

# 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.





# Tuesday: Notebooks

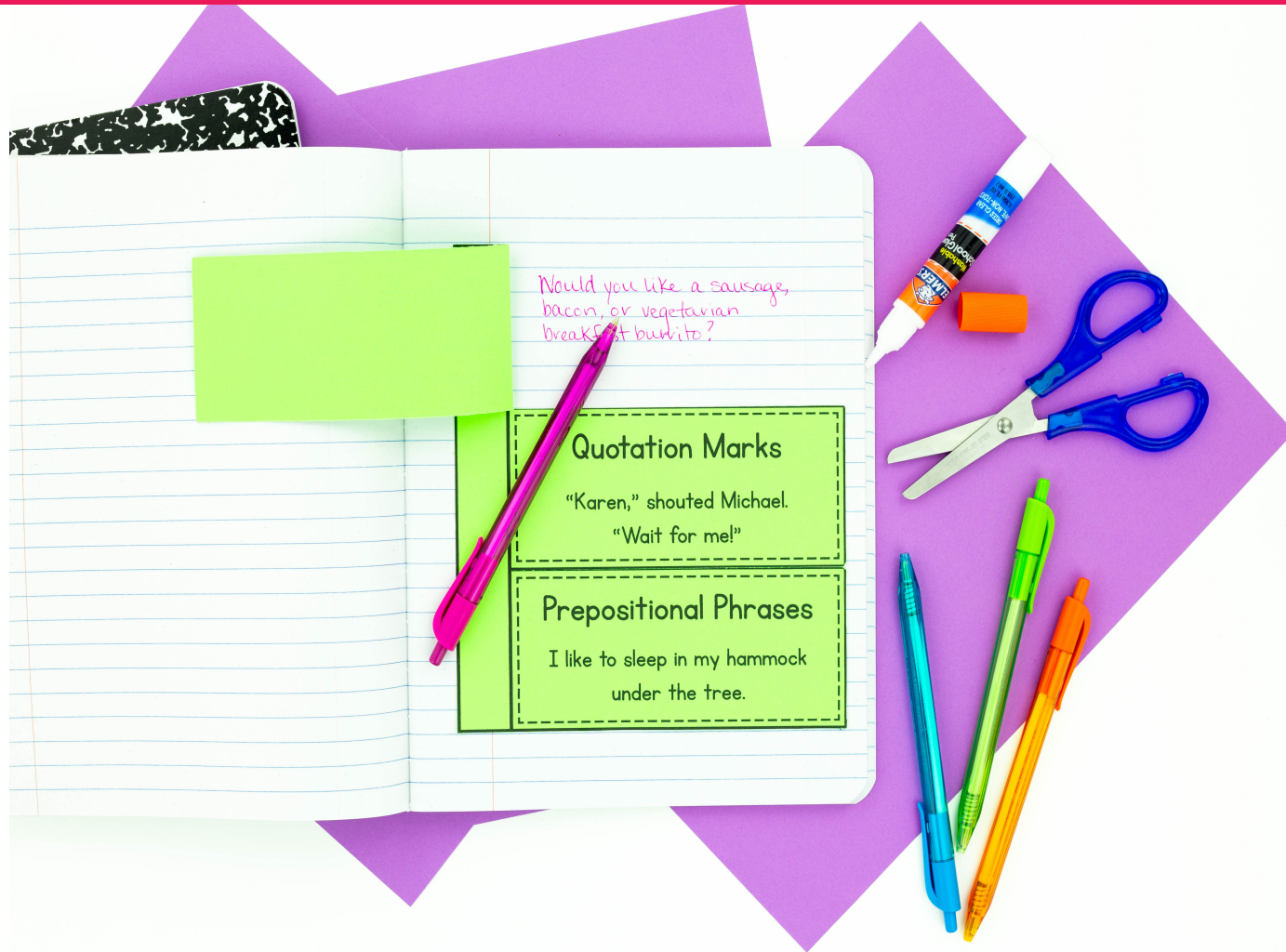
Students will use this time to complete a notebook activity. The notebook activity is great practice and will become a resource that they can look back on all year.

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



Would you like a sausage,  
bacon, or vegetarian  
breakfast burrito?

## Quotation Marks

"Karen," shouted Michael.

"Wait for me!"

## Prepositional Phrases

I like to sleep in my hammock  
under the tree.

# 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

Write at least  
sentences about  
computer for  
assignmer

Can you use any of our review items?  
We talked about commas in a series,  
conjunctions, quotation marks, and

## UNIT 3 REVIEW

Who wants to raise their  
hand and share something  
they found in their  
partner's writing?

