

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

RUN-ON SENTENCES

RUN-ON SENTENCES

A **run-on** sentence is a sentence with two or more complete sentences that are run together improperly.

Example: Treat others the way you want to be treated. Be kind to others.

RUN-ON SENTENCES

Ⓢ independent clause
→ She is taking drum lessons she is also on the swim team.
Ⓢ independent clause

Ⓢ independent clause
→ She is taking drum lessons she is also on the swim team.
Ⓢ independent clause

conjunction
lessons, **and** she is also on the swim team.

Possible Corrections:

- She is taking drum lessons, **and** she is also on the swim team.
- She is taking drum lessons; **She** is also on the swim team.
- She is taking drum lessons. She is also on the swim team.
- She is taking drum lessons **and** on the swim team.

Tuesday: Notebooks

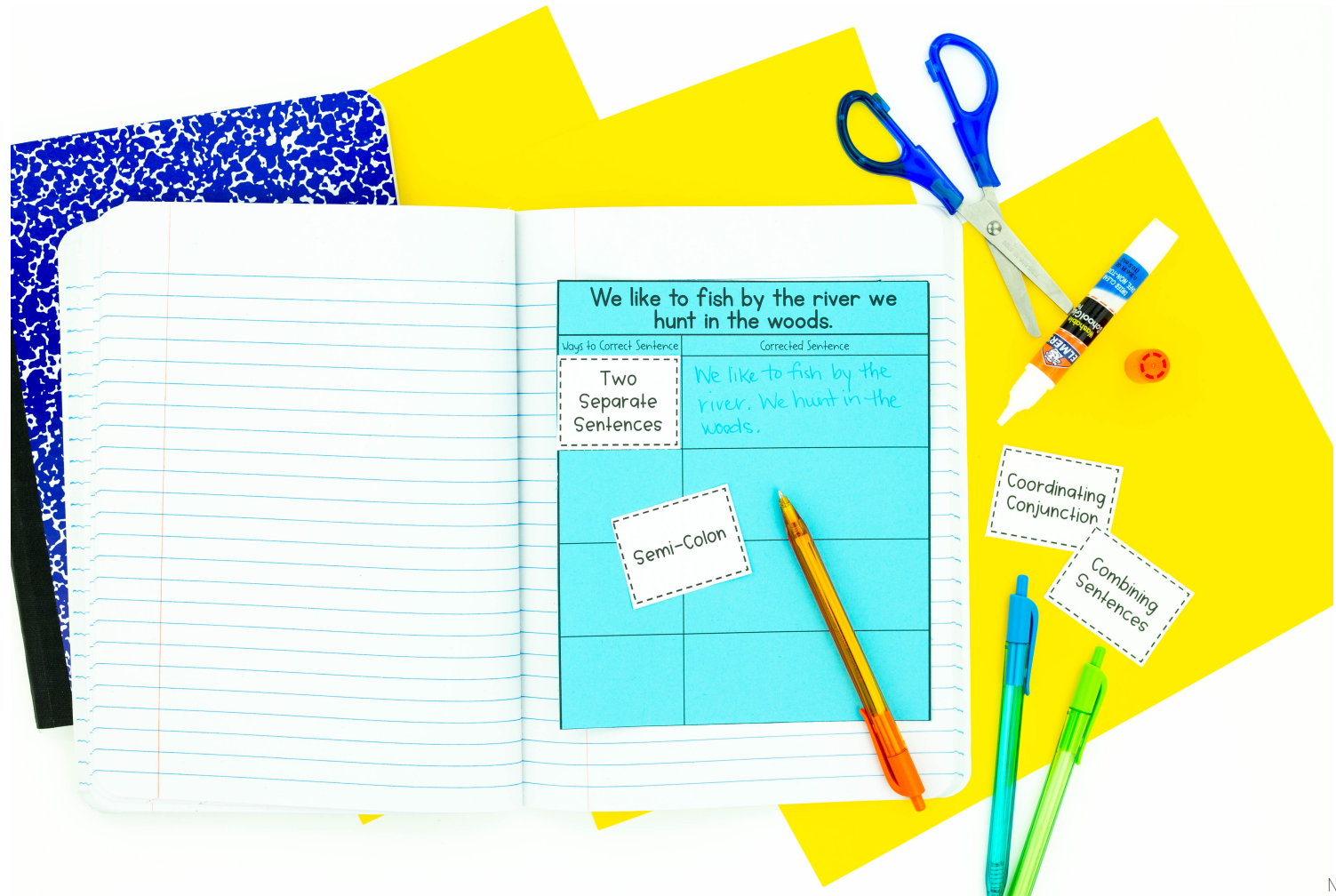
Students will use this time to complete a notebook activity. The notebook activity is great practice and will become a resource that they can look back on all year.

