

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 >>

modal auxiliaries are helping verbs. They are used with main verbs to help express ideas clearly.

Modal auxiliaries include
can, could, may, might, will, would, shall, should, and must.

Tell the 9 modal auxiliaries to your partner.

Not So Wimpy Teacher

<< REVIEW >>

Sentence **adjectives** must be listed in a particular **order**. **Ordered Adjectives** follow the pattern 1-9 and are separated by commas.

2.	3.	4.	5.	6.	7.	8.	9.
number	size	age	shape	color	origin	material	purpose

Example: The **sweet, old** woman was crossing the street.

Whisper the proper order of adjectives in a sentence to your partner.

Not So Wimpy Teacher

Tuesday: Notebooks

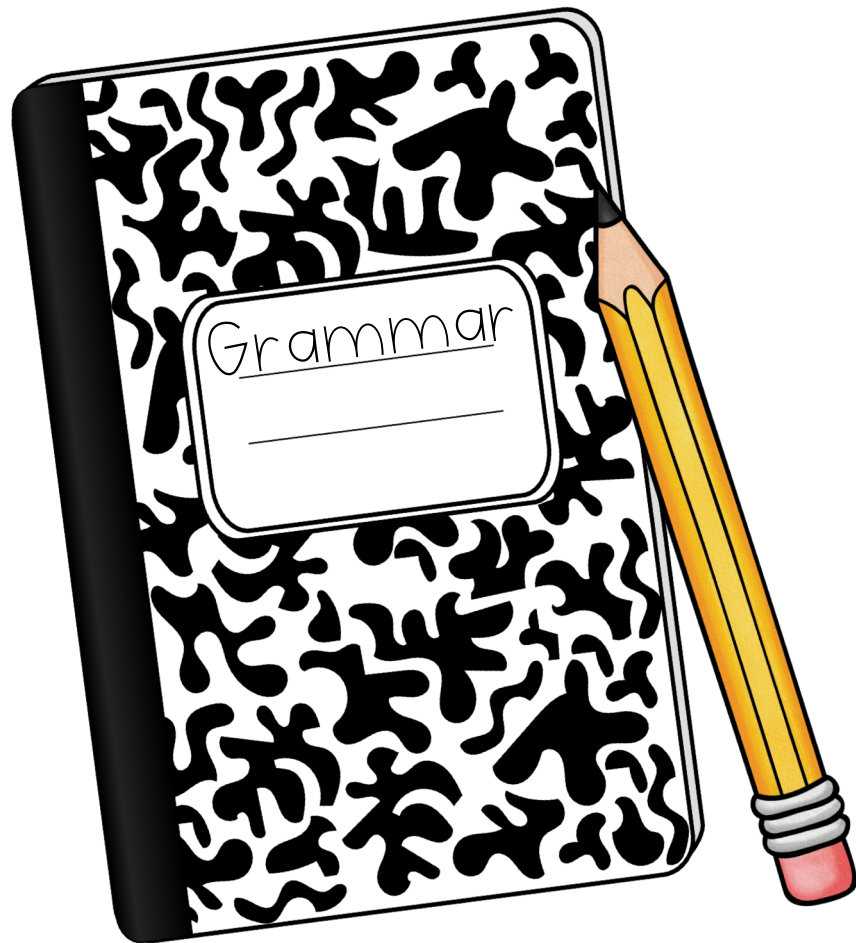
Students will use this time to complete a notebook activity. The notebook activity is great practice and will become a resource that they can look back on all year.

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



Unit 4 Review	
<p><u>Ordering Adjectives</u> Are the adjectives in the correct order?</p> <p>Sammy bought a red, little racecar.</p>	<p><u>Relative Adverbs</u> Fill in the blank with where, when, or why.</p> <p>The zoo is ____ I saw the big giraffe.</p>
<p><u>Relative Pronouns</u> Fill in the blank with who, whom, whose, that, or which.</p> <p>The book ____ he read was scary.</p>	<p><u>Possessive Pronouns</u> Name the possessive pronoun used in the sentence.</p> <p>I love when my mom makes meatloaf for dinner.</p>
<p><u>Modal Auxiliaries</u> Find the modal auxiliary used in the sentence.</p> <p>Sara could take an art class next year.</p>	<p><u>Regular Verb Tense</u> Which verb correctly completes the sentence?</p> <p>Slept or <u>Slept</u>? They ____ in a hotel last night.</p>
<p><u>Progressive Verb Tense</u> Which progressive verb pair correctly completes the sentence.</p> <p>We are planning/<u>am planning</u> a huge birthday party.</p>	<p><u>Bonus</u> Write a sentence containing at least one of the possessive pronouns listed below.</p> <p>my, mine, our, ours its, his, her, hers, theirs, your or yours</p>

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 4 REVIEW

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

Not So Wimpy Teacher

UNIT 4 REVIEW

Write at least three sentences describing one of your favorite days.

