#### Included in the unit:



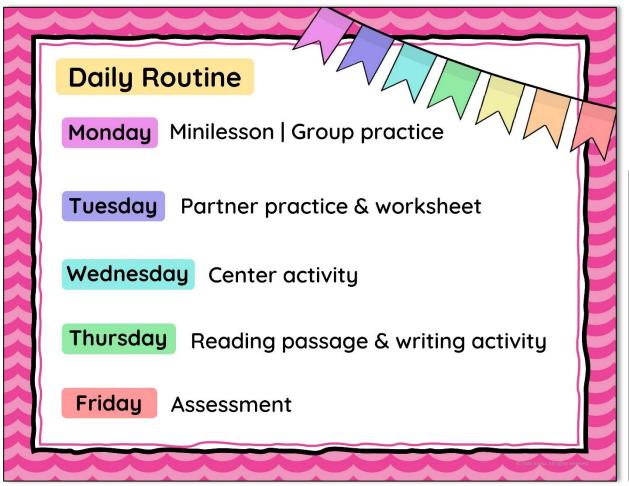


An entire week of grammar including:

- 15-Minute daily routine
- Lesson plan
- Teaching PowerPoint
- Practice worksheet
- Reading passage
- Writing activity
- Center activity
- Assessment
- Skill poster

#### Daily Grammar Practice

## Each unit follows a simple & effective weekly routine



#### **COLLECTIVE NOUNS**

Second Grade Grammar

L.2.1.A

#### Monday

Minilesson

\*Each day's lesson & activity is designed to take 15 minutes.

- 1. Project the teaching PowerPoint. Introduce the weekly grammar skill. Read the lesson slides with students.
- 2. Follow the minilesson with whole group practice. For the first practice slide, up to 32 students can play. Call on a student to read the first word on the list and tell if it is a collective noun or not. The next student slides a check or X to the word. The second practice slide can be used on Tuesday or later in the week for review.
- 3. Students work with a partner for the partner practice slide. Students use a journal, scrap paper, or whiteboards for the writing portion of the slide.

#### Tuesdau

- Practice worksheet
- 1. Review whole group using one of the practice activity slides. Review the lesson slides if needed.
- 2. Partners do the Talk About It slide.
- 3. Students complete the practice worksheet.

#### Wednesday

Students continue practice using task cards. Use the cards as a literacy center or place them around the room for students to "roam the room" to complete with a

#### **COLLECTIVE NOUN**

a **noun** that names a **group** of people, things, or animals

a galaxy of stars a flock of birds

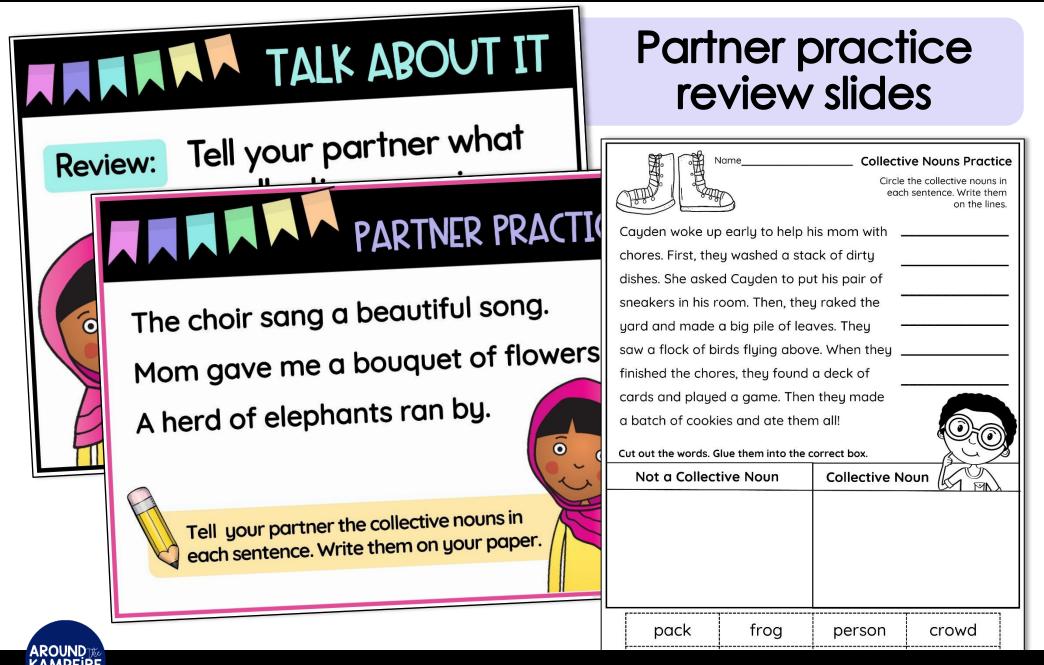
#### Day 1 Introduce the Skill



- Minilesson & activity slides on PowerPoint
  - Teaching slides to introduce the skill
  - Interactive slides with moveable pieces to model & practice whole group
  - Partner slides to review & practice together

