

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

SIMPLE & COMPOUND SENTENCES

We can make **simple sentences** more interesting by adding or rearranging words!

My grandma makes dumplings.

↓

My grandma makes delicious pork dumplings.

↓

Every Sunday, the pork dumplings are made.

★ Tell your partner how to make this sentence more interesting.
I drew a picture.

SIMPLE & COMPOUND SENTENCES

When making **compound sentences**, remember to add a **comma** and a **conjunction** after the first sentence.

I was hungry, **so** I ate a snack.

simple sentence comma + conjunction simple sentence

★ Share a compound sentence with your partner and tell where the comma goes.

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



Simple and Compound Sentences	Write a simple sentence.
	Add words to your simple sentence to make it more interesting.
	Turn your simple sentence into a compound sentence using a comma and a conjunction.

Directions: Follow the directions on each flap.
Ex: The dog ran → The dog ran in the park. →
The dog ran in the park, and he chased a bird.
Conjunctions: and, or, so, but

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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

SIMPLE & COMPOUND SENTENCES

Write two compound sentences about a dinosaur on the playground.

SIMPLE & COMPOUND SENTENCES

Trade papers with your partner. Circle all the commas and conjunctions.

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.

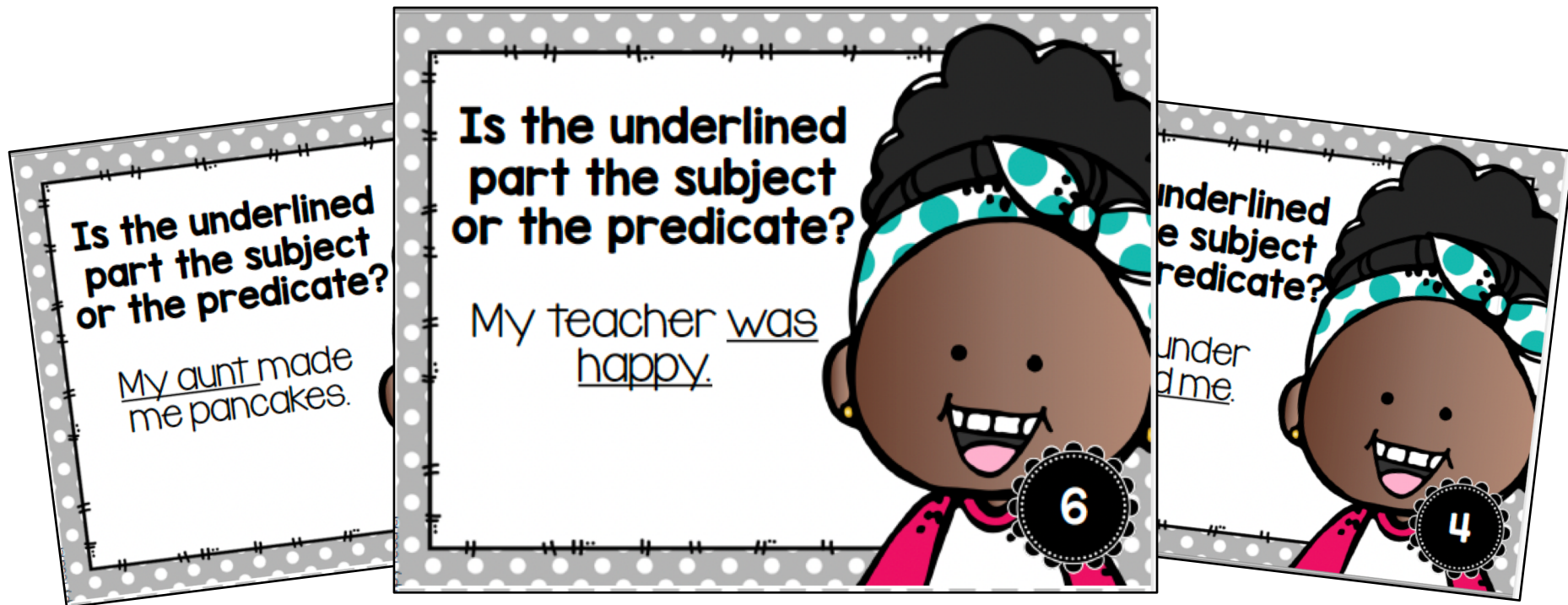
Spread the task cards around on the desks.

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



Is the underlined part the subject or the predicate?

My aunt made me pancakes.

Is the underlined part the subject or the predicate?

My teacher was happy.

Is the underlined part the subject or the predicate?

Under me.

6

4

Friday: Assessment

Simple & Compound Sentences

Name: _____

Underline or highlight the subject in each sentence.

1. Mr. Jones gave my class an award.

2. The otter splashed in the water.

Underline or highlight the predicate in each sentence.

3. Venus is the hottest planet.

4. Bats sleep during the day.

Write S or C in the blank to label each sentence as simple or compound.

5. I didn't set my alarm, so I was late to school. _____

6. I rushed into the classroom. _____

7. I found an eraser in my desk. _____

Today students will work independently to take an assessment.

The assessment is on a half sheet to save paper!

An answer key is included.

