

Firstie Grammar



125 lessons

FirstieGrammar™

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FirstieGrammar Overview

FirstieGrammar is a 25 week or 125 academic day systematic curriculum. FirstieGrammar covers 24 skill focuses and includes 5 simple “print and teach” lessons per skill. The lessons are scripted for ease of teaching. Each day the students also have exit tickets to match the skill.

With the average school year being 30 weeks, this program offers flexibility that you can repeat the lessons more than once or rotate grammar with another pressing area of instruction within your classroom day. FirstieGrammar lessons are meant to be quick and to the point. The teacher simply introduces or reviews the concepts, build upon the concept from previous lessons, engages the students in a discussion about the skill, requires students to show mastery of the skill, and then allows the students an opportunity for independent practice.

You can add FirstieGrammar into your morning routine, reading block, writing block, or any other time of the day that you have about 10 minutes of instruction time. FirstieGrammar also offers suggestions for extension in each of the skill focuses. If you do not have a long period of time for the lessons you can choose to eliminate the daily practice sheet or do it whole-group as well.

FirstieGrammar can be printed and placed into a 3 ring binder or spiral bound. FirstieGrammar requires very little prep and once you have the lesson plans printed you are good to go!

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Lesson 1

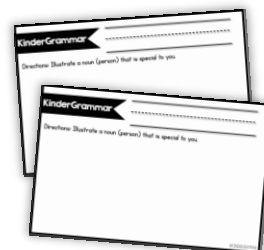
"Boys and girls I want to tell you about some special words. I will say a few words and I want you to tell me what you notice. Here are my words; dad, teacher, sister, grandma. What did you notice about my words? Yes, those words are all people. We call these words nouns. Nouns are people! They are a lot more too, but we will practice them being people today. Now listen to my words; jump, mom, cold. Which of those words were a noun- a person? Yes, mom! Now I want you to turn to your partners and tell them a noun- a person you know." When you hear a noun that is a person, I want you to make a motion like this: (point to yourself). Let's practice it. When you hear the person noun, make the motion (point to self)."

Follow Up with the following word series and have students make the motion for a noun (person); principal, big, skip; hot, sunny, friend; brother, walk, long; sharp, run, aunt; dig, short, grandpa.

Add the noun heading to your focus wall/anchor chart and add the "person" piece.

Independent Practice

Students will illustrate and label a noun (person) that is special to them.



Lesson 2

"Yesterday we learned about one kind of noun. What kinds of nouns did we practice yesterday? Yes! We learned that a person (point to self) is one kind of noun. Today, we are going to learn another type of noun. I will say a few words and I want you to tell me what you notice. Here are my words: school, park, store, zoo. What did you notice about my words? Yes, those words are all places. We call these words nouns. Nouns are people and places! There are others too, but we will practice them being places today. Now listen to my words; blue, library, run. Which of those words were a noun- a place? Yes, library! Now I want you to turn to your partners and tell them a noun- a place you know. Now let's learn the motion for places (make a roof over your head with your hands) and say 'Places are nouns!' Great! Now let's practice!"

Follow Up with the following word series and have students make the places motion when they hear the noun; small, flying, park; cold, zoo, windy; school, sing, purple; loud, store, soft; music, jog, mall.

Add the noun heading to your focus wall and add the "place" piece.

Independent Practice

Students will illustrate and label a noun (place) that they like to visit.



Lesson 3

"So far, we have learned about two kinds of nouns. What were they? Yes! People (point to self) and places (make roof over head with hands)! Today, we are going to learn one more kind of noun. I will say a few words and I want you to tell me what you notice. Here are my words: ball, cupcake, slipper, car. What did you notice about my words? Yes, those words are all things. We call these words nouns. Nouns can be things, people, and places. We will practice them being things today. Now listen to my words; fast, truck, quiet. Which of those words were a noun- a thing? Yes, truck! Now I want you to turn to your partners and tell them a noun- a thing you could touch or see. Are you ready to learn a new motion? Make the motion (point to objects in the room) and echo my words: Things are nouns! Awesome job- now let's practice using our motions."

