take about 5 minutes, maximum.
9. Introduce the class by reminding the students my name is Mr. Schlueter and I’ll be teaching the lesson today.
10. “Today we’re going to work on grammar, something you use every single day in this class and your other classes. We need to be able to break down sentences into their respective parts and understand how each part functions.”
11. “We need to begin with subjects and verbs. Who can define what a subject is in a sentence?
12. Student answers.
13. “Great! Who can define a verb?”
14. Student answers.
15. “Great! Let’s talk about these sentences on the board.”
16. Ask for student volunteers to come up and mark the subject and verb on the board with a marker that I have.
17. If no volunteers volunteer, I will volunteer a volunteer.
18. As students mark S and V on the board, I will ask students why they chose the words they did.
19. After they explain their reasoning, I will ask the class if they agree on what the student marked as the subject and the verb.
20. If the students seem to be grasping this concept quickly and easily, not all 9 sentences will be tested up on the board, but enough that linking verbs and action verbs are differentiated.
21. “All these sentences contain subjects and verbs. Look at the sentence here: John ran. There’s only a subject and a verb. So we would say the pattern of this sentence is: S-V. Please make a note of that.”
22. Write on the chalkboard the heading “Sentence Patterns.”
23. Underneath it, write “S-V”
24. “We need to talk about verbs, because the kind of verb in a sentence will determine what else happens in the sentence. Look at the verbs in sentences, 1, 3, 5, 6 and 7 (indicate each sentence on the Smartboard by putting a dot next to them with the marker). What do you notice about them? How are they different from the verbs in the other sentences?”
25. Students offer ideas. Lead students to understanding that these verbs are “doing verbs,” verbs where action occurs.
26. “That’s right. We call these verbs ‘action verbs’ because they show action. The other type of verbs, linking verbs, is important too, but Mrs. Voegele will work on that with you another day.”
27. Mark action verbs in the sentences on the board as A.V. and linking verbs as L.V.
28. I will say, “Today we are learning about subject complements. Look at the spelling of complement. What does this kind of complement mean?”
29. Wait for students to give the answer that this spelling of complement means going together.
30. “Very good. Today we’re going to work on what we call *subject complements*, because they go together with the subject. Complements answer questions about what the subject is doing in the sentence.”
31. “Different types of complements go together with different types of verbs. There are two kinds of complements that go together with action verbs. The first is what we call a direct object. The direct object in a sentence answers the question what or whom after an action verb. So in the sentence ‘Kevin punched the penguin,’ what did Kevin punch?”
32. As I speak, I will write the definition of “direct object—answers what or whom” on the chalkboard.
33. Wait for students to respond, “The penguin.”
34. “Very good! So the penguin is the direct object in this sentence.”
35. Ask students to now identify the direct object in the sentences from earlier in their grammar journals.
36. “For right now, only focus on the sentences with action verbs.”
37. Ask individual students to come to the board and make a DO above what they decided was the direct object.
38. Each time, ask students to explain their reasoning.
39. Ask if the class agrees. If they do, call on someone else and ask why they agree.
40. When this is finished, ask the class where the direct object occurred in the sentence compared to the subject and the verb.
41. Students answer that it came after the subject and verb.
42. If they don’t answer this, be prepared to show them.
43. “That’s right. Direct objects always follow subjects and action verbs. This is another type of sentence structure we call S-V-DO.”
44. Write S-V-DO on the chalkboard underneath S-V in the “Sentence Patterns” list.
45. Put up new sentences on Smartboard.
46. Say, “Please write down these sentences in your journals.
47. “For each one, underline the DO. It’s possible some sentences don’t have a DO.”
48. As they work, walk up and down rows to get a rough idea of if students understand the material or not.
49. Ask class what word they picked as the direct object for each sentence and why.
50. I will be sure here to focus their attention on the action verb in each sentence with a direct object.
51. “That’s one type of action verb complement: the direct object.”
52. “What about the following sentence: Kevin gave the penguin fresh fish. What is the subject? What is the verb? What is the direct object?”
53. As this question is asked, I will scroll further down the page on the Smartboard to show the sentence.
54. Students give answers of ‘Kevin,’ ‘gave,’ and ‘fresh fish’ respectively.
55. What about the penguin? What role does it fulfill in the sentence?
56. Students answer: it is what Kevin gave fresh fish to.
57. “The penguin is what we call an indirect object, or IO. This is the second kind of action verb complement. The indirect object answers the question for whom or to whom in a sentence.”
58. As I say the above, write indirect object and its definition on the chalkboard.
59. The sheet on the Smartboard will now have several further sentences which will be fairly easy examples of the IO and DO.
60. I will ask the students to copy down these sentences and identify the IO.
61. Go through each sentence asking students what they think the IO is.
62. I will ask the students, “What do you notice about where the indirect object occurs in the sentence?”
63. Students answer that it occurs before the direct object.
64. “Very good. An indirect object must ALWAYS appear before a direct object in a sentence.”
65. “We can write this sentence pattern as S-V-IO-DO.”
66. As I say the above, I will write this on the chalkboard under “Sentence Patterns.”
67. Ask students, “Do you think you can ever have a sentence with just an indirect object but no direct object? Try to write one right now.”
68. Students throw out examples.
69. I lead them to the conclusion that it can’t work.
70. “Can a sentence have just a direct object but no indirect object?”
71. Students say yes.
72. I will move to another page on the Smartboard with some examples of sentences that have all the elements we have discussed, but which also include prepositional phrases.
73. I will ask the students to copy these sentences into their journals and work individually to identify the S, V, IO and DO if relevant.
74. I say, “Because all of these verbs are action verbs, please write A.V. over each verb.”
75. Give students time to work. Walk around the room again checking on their progress.
76. Ask students to identify each part of speech in one sentence.
77. During this, ask them if they’re sure and why to see if they comprehend the complements.
78. Repeat for each sentence.
79. I will say, “There’s something else we need to pay attention to. This is what we call a prepositional phrase. They’re important to us here because direct and indirect objects never appear in a prepositional phrase.”
80. “Do you have questions about direct and indirect objects?”
81. Hand out worksheet.
82. “You can use your notes for this worksheet. In each sentence, please identify the underlined word by writing subject, action verb, linking verb, direct object, or indirect object underneath it.”
83. “If there is a linking verb, there is no direct or indirect object. If that is the case, mark S and L.V. and move on.”
84. “Then at the bottom write your own sentences and identify in each the subject, action verb, and direct object. At least one sentence must include an indirect object and at least one sentence must include a prepositional phrase, but they need not be the same sentence.”
85. Walk around the room to be sure students are working/understand the material.
86. If students finish, they will turn in worksheet and work quietly on other work until bell rings.
87. Students should be able to complete the worksheet by the end of class.
88. At 9:18, get students’ attention and review what we have learned.
89. “Okay, if I can have your attention for a moment?”
90. “What are the three types of sentence patterns we learned today?”
91. Students answer: S-V; S-V-DO; S-V-IO-DO.
92. “Who can tell me: What’s the difference between an action verb and a linking verb?”
93. Students answer.
94. “What’s one type of action verb complement?”
95. Students answer.
96. “What question does it answer?”
97. Students answer.
98. “What’s another action verb complement?”
99. Students answer.
100. “What question does it answer?”
101. Students answer.
102. “Please hand in your completed worksheets and return your grammar journals if you have not already done so.”
103. “You will need to be able to identify complements and verb types moving forward.”
104. Bell dismisses class.

