

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

CONJUNCTIONS

A **conjunction** links two like things together

Whisper to your partner
tell them what a conjunction

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CONJUNCTIONS

FOR	I need to go shopping, for the refrigerator is empty.
AND	I have been eating peanut butter and jelly.
NOR	I haven't minded, nor did I have other options.
BUT	It wasn't fun, but I did save money.
OR	Should I buy grape or strawberry jelly?
YET	I love peanut butter and jelly, yet maybe I should buy lunch meat.
SO	This decision is too hard, so I will just grab hot dogs.

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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



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

CONJUNCTIONS

Write at least three sentences about something you and your partner would do if you had a sleigh.

Remember to include conjunctions in your writing!

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CONJUNCTIONS

Trade papers with your partner. Circle all of the conjunctions in their writing.

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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



Friday: Assessment



CONJUNCTIONS

Which underlined word is a conjunction?

Name: _____

1. My cousin and I wanted to order a pizza.
2. We debated and argued about what toppings we should have.
3. He wanted pepperoni, but I wanted pineapple.
4. I was the guest, so I decided to let him choose.
5. He didn't want to eat pineapple, nor did he want to make me unhappy.
6. Finally, he suggested we flip a coin or play Rock, Paper, Scissors.

the coin flip, yet I thought of a better idea.

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

An answer key is included.