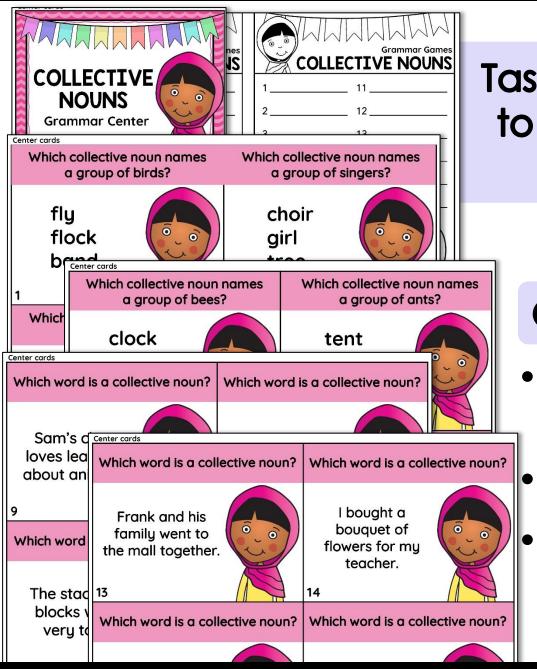


### Day 2 Partner & Independent Practice



Worksheet for independent practice

#### Day 3 Center activity



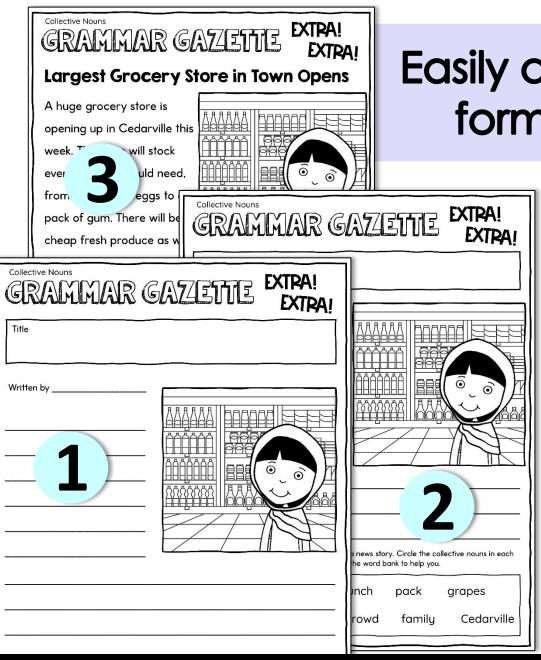
Task card game for students to practice independently at a grammar center

#### Or use them whole group

- for a Gallery walk or a Roam the Room
- to play Scoot
- to project them on your whiteboard to play



### Day 4 Apply the skill in writing



- Easily differentiate with three formats to choose from
  - 1. Students write a newspaper story using words in the target skill.
  - 2. Students who need more guidance use the word bank version.
  - 3. Students read the article and circle words in the target grammar skill.



## Day 5 Assessment

Collective Nouns Assessment Name	-
Circle the collective nouns in each sentence.  1. My class went to the zoo and saw a pride of lions.  2. Steve has a collection of coins in his room.  3. The pack of wolves howled in the forest of trees.  4. Melissa bought a bunch of grapes and a carton of eggs.  5. An army of ants crawled across the picnic blanket.  6. A pod of whales swam next to a school of fish.  Write two sentences about what you might see at a big parade. Circle the collective nouns in your sentences.	
Write the correct collective noun in the blank to complete each sentence. Use the word bank to help you.  1. A of bees attacked us at the park.  2. Ana is on a swim that wins a lot of meet of papers on his	

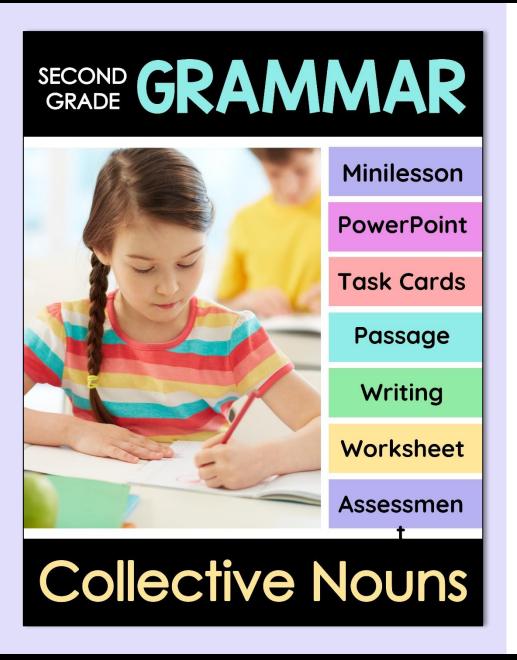
# Students take an easy-to-grade assessment

## With simple questions to determine if students can:

- · identify the skill
- generate examples
- apply the skill in writing



## Why Daily Grammar Practice?

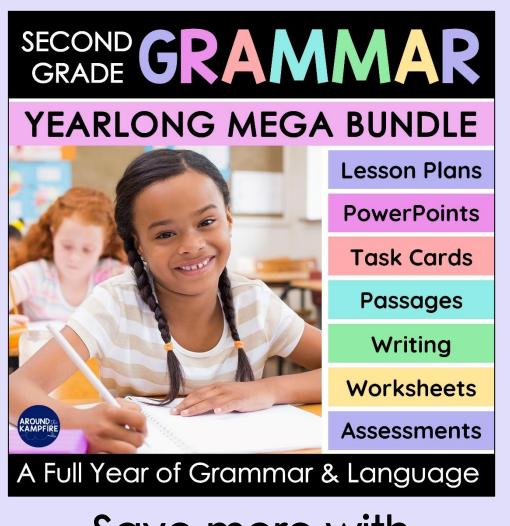


- Easy to implement 15-minute daily routine
- Ready-to-use lessons and activities
- The no-fluff tasks fit easily into your schedule
- Students practice and apply the skill in a variety of ways
- Partner talk engages all students
- Simple, easy to grade activities
- No prep required-Make copies and that's it!



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