**Complements Worksheet**

For the following sentences, please underline and label all the parts of speech that apply: subject, action verb, linking verb, direct object, and indirect object. Not all sentences will have each part of speech.

(Answer key is on next page)

1. George swung the vine into the tree.
2. For Christmas, Christine wants a cherry-red convertible.
3. Legolas gave Gandalf the map to Rivendell.
4. One of the puppies is lost.
5. We took Grandma breakfast on her birthday.
6. Jane played *Fortnite* longer than usual today.
7. Michael was late to the basketball game.
8. Kim played Steph a song on her guitar.

Please write your own sentences in the spaces below, and label the parts of speech accordingly. Make sure each sentence has a subject, action verb, direct object and indirect object.

1.

2.

3.

4.

5.

Answer Key

1. George (S) swung (A.V.) the vine (DO) into the tree.
2. For Christmas, Christine (S) wants (A.V.) a cherry-red convertible (DO).
3. Legolas (S) gave (A.V.) Gandalf (IO) the map (DO) to Rivendell.
4. One (S) of the puppies is (L.V.) lost.
5. We (S) took (V) Grandma (IO) breakfast (DO) on her birthday.
6. Jane (S) played (V) *Fortnite* (DO) longer than usual today.
7. Michael (S) was (L.V.) late to the basketball game.
8. Kim (S) played (A.V.) Steph (IO) a song (DO) on her guitar.

**Complements Bell Work**

Copy the following sentences in your grammar journals. Then for each one, identify the subject by writing a ‘S’ and the verb by writing a ‘V.’

1. John ran.
2. Lyndon B. Johnson was the 36th President of the United States.
3. Staci bought herself some chocolate for Halloween.
4. Mr. Schlueter is at Edwardsville High School.
5. Kevin punched the penguin.
6. Maurice learned how to floss from *Fortnite*.
7. Ariel taught her sister to sing.
8. The day was snowy.
9. After the previous captain’s injury, Connor became the volleyball team’s new captain.

Please copy down the following sentences and identify **only** the direct object by writing DO above each one.

1. Cosette bought, for her birthday, a clarinet.
2. Emily hurled the football.
3. Rainsford has become very tired.
4. I told my students a story about my love for Legolas.
5. Calculus is not a fun subject.
6. Kevin punched the penguin again.

1. Drummond played the drums on his birthday.
2. I studied a long time for the test.

Kevin gave the penguin fresh fish.

What is the subject? The verb? The DO?

Please copy down the following sentences and **only** identify the indirect object by writing IO above it.

1. Greg gave Monica a red rose for Valentine’s Day.

2. Keith was upset Greg and Monica were together.

3. I told my students a story about Legolas.

4. Harry made Ron a new broomstick.

5. Louisa pushed Mason down the stairs.

6. Steve cooked Nancy a Thanksgiving dinner.

7. He threw the parade some pie.

8. Each person at the party gave me a hat.

In-Class work

1. President Ford pardoned President Nixon after the Watergate scandal.
2. Diane sent Jack a piece of upside-down pineapple cake.
3. The company invested $8 billion in solar energy.
4. Kim fell during the homecoming dance.
5. Adam passed Amy the ring.
6. The frog became a prince.
7. Lacrosse is a dangerous sport.
8. The team pushed the car across the parking lot.
9. Alex handed Zach a wrench during the bike repair.