

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 3 REVIEW <<<<<

Let's review our unit! We learned about

conjunctions
verb tenses
irregular past tense verbs
context clues
simple & compound sentence
compound words
adjectives & adverbs

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UNIT 3 REVIEW <<<<<

We can combine two sentences and join them with a **comma** and a **conjunction** to make a **compound sentence**.

I wanted to make cookies after school, but

simple sentence

comma + conjunction

we did not have any sugar.

simple sentence

Share with your partner a compound sentence about your favorite food.

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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



CONTEXT CLUES	I thought the towel would be dry, but it was still <u>damp</u> .		
COMPOUND SENTENCES	She asked me to <u>predict</u> the ending of the story, so I made my best guess.		
	Joey was tired. He took a nap.		
	I was lost. I didn't have a map.		
Unit three review			
A plane that flies in the air	COMPOUND WORDS	VERB TENSES	eat (present)
A ball made out of snow			go (past)
I _____ wrote my name.	ADJECTIVES & ADVERBS		run (future)
The _____ dress is my favorite.			

Context clues: Write the meaning of the underlined word.
Compound Sentences: Combine the sentences using a comma and a conjunction.
Compound Words: Write the compound word that matches the given meaning.
Adjectives & Adverbs: Write an adjective/adverb that completes each sentence.
Verb tenses: Write each word using the given tense.

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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 3 REVIEW <<<<

Write at least three sentences describing your favorite thing you have done outdoors.

Use adjectives and adverbs to describe this activity or event.
Include a compound sentence that uses a comma and a conjunction.

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UNIT 3 REVIEW <<<<<<

Trade papers with your partner. Circle any verbs. Underline adjectives and adverbs.

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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 with long blonde hair and a green patterned top. The cards have a grey border with white polka dots. The first card on the left is tilted and contains the text: "Is the underlined verb in the past, present, or future tense? We will drive to the beach tomorrow." The middle card is upright and contains the text: "Is the underlined verb in the past, present, or future tense? We bake cookies in the oven." The third card on the right is tilted and contains the text: "Is the missing pencil in the pencil case? What pencil is missing?" Each card has a small black circle with a white number in the bottom right corner: 5 for the first card, 1 for the second card, and 1 for the third card.

Is the underlined verb in the past, present, or future tense?

We will drive to the beach tomorrow.

5

Is the underlined verb in the past, present, or future tense?

We bake cookies in the oven.

1

Is the missing pencil in the pencil case?

1

Friday: Assessment

Unit three review

Name: _____

Circle the adjectives.

angry saw
funny white
went papers

Circle the adverbs.

easily where
happy person
quietly slowly

Match each sentence with the correct verb tense.

a. past tense

b. present tense

c. future tense

1. We always sing during music class. _____
 2. I practiced the flute at home. _____
 3. The band will play at the concert tomorrow. _____
- _____ the correct conjunction for each compound sentence.

Today students will work independently to take an assessment. The assessment is on a half sheet to save paper!

An answer key is included.

