

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.

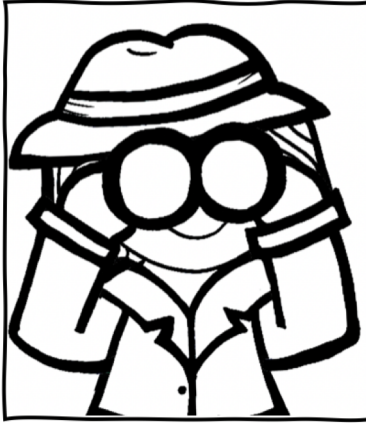
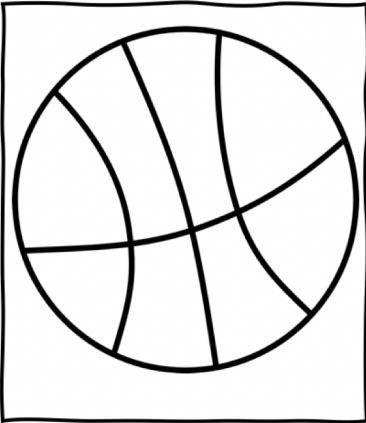
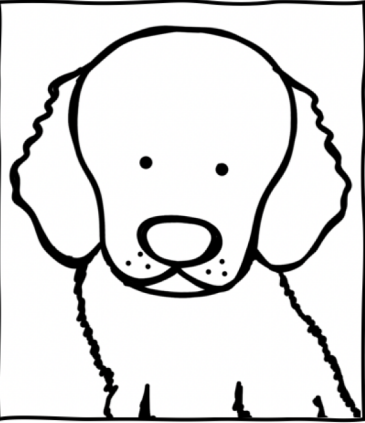
If time permits, you can have students share an example that they have included in their notebook.



Tuesday: Notebooks



A **verb** names an action!

		
The detective...	The ball...	The dog...

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

VERBS

Write two sentences that tell what you do to get ready for school.

Remember that each sentence must have one verb!

VERBS

Trade papers with your partner. Circle all the verbs in their 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

The image shows three task cards arranged in a row, slightly overlapping. Each card has a grey border with white polka dots and a white center. A cartoon boy with brown skin, black hair, and a wide smile is wearing an orange t-shirt. On his chest is a black circular badge with a white border and a white number. The middle card is the most prominent and contains the following text:

Identify the verb in the sentence.

I play with my friends at recess.

The boy on the middle card has a badge with the number 11. The boy on the right card has a badge with the number 6. The boy on the left card is partially obscured and has a badge with the number 11.

Friday: Assessment

verbs

Name: _____

Circle all the verbs. Hint: They are all actions!

shine

school

climb

write

lion

build

Circle or highlight the verb in the sentences below.

1. I rolled up my towel.

throws vegetables.

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

An answer key is included.

