

# 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 & Verb

The **subject** and  
the **verb** must work  
together to  
sound

## >>> Subject & Verb

Which verb agrees with the subject?

My shoes

hurts my feet.

hurts

hurt

## >>> Subject & Verb

### Rule 1:

If the subject is singular, then you will add an S to the action verb.

The boy rides his bike.

# Tuesday: Notebooks

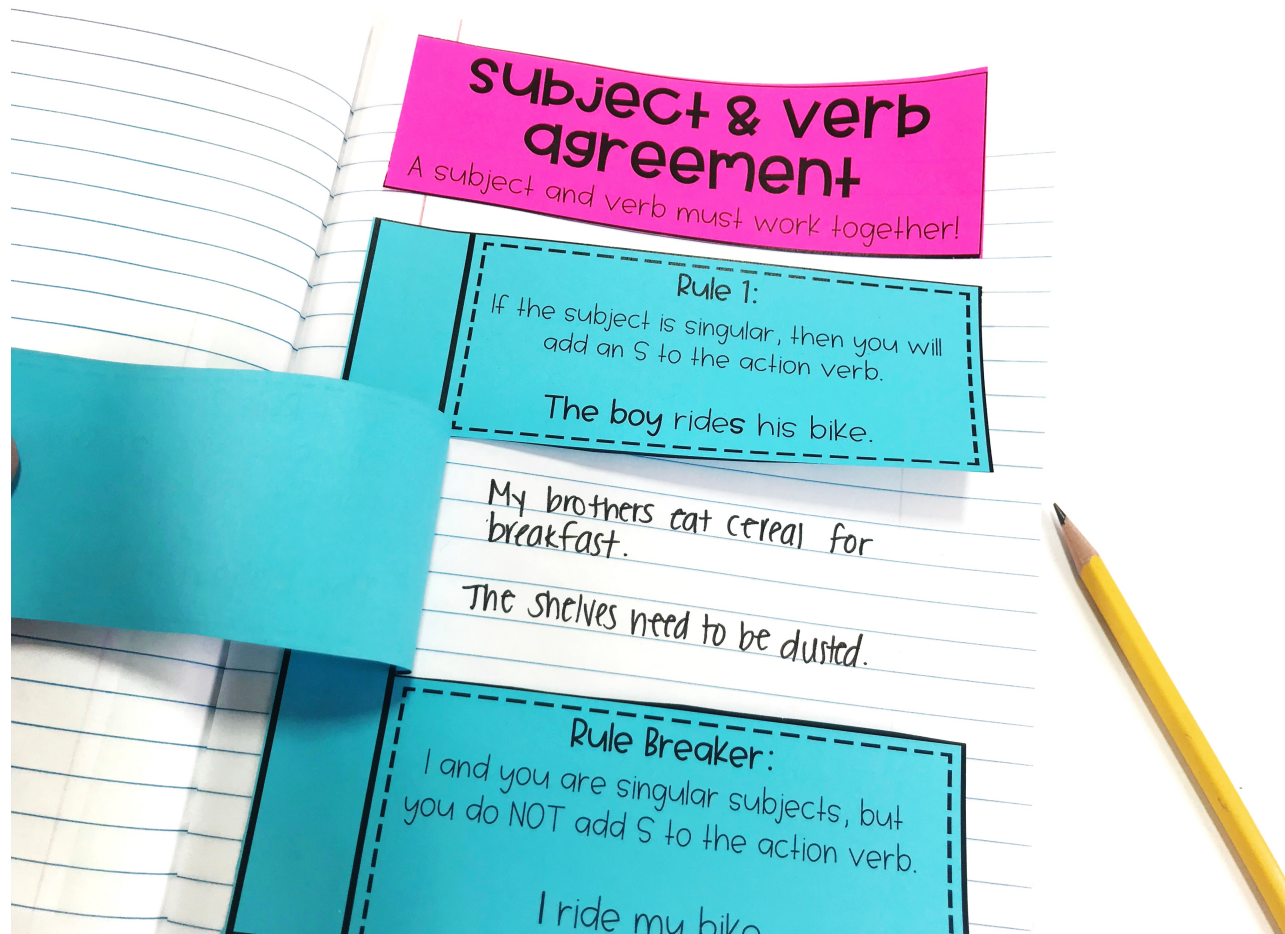
Students will use this time to complete a notebook activity. The notebook activity is great practice and will become a resource that they can look back on all year.

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 & Verb

Write at least five complete sentences about a food you don't like to eat. Skip lines!

## >>> Subject & Verb

Trade papers with your partner. Underline the subjects in blue. Underline the verbs in red. Do they agree?

