

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

CONJUNCTIONS

connect words,
phrases or sentences.

or
for
nor

so
but
because

also
however
then
if

>>>> Conjunction

Which conjunction?

We all wanted to play a game
_____ we were too tired.

but or also

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

conjunctions	
join words, phrases or sentences	
Common Conjunctions	Meanings
for	fancy word for because
and	adding things
nor	neither or not
or	giving choices
yet	fancy word for

It is raining, but it is warm outside.

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 five sentences about getting to school today. Use at least three conjunctions in your writing.

Example: I got on the bus **and** found a seat next to my best friend.

Not So Wimpy Teacher

Conjunctions

Share your papers with your partner. **Circle** the **conjunctions** in their writing.

Not So Wimpy Teacher

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.

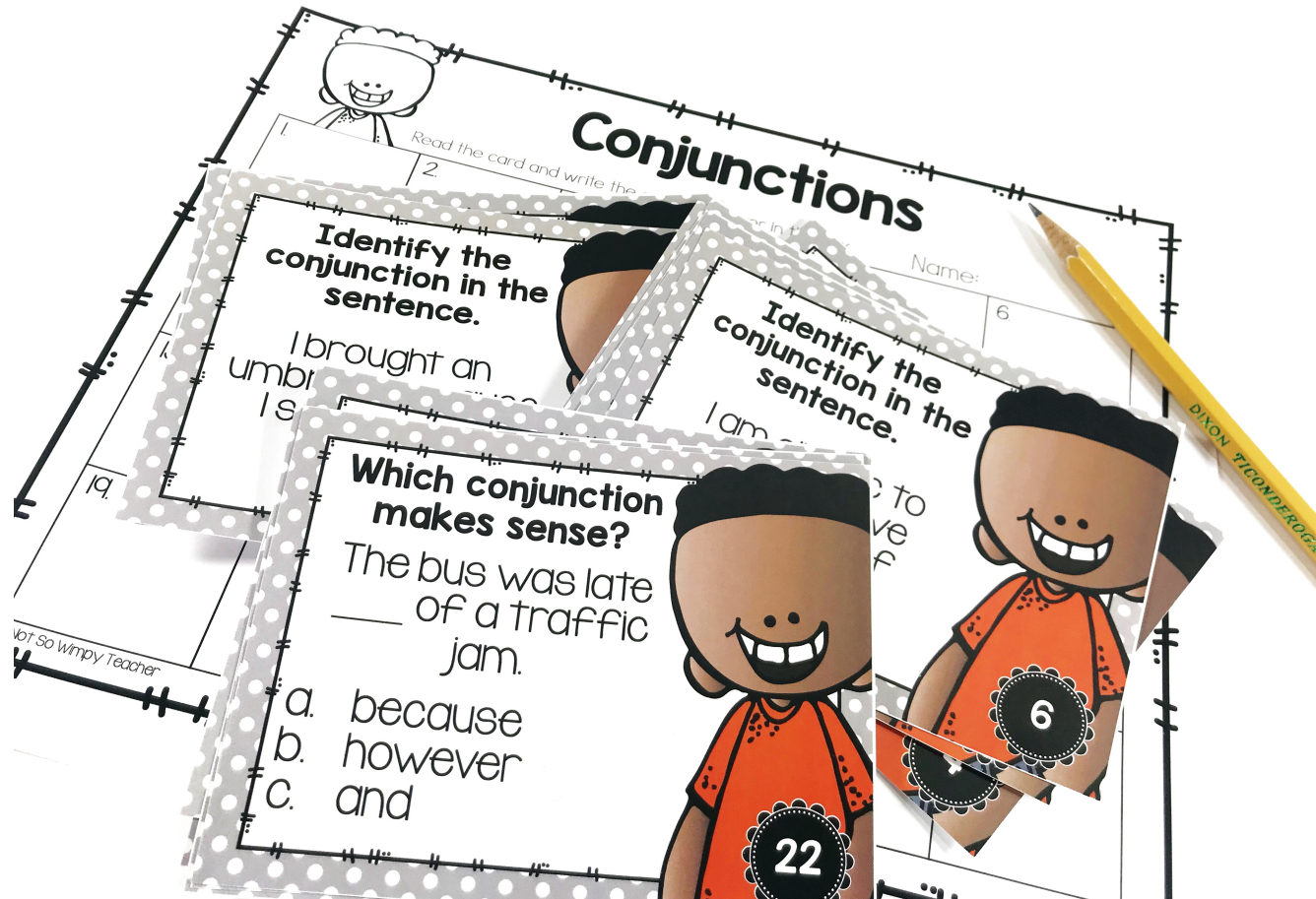
Spread the task cards around on the desks.

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

Name: _____

Circle or highlight the conjunction in the sentences below.

1. I love having milk and cookies as a snack.
2. I do not like cats, nor do I like dogs.
3. I brought a jacket because it is chilly.
4. I know some of my math facts, but I still need to practice.
5. The dress is beautiful, however it is a little too big.
6. I am not good at soccer, yet I still like playing.
7. I know that you are tired, so I will let you

Today students will work independently to take an assessment.

The assessment is on a half sheet to save paper!

An answer key is included.

