

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

COMPOUND SENTENCES

A **compound** sentence contains two independent clauses joined by a conjunction.

Example: I finished my homework, but my sister did not.

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COMPOUND SENTENCES

a simple or compound sentence?

With Abby, but I do go out after school.

b.) compound

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Tuesday: Notebooks

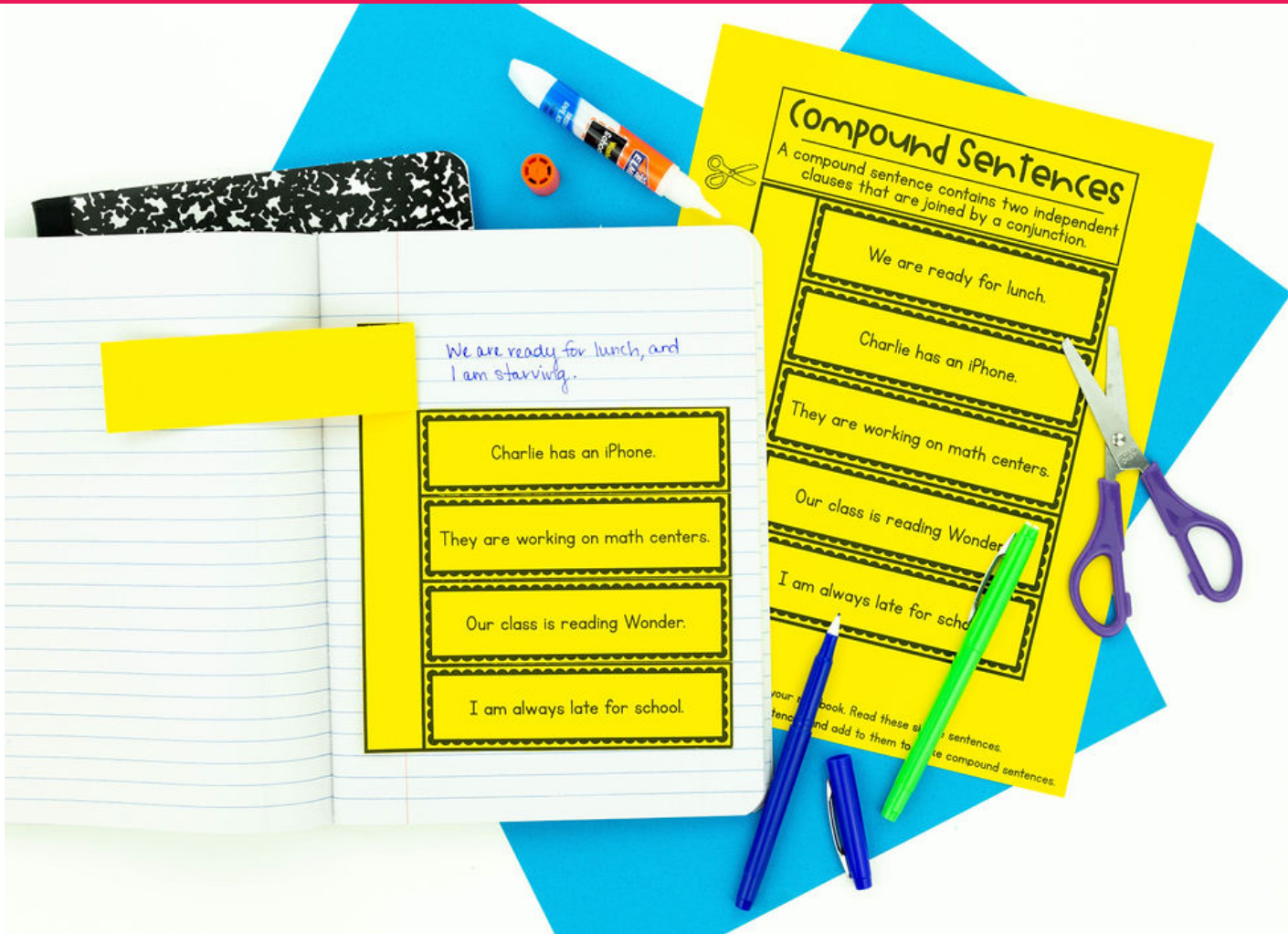
Students will use this time to complete a notebook activity. The notebook activity is great practice and will become a resource that they can look back on all year.

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

COMPOUND SENTENCES

Write at least three sentences about something that you love to do after school.

Remember to use at least one compound sentence.

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ND SENTENCES

ers with your underline the sentence in writing.

Can they write their compound sentence correctly?

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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

Is this sentence simple or compound?
The bird flew as the wind blew.

Is this sentence simple or compound?
My grandma sent a birthday card to me with money.

Is this sentence simple or compound?
I need to fold my laundry, but I don't have the time.


Is this sentence simple or compound?
The grass needs to be cut this weekend.

Compound Sentences

Are these sentences simple or compound? Name: _____

1	Compound	2	simple	3	simple
4	compound	5	simple	6	Compound
7	simple	8	simple	9	simple
10	simple	11	compound	12	compound
13	simple	14			
15		17			
16		20			
18		22			

Friday: Assessment

 **COMPOUND SENTENCES**
Read each sentence. Is it simple or compound?

Name: _____

1. I want to get dessert, but my stomach is already full.	Simple Compound
2. I will get dessert tomorrow after lunch.	Simple Compound
3. Julie needs to get up for school tomorrow, so she set an alarm.	Simple Compound
4. The bracelets that Alex was wearing had red, blue, and green charms on them.	Simple Compound
5. The dogs were barking, and the cats were running away.	Simple Compound
6. Kim danced, and Rachel sang.	Simple Compound
7. Bill, Dan, and George drove to the game.	Simple Compound

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

An answer key is included.