Follow Up with the following word series and have students make the thing motion when they hear a noun; yellow, cloud, special; crayon, pretty, loudly; grow, large, tractor; three, baseball, sing; tree, sad, sticky.

Add the noun heading to your focus wall and add the "thing" piece.

Independent Practice

Students will illustrate and label a noun (thing) that they like to play with.



Lesson 4

"Today we are going to learn the last kind of noun. Let's see if you can tell me the three kinds of nouns we've learned so far. Yes! Nouns can be (make motions at the same time) people, places, or things. Are you ready to find out what the last type of noun is? I will say a few words and I want you to tell me what you notice. Here are my words; cat, elephant, snake, dog. What did you notice about my words? Yes, those words are all animals. We call these words nouns, too. Finish my sentence... "Nouns can be (people, places, things, and animals!) Let's practice animal nouns today. Listen to my words; run, cold, tiger. Which of those words were a noun- an animal? Yes, tiger! Now I want you to turn to your partners and tell them a noun- an animal you know. We have one last motion to learn for nouns. We are going to pretend to be a fish when we hear an animal noun! Let's give it a try together!"

Follow Up with the following word series and have students state the noun; skate, rabbit, flower; breeze, tire, turtle; sidewalk, pink, hamster; monkey, brother, yell; cry, phone, dog.

Add the noun heading to your focus wall and add the "animal" piece.

Independent Practice

Students will illustrate and label their favorite noun (animal).



Lesson 5

"This week we have been busy learning about nouns! Shout out after me each kind of noun- (make motions as you cheer) People! Places! Things! Animals! Now let's see if you can cheer them on your own. Ready, Set...Go! (Students cheer and make motions) Awesome job! Now we're going to be noun detectives. Do you think you can help me find nouns? Listen to the three words I say: jump, girl, blue. Which of these words is a noun? Yes, girl! What kind of noun is girl- a person, place, thing or animal. That's right- a person.

I'm going to show you a sentence. After we read it together, I want you to use our clues (anchor chart) to help me find the nouns. Are you ready?! (Writing these words on the board and finding them will help with today's Independent Practice.)

There is a big dog!

What is the book about?

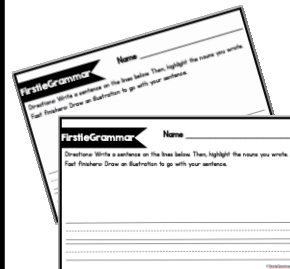
The boy has a yellow pencil.

That's a small car.

The sun is very hot.

Independent Practice

Students will write a sentence and highlight the nouns they wrote.



Additional Teaching Starters

- I'm going to say a noun and you can make the motion (from previous Lessons) to show me what kind it is. Eagle! (Students should make a fish face)... continue with other nouns during any transitions or downtime.
- Thumbs up/down game: I'm going to say a word- if it's a noun, give me a thumbs up. If it isn't a noun, thumbs down... Ready?! Car! Run! Trampoline!, etc.
- Have students point out nouns in their reading during Small Group time or during FirstieLiteracy reading.

Extension Activity

Have students create a "Noun Town". Each student will be given four different colored pieces of paper (tiny post-its work wonderfully). Each color will represent a different type of noun. For example:

red- people
blue- places
yellow- things
green - animals

Each student (or group of students, depending on class size) will be responsible for making 4 nouns to place in Noun Town.

You can choose how large to make your town (big bulletin board paper works really well or two pieces of chart paper).

Brainstorm with students a list of things that you would find in most towns- be sure to name people, places, things, and animals!

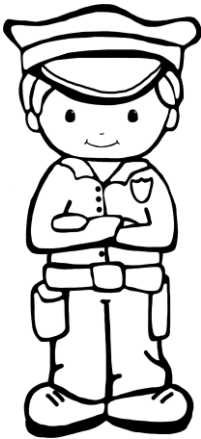
You can either have students choose something from each list while taking turns to ensure that you only have one of each item or just let them choose anything they want. It's up to you how accurate/creative you want to get.

