

# 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

**FORMAL VS. INFORMAL LANGUAGE**


Hey, **peeps!**  
Who's **psyched** about  
learning grammar today?

 Tell your partner why you are gonna have a blast learning grammar today.

**FORMAL VS. INFORMAL LANGUAGE**

Sometimes when we write or speak, we use **formal language**. Other times, we use **informal language**.

- Hey, Peeps! Who's psyched about learning grammar today??
- Students, please explain why you are looking forward to grammar instruction today.

 Tell your partner the difference between the sentences above.

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.

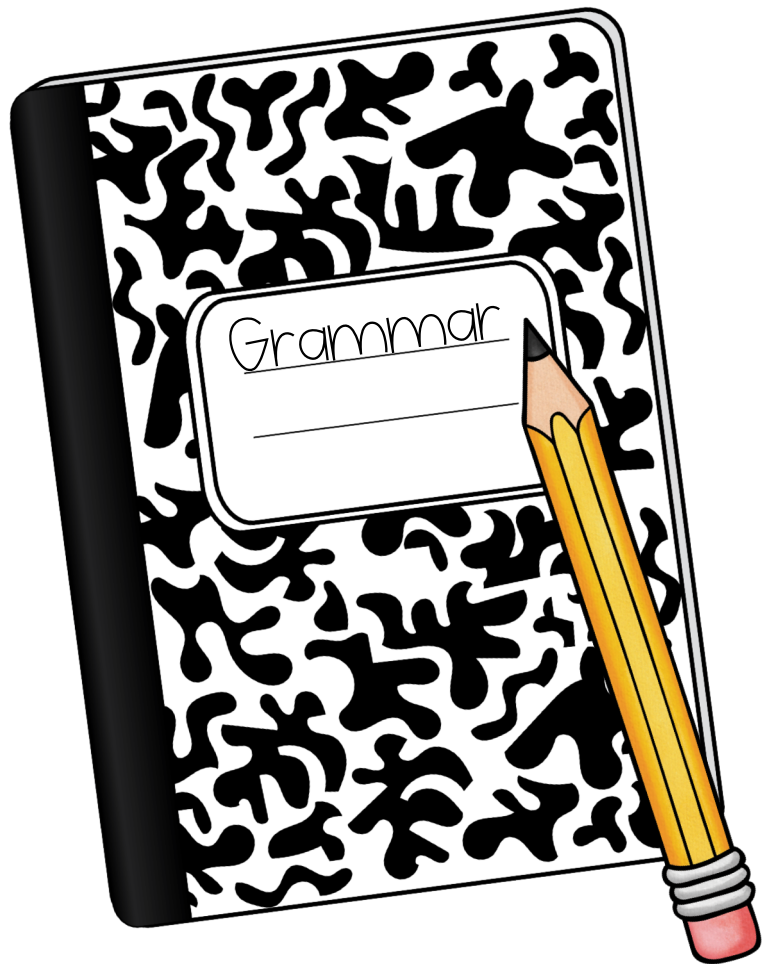
Students can work independently or with a partner.

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





# Tuesday: Notebooks



Please be sure to leave on time.

Oops! Time to get outta here!

Grab your stuff, OK?

Gather your paper, pencil, and eraser.

**formal vs. informal language**

Do you wanna come over?

Yeah I'd like that.

Mom says I gotta clean my room first.

But I'm like SO tired right now.

Under each flap on the top, write whether the sentence uses formal or informal language. Under each flap on the bottom, rewrite the sentence using formal language. Ex: I'll see 'ya soon. = I will see you shortly.

Not So Wimpy Teacher

# 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

## FORMAL VS. INFORMAL LANGUAGE

Write a note to your friend about something you find interesting or amazing! Use informal language.

 Hint: Think about how you would talk to a friend. It's OK to use contractions, slang, incomplete sentences, and improper grammar!

Not So Wimpy

## FORMAL VS. INFORMAL LANGUAGE

Trade papers with your partner. Find examples of informal language.

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

The image displays three task cards arranged in a row, each featuring a cartoon boy character with dark curly hair and a wide smile, wearing a blue and white plaid shirt. The cards are set against a background with a grey and white polka-dot pattern. The central card is the largest and most prominent, while the two flanking cards are smaller and partially obscured.

**Left Card:**  
Does this sentence use formal or informal language?  
Spiders have eight legs, and insects have six legs.

**Center Card:**  
Does this sentence use formal or informal language?  
We should consider arriving early.

**Right Card:**  
Does this sentence use formal or informal language?  
If I see a slip!

Each card features a circular badge with a number: '1' on the left card, '1' on the center card, and '3' on the right card.

# Friday: Assessment

## formal vs. informal language

Name: \_\_\_\_\_

Circle or highlight when you would use formal language.

Giving a speech

Texting a friend

Talking to your family

Writing a report

Writing to a business

Playing on the playground

Write F or I in the blank to label each sentence as Formal or Informal language.

5. The race begins promptly at 7:00. \_\_\_\_\_

6. Who's gonna drive me to school today? \_\_\_\_\_

7. That's a nope from me! \_\_\_\_\_

Today students will work independently to take an assessment.

The assessment is on a half sheet to save paper!

An answer key is included.

