

# 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

## COMPOUND SENTENCES

We'll learn about  
**COMPOUND**  
sentences  
another lesson

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## INTRODUCTORY ELEMENTS

An **interjection**  
is an abrupt remark  
to show  
feeling or  
emotion.

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## PUNCTUATION IN A SERIES

A **series** is a list  
of three or more  
words or phrases.

EXAMPLE: I like to read books by **James Patterson**, **Judy Blume**, and **Dav Pilkey**.

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# 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.

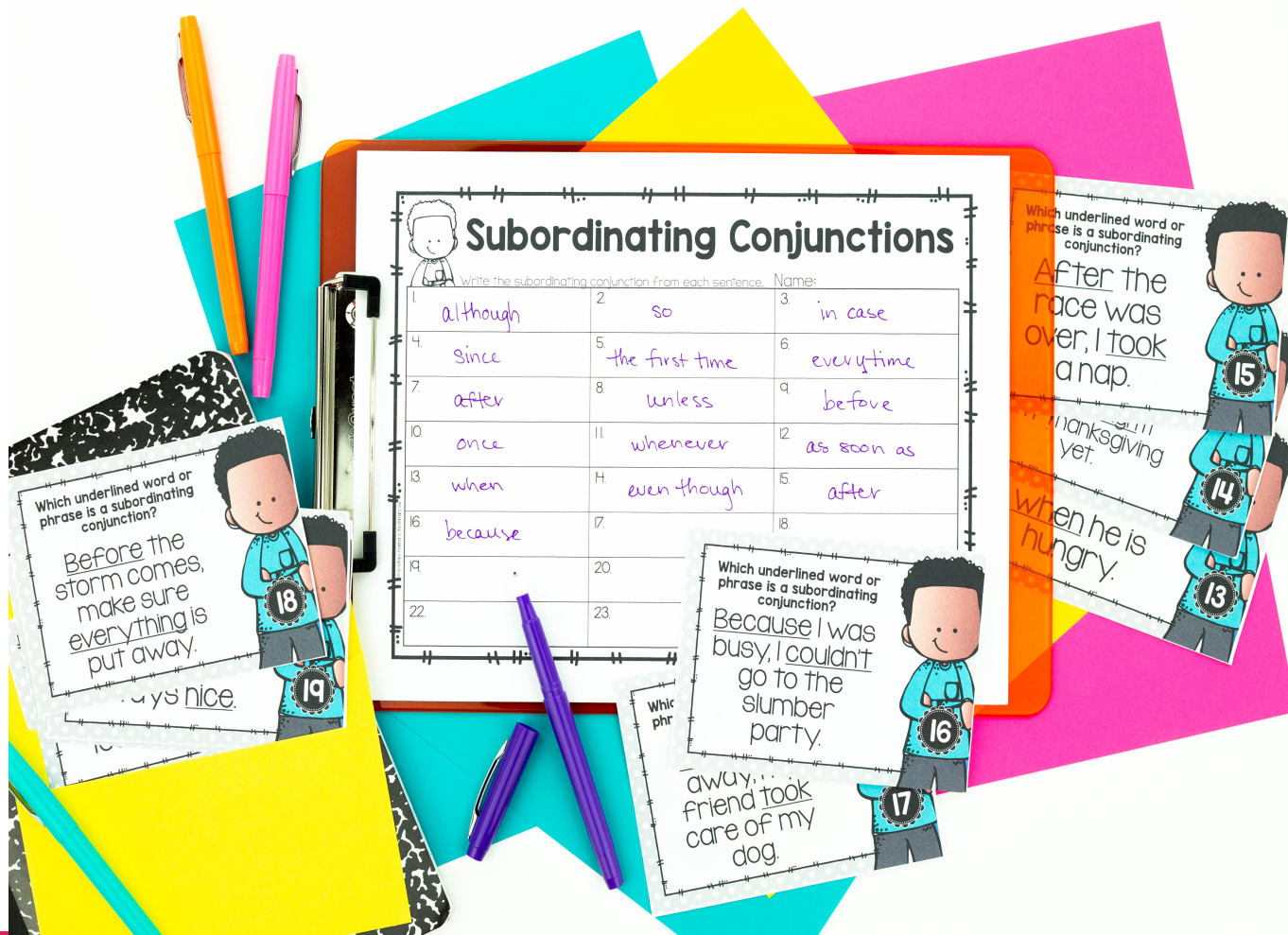
Students can work independently or with a partner.

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

## COMPLEX SENTENCES

Write at least three sentences about something.

Remember to use at least

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## SUBORDINATING CONJUNCTIONS

Write at least three sentences about what you do after school.

to use subordinating conjunctions in your sentences.

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## PREPOSITIONAL PHRASES

Write at least three sentences that tell about your favorite place to read.

Remember to include several prepositional phrases in your writing.

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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



## PUNCTUATION IN A SERIES

Are these sentences written correctly?

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

1. They have several animals dogs, cats, hamsters, horses, and pigs.	Yes	No
2. I set out my clothes each night: shirt, pants, and a jacket.	Yes	No
3. The children, teenagers, and adults are sitting together for dinner.	Yes	No
4. This summer, we visited new places: Ohio Kentucky and Tennessee.	Yes	No
5. We rode a lot of rides at the amusement park: roller coasters, the Ferris wheel, and the flying swings.	Yes	No
6. Do you want cake cupcakes, or cookies?	Yes	No
7 The dog had three colors: black brown and white.	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.



# Language Unit 3

introductory elements

punctuation in a series

subordinating conjunctions

correlative conjunctions

compound sentences

complex sentences

run-on sentences

unit 3 review