Include any of our review items in your sentences?

Remember to include ordering adjectives, relative adverbs & conjunctions, possessive pronouns, modal auxiliaries, irregular verb tense, and progressive verb tense.

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

Are the adjective sentence in the correct form?

There are eight chicks in the yard.

Yes

Name the possessive pronoun used in the sentence.

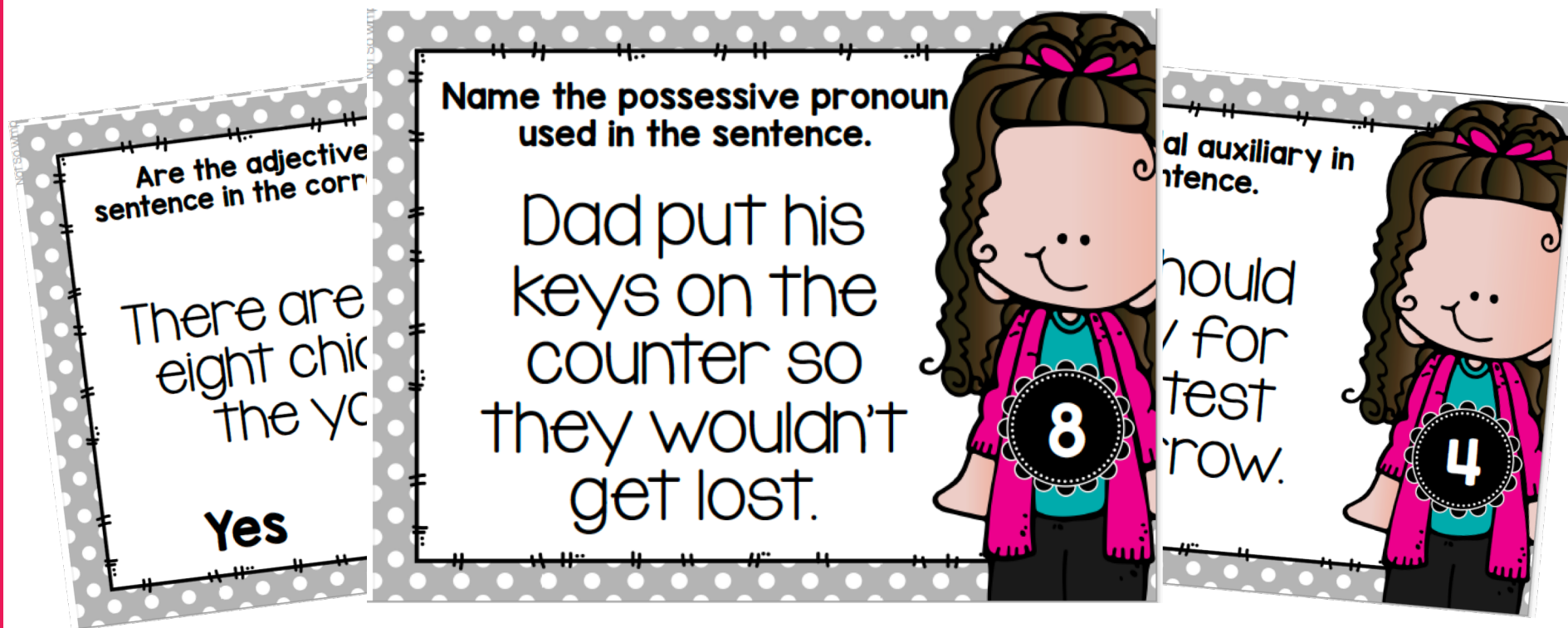
Dad put his keys on the counter so they wouldn't get lost.

8


Name the auxiliary verb used in the sentence.

They should go to the test tomorrow.

4

The image shows three task cards from a set. Each card features a cartoon girl with brown curly hair, a pink bow, a pink cardigan, and a teal shirt. The first card on the left is tilted and has a grey polka-dot border. The middle card is upright and has a grey border with a dashed line. The third card on the right is tilted and has a grey polka-dot border. Each card has a large number in a decorative circle: 8 on the middle card and 4 on the right card.

Friday: Assessment



UNIT 4 REVIEW

Follow the directions for each question.

Name: _____

1. I need to know to _____ this toy belongs.	who whom
2. I forgot _____ we are supposed to leave.	when where
3. The large, green egg was hidden.	Yes No
4. The doll, _____ is on the shelf, belongs to me.	which that
5. The house on the corner is yours.	
6. I _____ shrimp for dinner last night.	eated ate

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

An answer key is included.