Each student should illustrate and cut out their 4 items, then working together, all students should assemble "Noun Town". Be sure students use their colored papers to label each noun with the correct color.

Be sure to display your awesome work of art (grammar) for the whole school to see!

Anchor Chart Labels

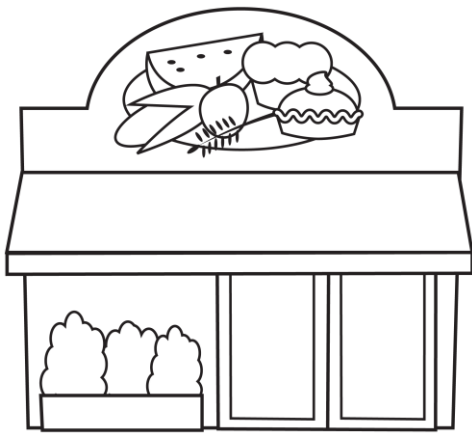
Noun



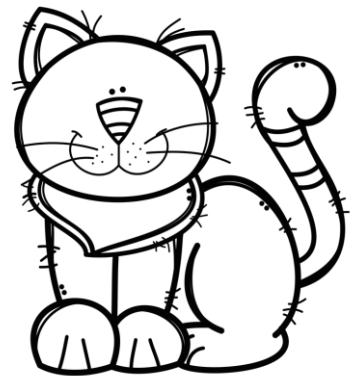
person



thing



place



animal

Anchor Chart Labels

Noun



person



thing



place



animal

Name _____

Directions: Illustrate and label a noun (person) that is special to you.

Name _____

Directions: Illustrate and label a noun (person) that is special to you.

Name _____

Directions: Illustrate and label a noun (place) that you like to visit.

Name _____

Directions: Illustrate and label a noun (place) that you like to visit.

Name _____

Directions: Illustrate and label a noun (thing) you like to play with.

Name _____

Directions: Illustrate and label a noun (thing) you like to play with.

Name _____

Directions: Illustrate and label your favorite animal noun.

Name _____

Directions: Illustrate and label your favorite animal noun.

Nouns

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Name _____

Directions: Write a sentence on the lines below. Then, highlight the nouns you wrote.

Fast finishers: Draw an illustration to go with your sentence.

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Nouns

FirstieGrammar

Name _____

Directions: Write a sentence on the lines below. Then, highlight the nouns you wrote.

Fast finishers: Draw an illustration to go with your sentence.

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Lesson 1

"Today, I want you to copy what I do. Ready? (Go through a series of motions- clap, wink, jump, kick, snap, wave, spin, etc.). All right! You did great! All of the actions that we just did are a special group of words. A verb shows action! Can you think of any other words that we could have acted out? If you can, I want you to say this "_____ is a verb. It shows action!" Have students take turns coming up with a verb sentence of their own. Let them come up and write the verb they used on the verb anchor chart. If some students are having a hard time coming up with their own verb, give some hints like... something you may do while sleeping (snore, roll)... Think of something you might do while swimming (splash, dive, kick), etc.

Follow Up by having students write and illustrate their favorite verb.

Hang up your verb anchor chart.

Independent Practice

Students will illustrate and label their favorite verb.



Lesson 2

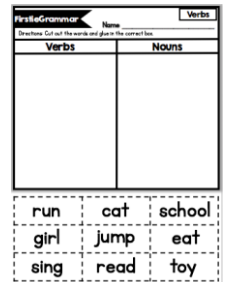
"Boys and girls, we're going to play a game this morning! Everyone stand up right where you are. When I say a word that you can act out, I want you to act it out one time. Who can tell me what action words are called? Yes- verbs! If the word I say is a noun- remember- a person, place, thing, or animal, I want you to stand still like a statue. Ready? Say these words one at a time, praising for correct movements: jump, clap, house, sing, dinosaur (be sure to clarify the difference between the noun dinosaur and roaring, clawing, stomping, etc. if students try to act out dinosaur), blink, book, wave, kick, roar, dog, bark, boat, chair, stomp, bend. That was great! We acted out a lot of words together!

