

# 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

**UNIT 2 REVIEW** <<<<<<

Let's review our unit! We learned about:

- irregular plural nouns
- common & proper nouns
- collective nouns
- possessive nouns
- reflexive pronouns
- contractions
- formal vs. informal language

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**UNIT 2 REVIEW** <<<<<<

**regular plural noun** names more than one person, place, thing, or animal, but they do not have a set of rules to follow.

children      feet      deer

Give me another example of an irregular plural noun.

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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.

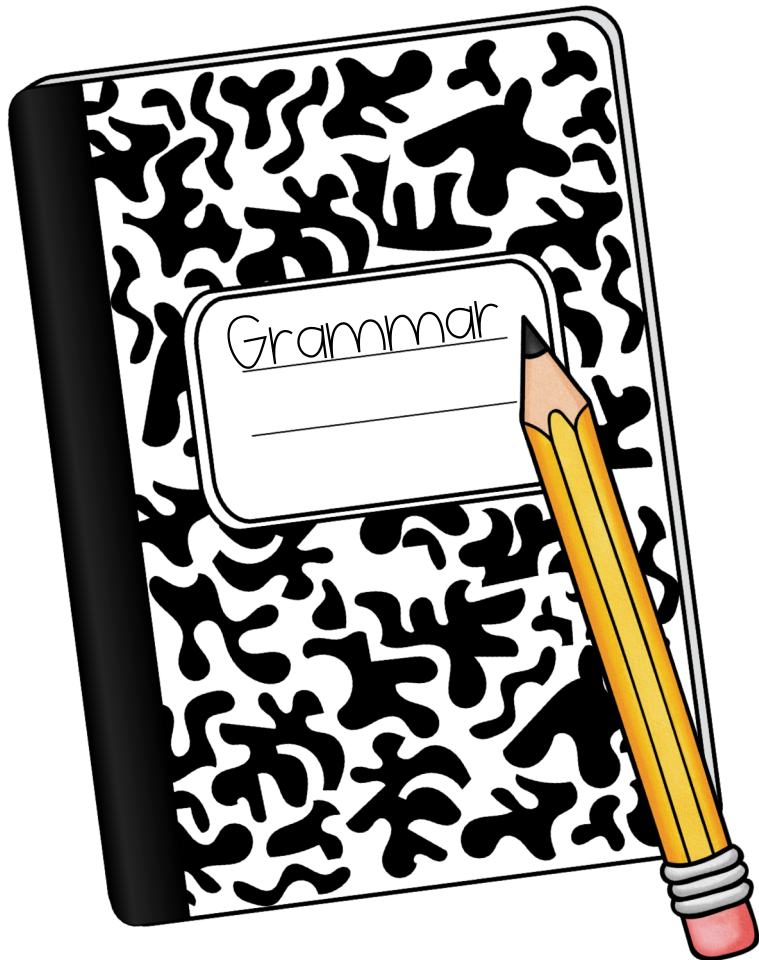
Students can work independently or with a partner.

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





# Tuesday: Notebooks



|   |                        |                                 |  |
|---|------------------------|---------------------------------|--|
| NOUNS   | Irregular Plural Nouns |                                 |  |
|   | Common & Proper Nouns  |                                 |  |
|   | Collective Nouns       |                                 |  |
|   | Possessive Nouns       |                                 |  |
|   | Reflexive Pronouns     |                                 |  |
| Unit two review   |                        |                                 |  |
| is  | CONTRACTIONS           | FORMAL VS.<br>INFORMAL LANGUAGE | Please respond when your name is called. |
| not   |                        |                                 | Who's gonna hit the books after school?  |
| will  |                        |                                 | Thank you so much for coming today.      |
| have  |                        |                                 |  |
| Nouns: Write a sentence that uses each type of noun.                                      |                        |                                 |  |
| Contractions: Use each word in a contraction. Ex: would = she'd                           |                        |                                 |  |
| Formal and Informal Language: Tell whether the sentence uses formal or informal language. |                        |                                 |  |

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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

## UNIT 2 REVIEW <<

Write at least three sentences about an animal you find interesting.

Use formal language to make your sentences sound like a report. Use strong verbs and proper grammar.

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## UNIT 2 REVIEW <<<<<<

Trade papers with your partner.

Circle as many Unit 2 items as possible.

Unit 2 items: irregular plural nouns, common and proper nouns, collective nouns, possessive nouns, reflexive pronouns.

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# 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.

