

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

>>>>>>>>> Dialogue

"The exact words that a character says is called **dialogue** she told us.

The sentence above includes dialogue. What do you notice

>>>>>>>>> Dialogue

"Clean your room," said Mom.
👉 Dialogue 👉 Tag

The dialogue is what was said and the tag is who said it and how.

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

dialogue

The exact words that a character says is called dialogue. The tag tell us who said it and how.

Tag at the End:

"I baked some cookies," said Mom.
I love when you bake cookies!
I exclaimed.
"Can I have two cookies?" I asked.

Tag at the Beginning:

She whispered, "Don't wake the baby."
I asked, "Can I please hold the baby?"
She exclaimed, "Of course you can!"

She yelled see you tomorrow

Can I play outside I asked

It's going to rain said Dad

Take asked are you almost done
I exclaimed

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.



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.

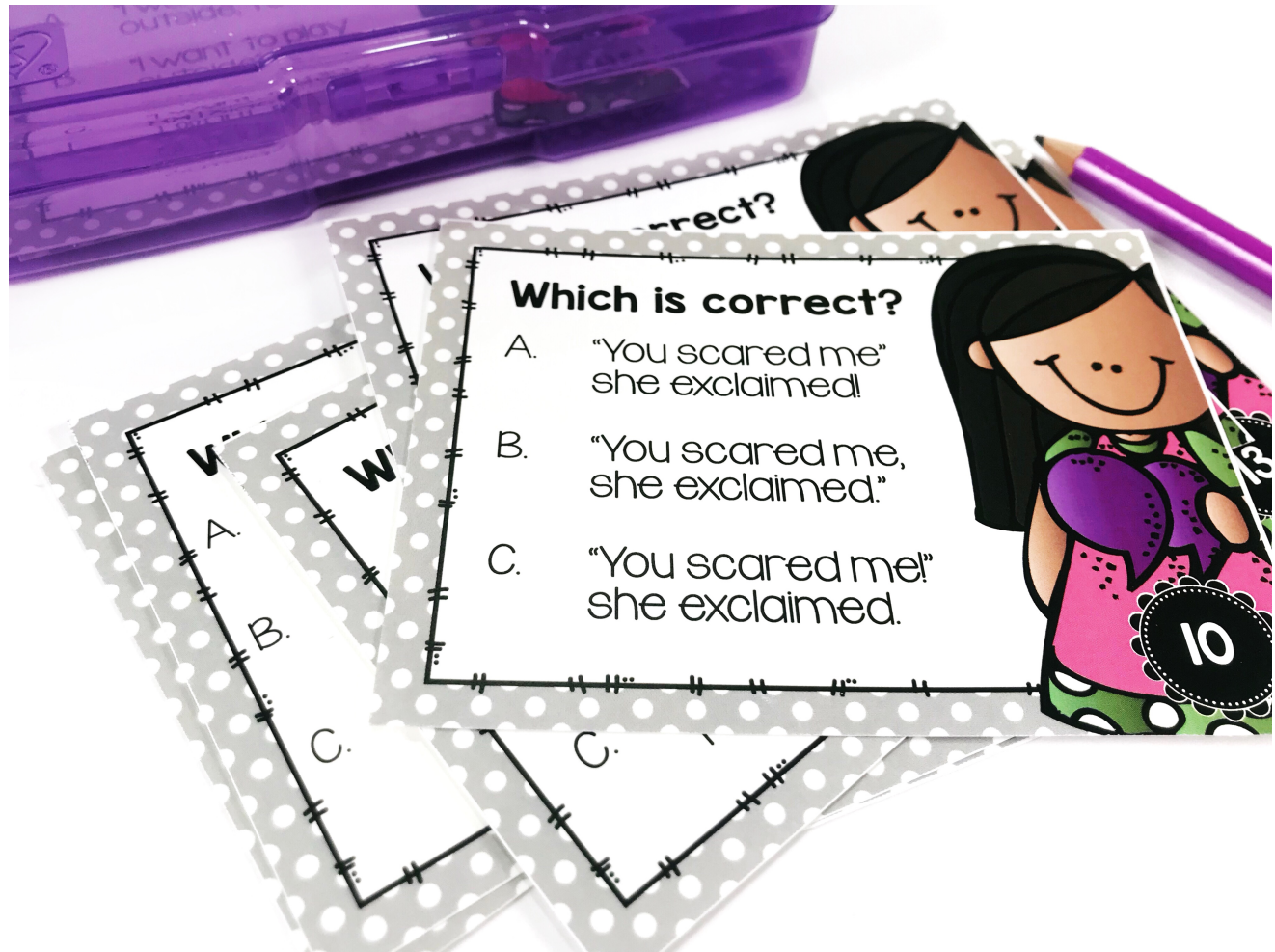
Spread the task cards around on the desks.

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

dialogue

Name: _____

Circle or highlight the sentence that is written correctly.

1. "Please sit down," said Mr. Hughes.
"Please sit down, said Mr. Hughes.
2. "I am scared!" I cried.
"I am scared." I cried!
3. Sara asked "Do you need help?"
Sara asked, "Do you need help?"
4. "Can we use pen?" I asked.
"Can we use pen," I asked.
5. "That was so much fun, Nathen exclaimed!
"That was so much fun!" Nathen exclaimed.
6. She whispered "Are you awake?"
She whispered, "Are you awake?"

Today students will work independently to take an assessment.

The assessment is on a half sheet to save paper!

An answer key is included.

