

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

CONJUNCTIONS <<<<<<

conjunctions are words used to join two sentences, words, or phrases together.

You can think of **conjunctions** as connecting words.

CONJUNCTIONS <<<<<<

When joining two sentences, we use a comma and a **conjunction** word such as **and, but, or, and so.**

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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



conjunctions	AND Joins two similar ideas
	BUT Joins two different ideas
	OR Joins two possible ideas
	SO Joins the effect to the cause

Directions: Under each flap, write a sample sentence of how to use the given conjunction.

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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

CONJUNCTIONS <<<<<<<<

Write at least three sentences to tell about last time you played outside. Be sure to use conjunctions.

and

but

or

so

CONJUNCTIONS <<<<<<<<

Trade papers with your partner. Circle all conjunctions you see.

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

Write the missing conjunction in the sentence.

Our yard was messy, _____ we cleaned it up.

Write the best conjunction for each sentence.

Bananas are yellow (and/or) apples are red.

Write the best conjunction for each sentence.

It was sunny, _____ I wear a hat.

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Friday: Assessment

conjunctions

Name: _____

Match the conjunctions to their usage.

1. Joins two different ideas.

and

2. Joins the effect to the cause.

but

3. Joins two similar ideas.

or

4. Joins two possible ideas.

so

Circle or highlight the best conjunction for each sentence.

5. I was asked to clean the table (or/and) chairs.

6. Would you like chicken (but/or) beef for dinner?

Today students will work independently to take an assessment.

The assessment is on a half sheet to save paper!

An answer key is included.