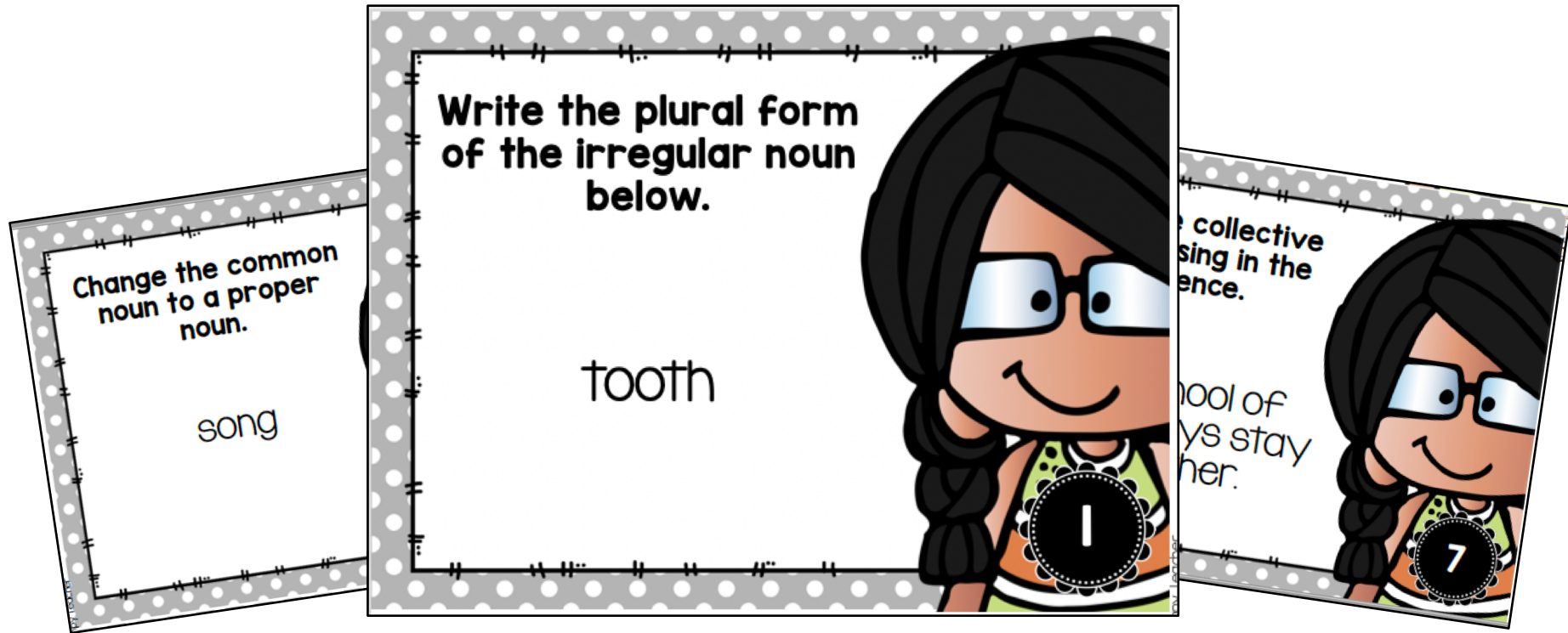
Students can start with the card closest to them and then scoot to the next card. It does not matter the order that they complete the cards and they can work at their own pace.

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 features a cartoon girl character with black hair in pigtails, glasses, and a green and white patterned shirt. The girl is holding a circular badge with a number. The first card on the left has the number 1. The middle card has the number 1. The third card on the right has the number 7. Each card has a grey border with white polka dots and a white center area with black text.

Change the common noun to a proper noun.

song

Write the plural form of the irregular noun below.

tooth

... collective sing in the ence.

...ool of ys stay her.

# Friday: Assessment

## Unit two review

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

Match the type of noun to the underlined word.

- a. irregular plural noun    b. proper noun    c. collective noun    d. possessive noun    e. reflexive pronoun

- \_\_\_ 1. I could see the range of mountains far away.
- \_\_\_ 2. Scott's soccer game was Saturday.
- \_\_\_ 3. We helped ourselves to dessert.
- \_\_\_ 4. Our class went to the Metropolitan Museum.
- \_\_\_ 5. The bus driver stopped to let all the deer cross.

Write the contraction for each set of words.

6. has not

7. we are

Today students will work independently to take an assessment.

The assessment is on a half sheet to save paper!

An answer key is included.