# 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.

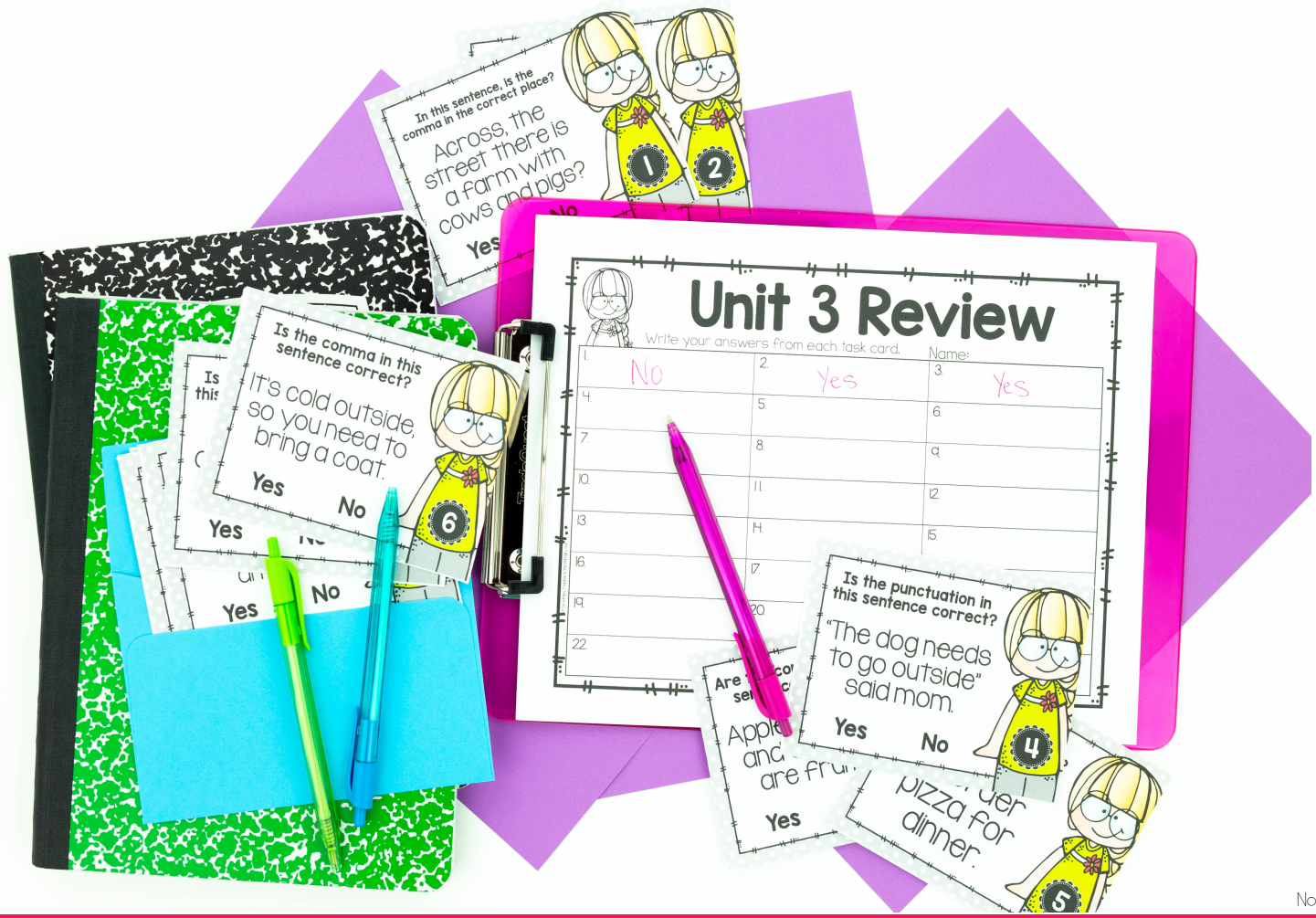
Students can start with the card closest to them and then scoot to the next card. It does not matter the order that they complete the cards and they can work at their own pace.

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

Are these sentences written correctly?

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

1. After dinner, we should get dessert.	Yes	No
2. I had grapes, carrots and a sandwich for lunch.	Yes	No
3. I haven't eaten all day and I am hungry.	Yes	No
4. "What is the weather like outside today" asked Jim.	Yes	No
5. At night it is, harder to see deer.	Yes	No
6. "I am so bored," complained Jack.	Yes	No
7. Baseball, basketball, and football are my	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.

