

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

ADJECTIVES & ADVERBS <

LET'S REVIEW!



What is a noun?

What is a verb?

What is an adjective?

What is an adverb?

ADJECTIVES & ADVERBS <<

You try!

Add **adjectives** to each category.

Looks

blue

big

?

Feels/Sounds

angry

loud

?

Tastes/Smells

spicy

fresh

?

How Much/Many

five

some

?

Not So Wimpy Teacher

Tuesday: Notebooks

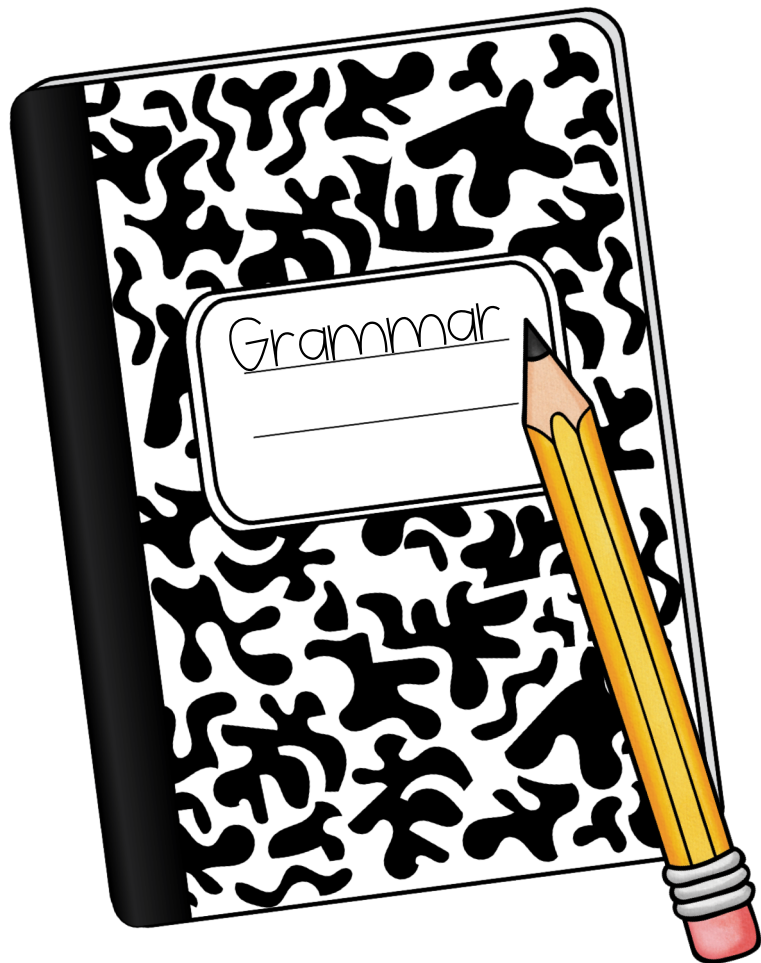
Students will use this time to complete a notebook activity. The notebook activity is great practice and will become a resource that they can look back on all year.

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



adjectives & adverbs

An adjective describes a noun.
An adverb describes a verb.

The brown bear caught a fish in the stream.	We crossed the street carefully.
My sister opened the gift happily.	I like to eat fresh apples for a snack.

Directions: Circle the adjectives. Underline the adverbs.
Under each flap, write different adverbs or adjectives that could complete the sentence.

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

ADJECTIVES & ADVERBS

Write at least three sentences about the last time you cleaned your room.

Use at least one adjective and one adverb.

Not So

ADJECTIVES & ADVERBS <<

Trade papers with your partner. Circle all the adjectives in their writing. Underline all the adverbs.

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

Find the adjective in the sentence.

I could hear the loud bus coming down the street.

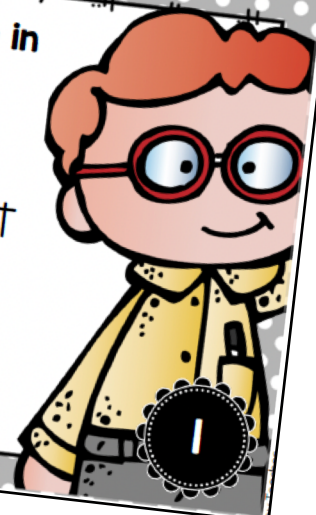
Find the adjective in the sentence.

All of my socks were dirty, so I wore sandals instead.



Find the adjective in the sentence.

Refresh your mind just a bit of fun.



Friday: Assessment

adjectives & adverbs

Name: _____

Circle or highlight all the adjectives.

funny

loud

pink

hair

tiny

horse

Circle or highlight all the adverbs.

quickly

easily

jump

tired

think

oddly

Circle to tell if the underlined word is an adjective or an adverb.

1. I wanted to clean the kitchen quickly. (adjective/adverb)

Today students will work independently to take an assessment.

The assessment is on a half sheet to save paper!

An answer key is included.

