

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

DIRECT & INDIRECT OBJECTS

A **direct object** is a noun or pronoun that receives the action of the verb. It answers the question "what?" or "whom?"

Turn to your partner and

CORRECT VERB TENSES

The three basic **verb tenses** are past tense, present tense, and future tense.

Write a sentence in each of the three basic verb tenses.

EXPANDING SENTENCES

Writers can **expand sentences** to make their writing more interesting. Short or simple sentences can be **expanded** to provide additional detail.

Why do writers expand sentences? Whisper the answer to your partner.

Tuesday: Notebooks

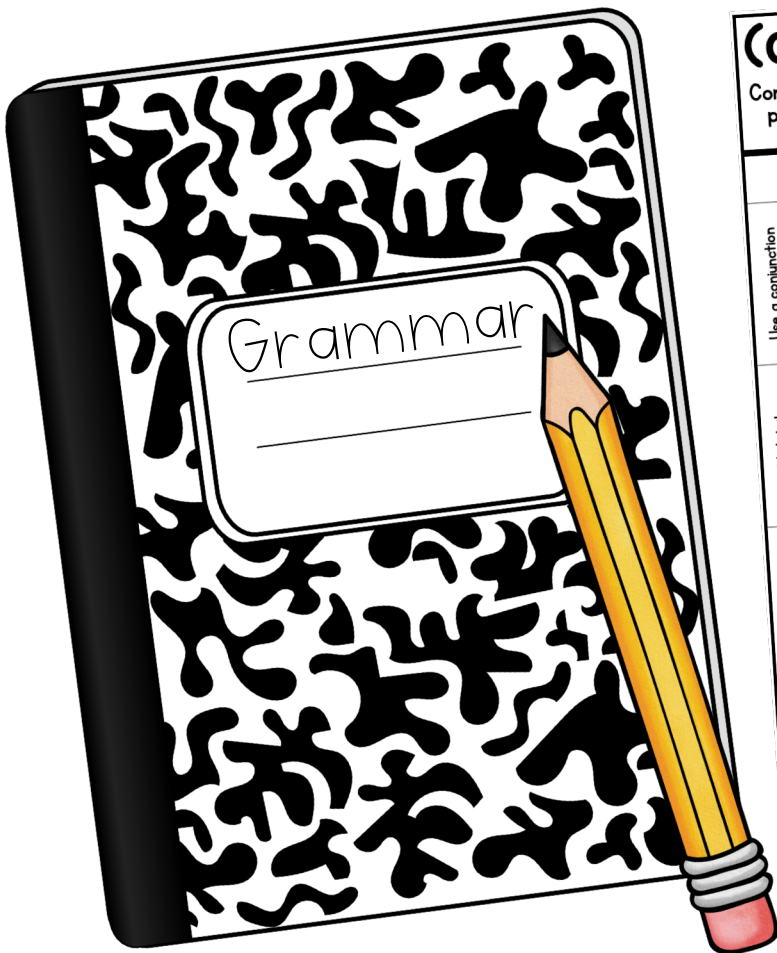
Students will use this time to complete a notebook activity. The notebook activity is great practice and will become a resource that they can look back on all year.

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



Combining Sentences

Conjunctions, adding details, combining pronouns can be used to combine sentences makes writing

	Sentences
Use a conjunction	<p>I forgot to buy carrots for dinner. I had to use broccoli instead.</p>
Add details	<p>My mom knit a hat. The hat is soft and fuzzy.</p>
Combine subjects	<p>Jackson plays fifth grade football. Tyler also plays football in fifth grade.</p>
Use a relative pronoun	<p>The vase fell off the counter. The vase is blue.</p>

Perfect Verb Tense

Perfect tenses are formed with have and the past tense of the verb.

Irregular Verb Tenses

An irregular verb is any verb that does not follow the standard rule to form the past tense.

choose	catch
creep	dig
sting	forget
teach	wake
freeze	grow

_____ of the root verb in parentheses.) a huge handful of _____ the movie.
_____ of the root verb in parentheses.) in the yard for _____ of the day.
_____ of the root verb in parentheses. tild) a wonderful _____ our house.
_____ of the root verb in parentheses. (e) a batch of _____ cookies.
_____ of the root verb in parentheses. I _____ v puzzles.

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

CONTEXT

Who wants to
their hand and
their partner's
clue sentence

Not So Wimpy Teacher

EXPANDING SENTENCES

Trade papers with your partner.
Expand each of your partner's
sentences using **adjectives** and
words that tell **where**, **when**,
why, or **how**. Try to expand each
sentence by at least three words.

Not So Wimpy Teacher

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

Expand the sentence using the strategies discussed in class.

A map of the state of Texas is a direct object.

Adjectives Tell Where

Are the underlined words in the sentence direct or indirect objects?

I lent my friend some markers.


es using the, and,

me
e
er
v.

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Friday: Assessment



UNIT 4 REVIEW

Follow the specific directions for each question.

Name: _____

1. Are the underlined words in the sentence direct or indirect objects? Sally bought <u>groceries</u> for the week.		2. Use the PAST tense form of <i>lick</i> to complete the sentence. James _____ the ice cream when it melted.	
direct object	indirect object	4. Expand the sentence by using <u>adjectives</u> , <u>telling where</u> and <u>telling why</u> . I let the dogs out.	
3. Circle the best definition for the underlined word using context clues. The turtle <u>emerged</u> from the water, bringing his head above the water where I could see him.		6. Combine the sentences using a conjunction. The dog finished its water. He will need to go outside soon.	
a. disappeared	b. appeared	8. Fill in the blank using the <u>past perfect</u> of the verb in parentheses.	
c. went under	d. left		
5. Circle the verb that correctly completes the sentence. Geraldine _____ the frisbee on her first try.			
<u>caught</u>	caught		

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 4

direct & indirect objects

combine sentences

expand sentences

context clues

using correct verb tenses

irregular verb tenses

verb tenses

unit 4 review