

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

Subject & Predicate

Every complete sentence must have two parts:

a **SUBJECT**
PREDICATE

What else do all sent

Subject & Predicate

Put one line under the subject and two lines under the predicate.

Subject & Predicate

SUBJECT

who or what the sentence is about

answer the door.
car needs tires.
is absent today.

Tuesday: Notebooks

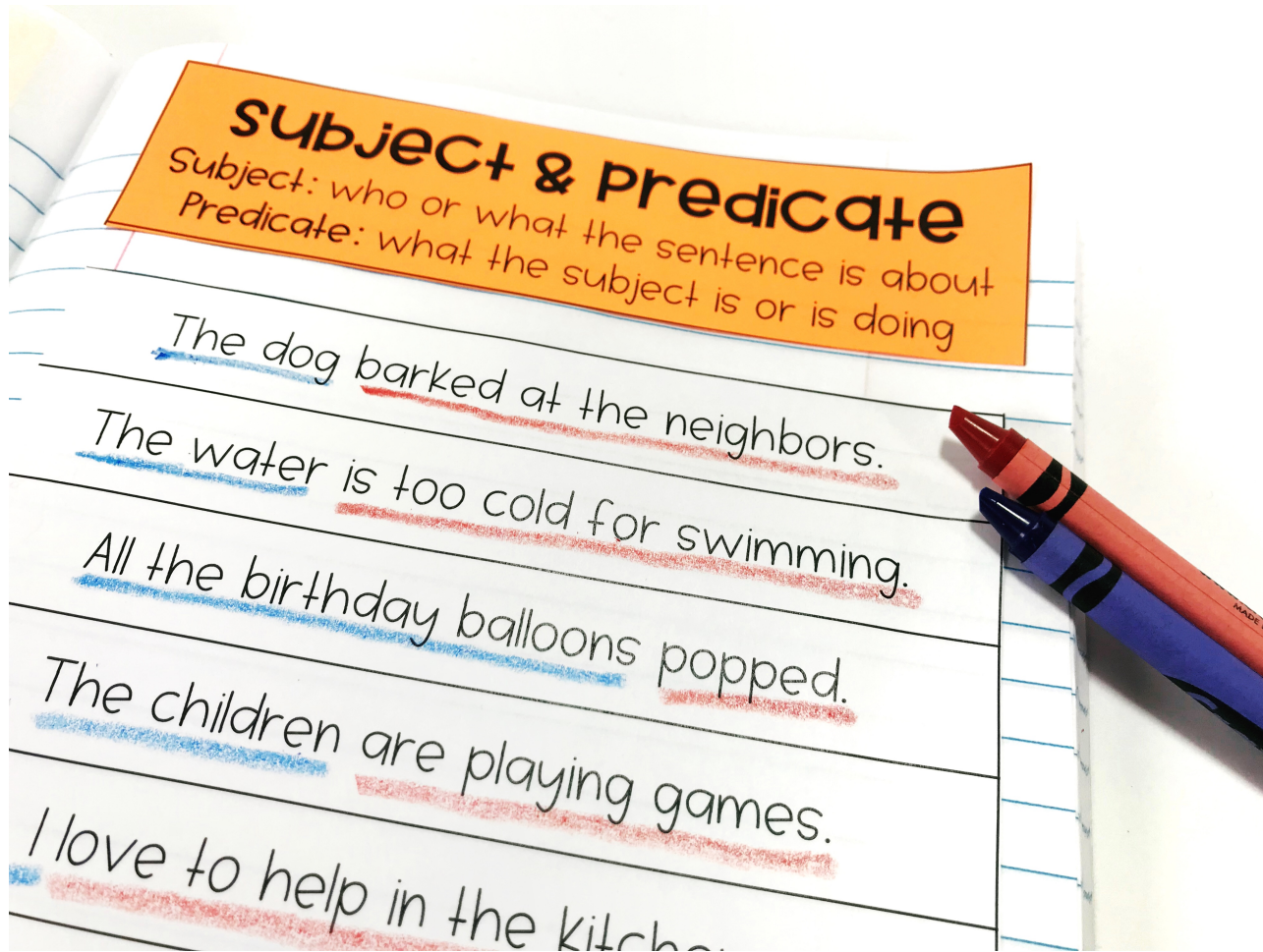
Students will use this time to complete a notebook activity. The notebook activity is great practice and will become a resource that they can look back on all year.

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

Subject & Predicate

Write at least five complete sentences about a pet you have or a pet that you wish you had. Skip lines.

Subject & Predicate

Trade papers with your partner. Underline the subjects in blue. Underline the predicates in red.

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

Subject & Predicate
Underline the subject or predicate using the correct crayon. Name: _____

1. My best friends walk to school.
2. The home team won the game.
3. I love to drink hot chocolate.
4. The mailman delivered the package.
5. The _____ this street.

Underline the subject with a red crayon.

Underline the predicate with a pink crayon.

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Friday: Assessment

subject & predicate

Name: _____

Underline the subject in blue and the predicate in red.

1. The girls waited patiently in line.
2. Fruits and vegetables are good for you.
3. The doctor said that you have to take this medicine for ten days.
4. I made my bed neatly.
5. Plants need sun and water.
6. Grandma and Grandpa are coming over for dinner.
7. My school's football team won the

Today students will work independently to take an assessment.

The assessment is on a half sheet to save paper!

An answer key is included.