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

RUN-ON SENTENCES

Write a run-on sentence about your favorite book, movie, or video game.

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RUN-ON SENTENCES

Trade papers with your partner. **Correct** their run-on sentence.

Which way did you choose to correct it?

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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.

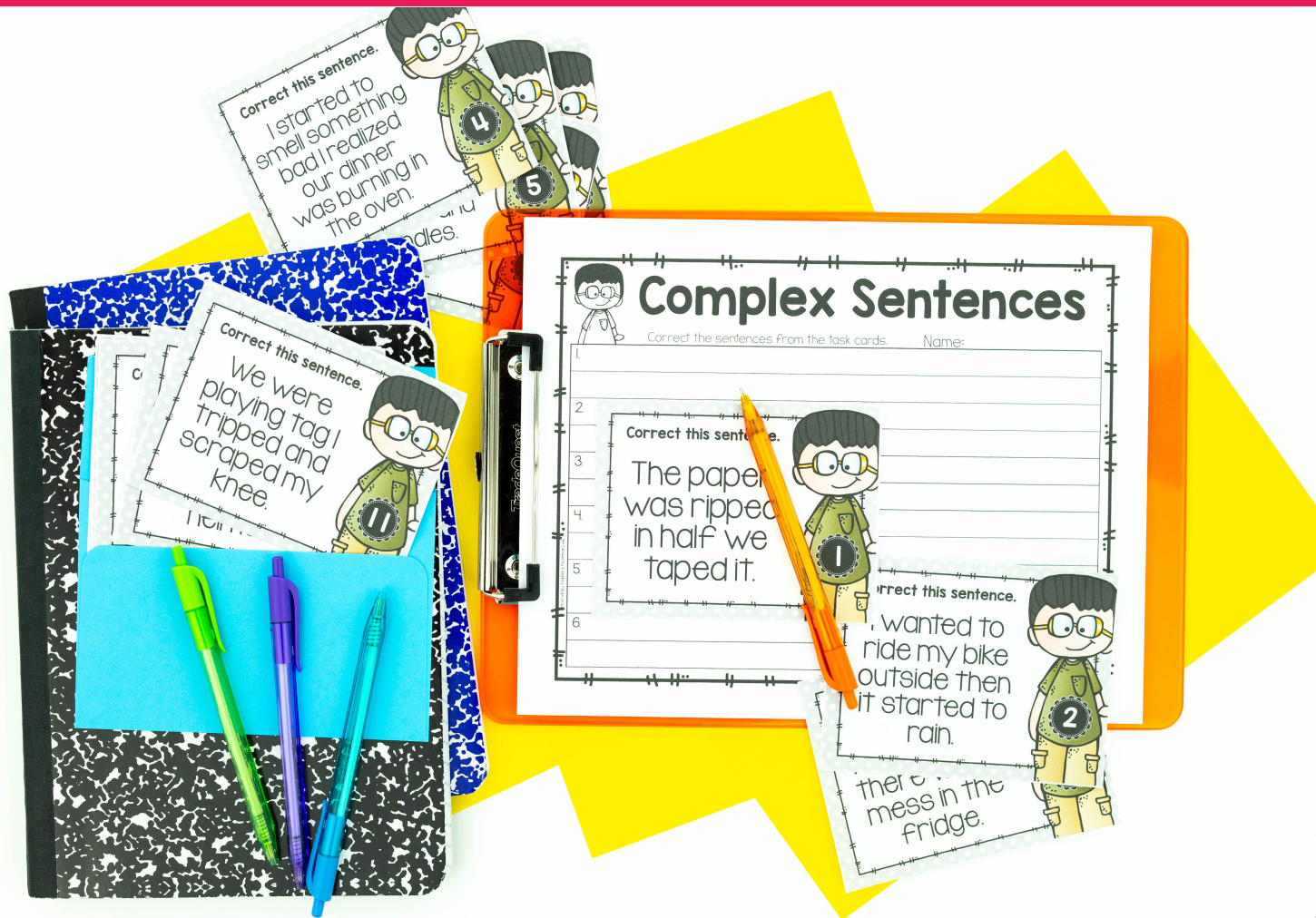
Spread the task cards around on the desks.

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



RUN-ON SENTENCES

Look at the sentences below and circle Yes if the sentence is correct, or No if the sentence is still a run-on.

Name: _____

1. When I told a joke, she laughed.	Yes No
2. The cat played, and the dog ran.	Yes No
3. After being let go, the fish swam away.	Yes No
4. We went to the park after dark, and the owner told us it was closed.	Yes No
5. I forgot how much I enjoyed roller coasters.	Yes No
6. The fish in the pond swim all day.	Yes No
7. _____ clouds rolled in.	Yes No

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

An answer key is included.

