

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

« REVIEW »

An **interjection** is an abrupt word used to express a strong sudden feeling.

« REVIEW »

Semicolons
Colons
Multiple uses.

« REVIEW »

Let's Practice!

What are the correlative conjunctions?

Both Charlette and Heather are coming to the party.

I would like either chocolate or strawberry ice cream.

used to connect two related ideas
used to separate items in a series.

Tuesday: Notebooks

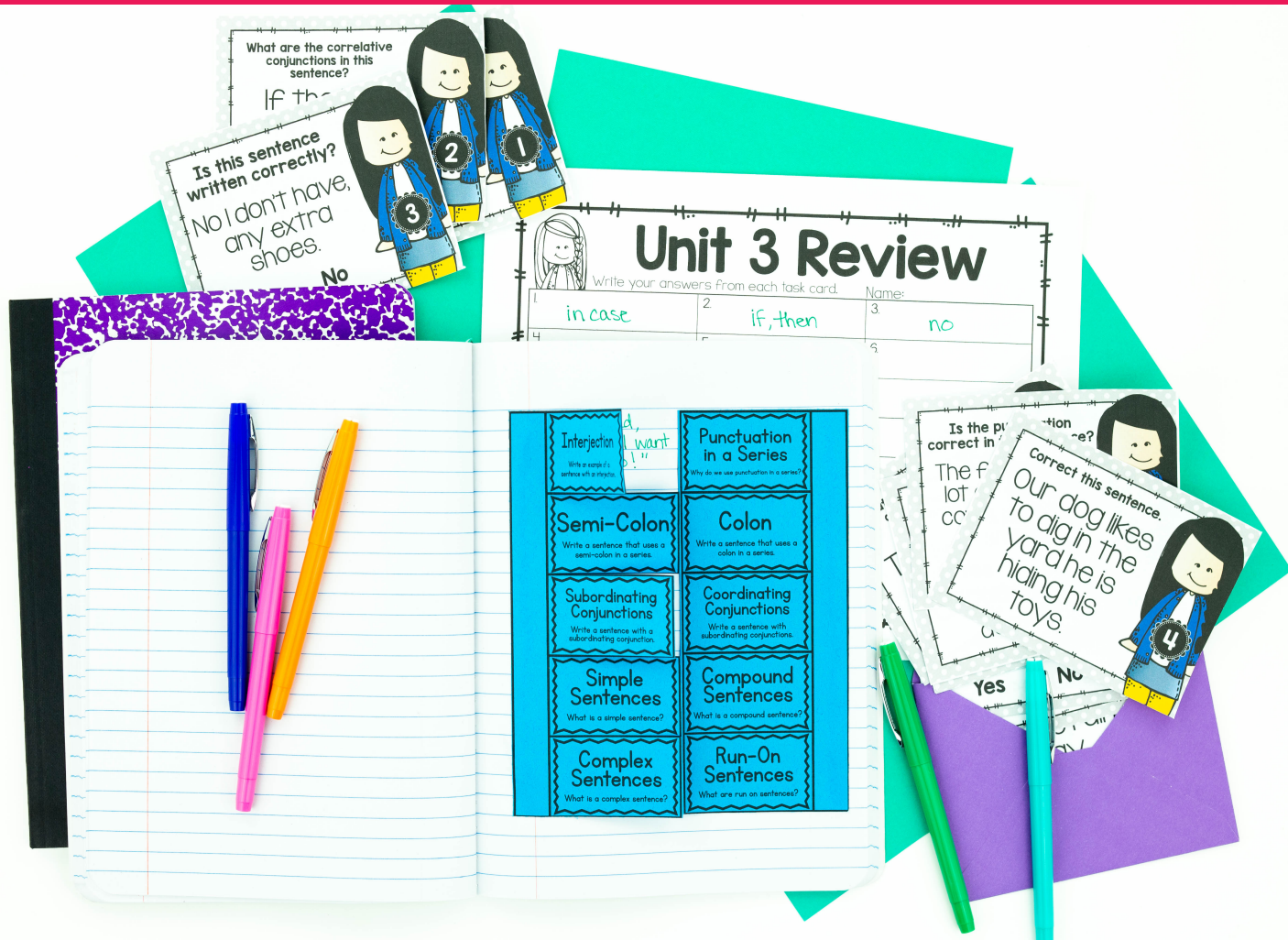
Students will use this time to complete a notebook activity. The notebook activity is great practice and will become a resource that they can look back on all year.

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

UNIT 3 REVIEW

Trade papers with
Can you identify any of

- **Underline** Introductory
- **Circle** Punctuation in c
- **Box** Compound Senter
- **Double Underline** Com

Not So Wimpy Teacher & The Primary Gal

UNIT 3 REVIEW

Write at least three
sentences telling how you
help out at home.

Can you use any of our review items in your sentences?
We talked about introductory elements, punctuation in a
series, conjunctions, and types of sentences.

Not So Wimpy Teacher & The Primary Gal

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



UNIT 3 REVIEW

Name: _____

1. Is this sentence written correctly? Ouch! I fell and hit my funny bone.	2. Is this sentence written correctly? I have been to Kentucky, Ohio, and Illinois.
a. yes b. no	a. yes b. no
3. Which type of sentence is below? I like math, but I prefer to study science.	4. Which type of sentence is below? As soon as the air comes on, I get cold.
a. compound b. complex	a. compound b. complex
5. Find the correlative conjunctions. My friend, Alex, is neither short nor tall.	6. Is this sentence written correctly? Mom, do you know where I put my jacket?
a. friend, Alex b. neither, nor	a. yes b. no
7. Which type of sentence is below? Although I don't know how, I am	8. Which type of sentence is below? Although I don't know how, I am

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

An answer key is included.

