

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

Verbs

A **verb** is a word that shows the **action** in

a sent

Whisper to your
them what

Verbs

These words are verbs because they show action:

ed
e

cook
wrote

more to the list?

Not So Wimpy Teacher

Verbs

A verb shows what someone or something is doing.

The cat _____.

Can you and your partner come up with a list of action verbs to end this sentence?

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Tuesday: Notebooks

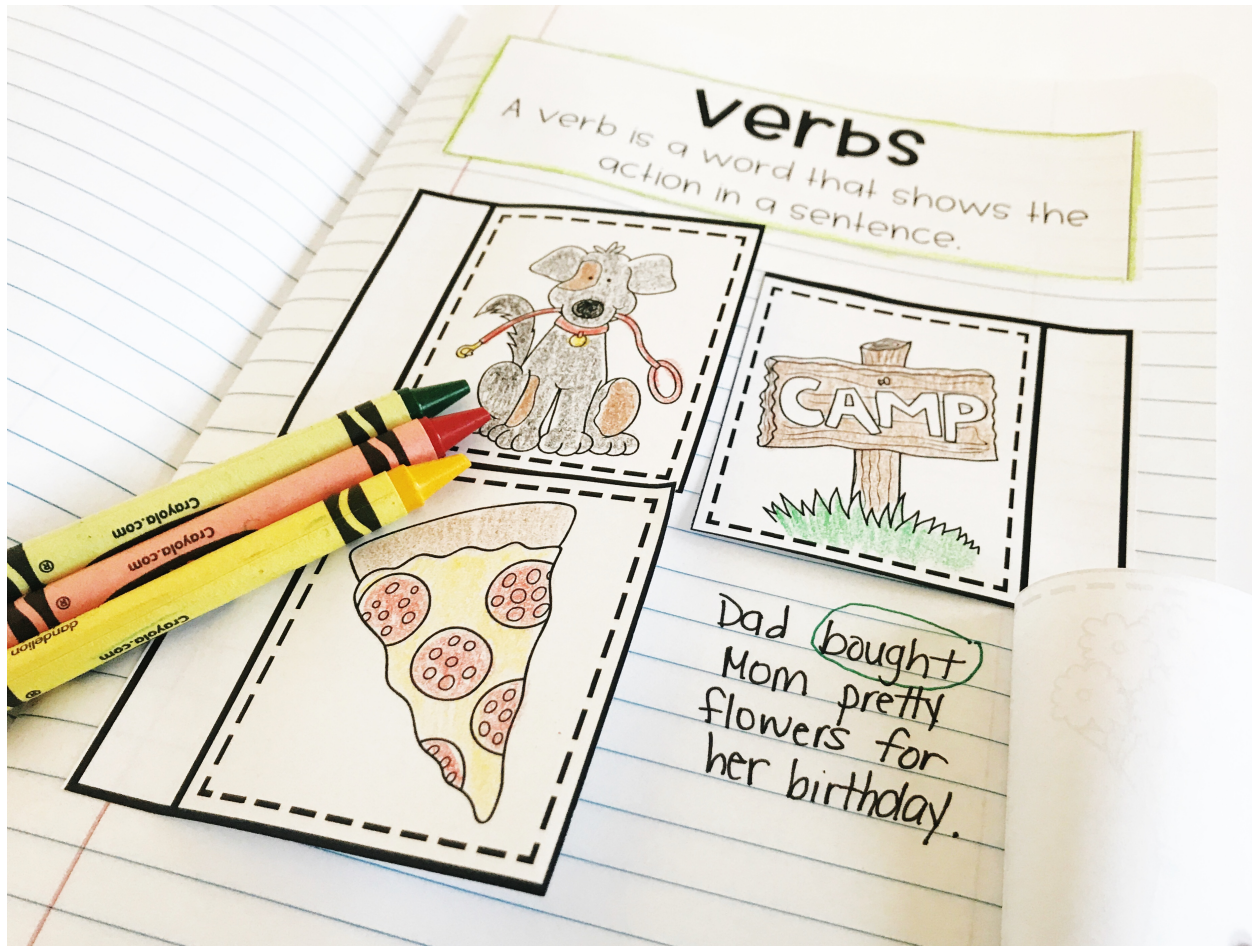
Students will use this time to complete a notebook activity. The notebook activity is great practice and will become a resource that they can look back on all year.

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.



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

The image shows a worksheet titled "Identifying Action Verbs" with a grid for writing answers. A yellow pencil is positioned diagonally across the grid. Three task cards are placed over the worksheet, each featuring a cartoon boy character and a sentence for analysis.

Worksheet Title: Identifying Action Verbs

Instruction: Read the card and write all of the action verbs in the box. Name: _____

Grid: A grid with 6 columns and 4 rows, numbered 1 through 24.

Task Card 1 (Top): Identify all of the action verbs in the sentence. Thomas drank all of his ice cream.

Task Card 2 (Middle): Identify all of the action verbs in the sentence. Dad sat in his chair and watched the news.

Task Card 3 (Bottom): Identify all of the action verbs in the sentence.

Cartoon Characters: Three cartoon boys with blonde hair and blue shirts. The boy on the bottom card has a badge with the number 15, and the boy on the middle card has a badge with the number 24.

Footer: Not So Wimpy Teacher

Friday: Assessment

verbs

Name: _____

Circle or highlight the action verb in the sentences below.

1. Dad cooked his famous spaghetti for dinner!
2. Mary carefully checked her answers.
3. My dog barked all night!
4. He brushed his teeth before school.
5. Can we ride our bikes to the park?
6. I am reading a new book about ocean animals.
7. Ryan made a grilled cheese sandwich for

Today students will work independently to take an assessment.

The assessment is on a half sheet to save paper!

An answer key is included.