# 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.

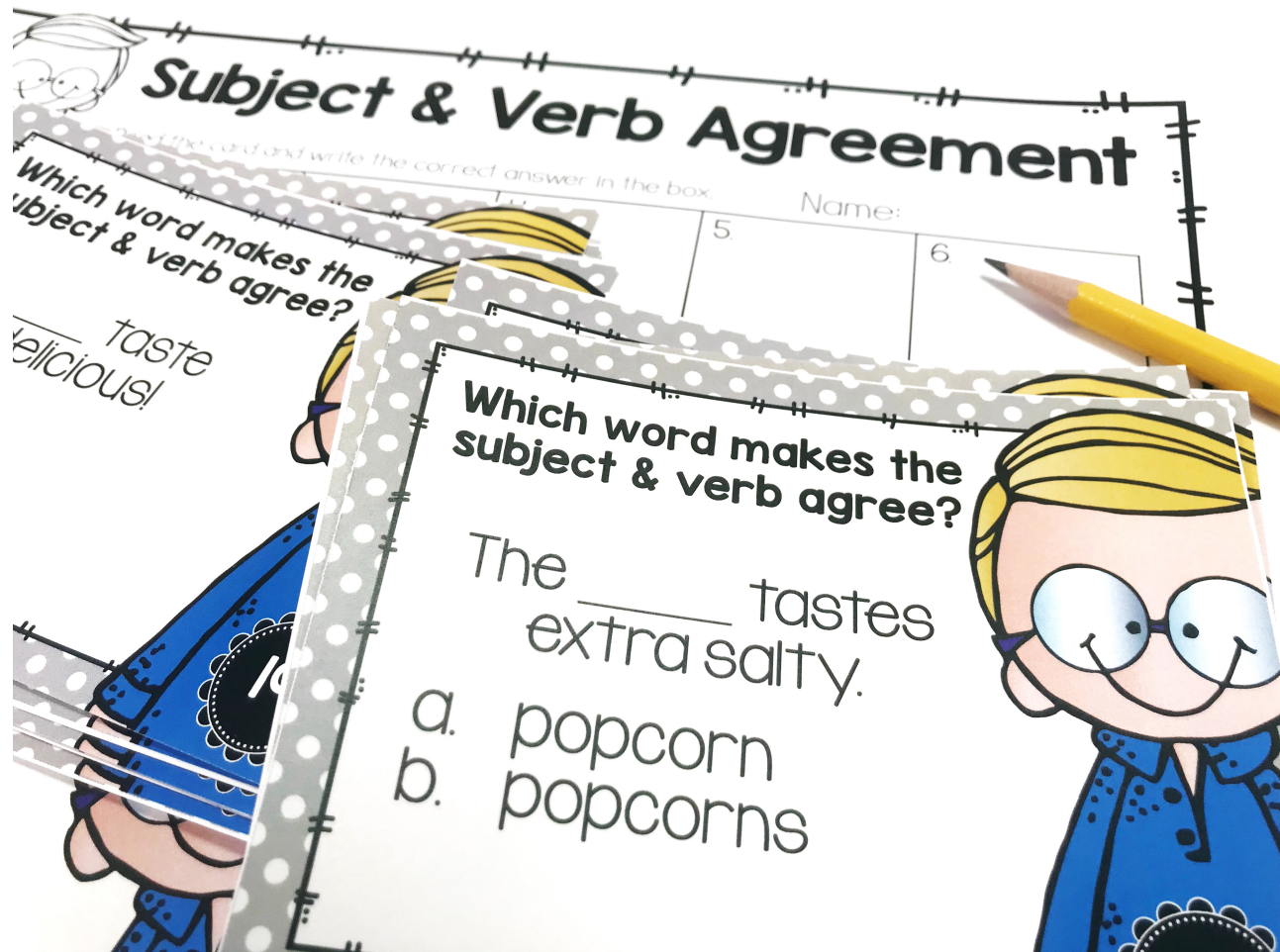
Students can start with the card closest to them and then scoot to the next card. It does not matter the order that they complete the cards and they can work at their own pace.

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

## subject & verb agreement

Name: \_\_\_\_\_

Circle the word that makes the subject and verb agree.

1. I \_\_\_\_\_ to clean my room. (need or needs)
2. The \_\_\_\_\_ say it is going to rain. (forecaster or forecasters)
3. Mia and Todd \_\_\_\_\_ soccer. (play or plays)
4. The \_\_\_\_\_ listens to the teacher. (class or classes)
5. Mom \_\_\_\_\_ a delicious spaghetti dinner. (cook or cooks)
6. Paul \_\_\_\_\_ in the school's marching band. (play or plays)

Today students will work independently to take an assessment.

The assessment is on a half sheet to save paper!

An answer key is included.