Now you are going to practice sorting some verbs for me on your own. I can help you read the words, but I want you to try on your own first. Remember- if you can act it out, then it is a _____! Yes, a verb!"

Follow up with the noun/verb sort for Independent Practice.

Independent Practice

Students will sort words into nouns and verbs.



Lesson 3

"I decided I wanted to write a silly story for you today, but I couldn't think of the verbs I needed. Do you think you can help me finish my story? Let's make a list of 7 verbs and see what happens!"

Display Fill in the Verbs pages or write the story with blanks on chart paper. Make the list of 7 verbs together without reading the story first. Read the story once. Fill in the blanks with kids and then read the silly story together. Talk about the difference that verbs make in a story.

Follow Up with students writing their own sentence (with a verb) and highlighting the verb.

Independent Practice

Students will write a sentence and highlight the verb.



Lesson 4

"Have you had fun learning about verbs so far? We are going to do another really fun activity today. The other day we made a chart with lots of different verbs on it. Let's take a look at that again together (read the verbs). Today, we're going to play verb BINGO! Have you played BINGO before? Well, before we can start, I need your help. I have some blank BINGO boards and a list of words, but not all of the words are verbs. I need you to cut out the verbs and glue them anywhere you want to on the board. Be careful though- you don't want to glue on a word that isn't a verb!"

(Circulate and try to make sure students are only choosing verbs.) Once all students have completed their boards, use the call cards to play. If time allows, play 2-3 games.

Tip: If you think your students will need help reading the words the first time, you can give them a highlighter and have them highlight the verbs as you read them aloud.

Follow Up with Quick! List three verbs page - you can use a stopwatch to see how quickly the class can write three verbs.

Independent Practice

Students will quickly write three verbs and illustrate.



Lesson 5

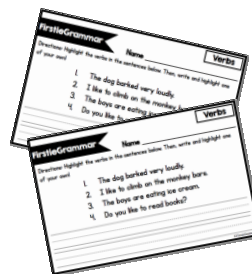
"We have had so much fun learning about verbs this week! Today, we are going to go on a verb hunt through a story. Are you ready?! I want you to get out your binoculars (students use hands) to help you see the verbs as I read them. When I read a verb and you see it with your eyes, I want you put both of your hands on your head. Remember to do it quietly so that we can still all hear our story. We will work together to find all of the verbs. Are you ready to go on our hunt? Binoculars ready? Let's Go!"

Display the Verb Hunt Story or write it out on chart paper. Read through once with students making the motions, then the second time through stop and highlight/circle verbs you find.

Follow up with having students take turns calling out verbs and rest of the class acts out the verb.

Independent Practice

Students will highlight verbs in sentences given and will write and highlight an independent sentence.



Additional Teaching Starters

- I'm going to say a noun and you can make the motion (from previous Lessons) to show me what kind it is. Fish! (Students should make a fish face)... continue with other nouns during any transitions or downtime.
- Thumbs up/down game: I'm going to say a word- if it's a noun, give me a thumbs up. If it isn't a noun, thumbs down... Ready?! Carl Run! Trampoline!, etc.
- Have students point out nouns in their reading during Small Group time or during FirstieLiteracy reading.

Verb Hunt Story

Once upon a time, there lived a little frog in a big pond. He loved to jump and hop. One day, the little frog hopped right onto a big lily pad. At least he thought it was a lily pad. All of a sudden, the lily pad was moving! The lily pad was shaking, too! Quickly, little frog jumped as far as he could to the edge of the pond. He looked at the lily pad. Instead of a lily pad, he saw a big, green alligator! The alligator chomped his big mouth at frog. Little frog hopped all the way home. Now he always looks carefully before he hops!

Verb Anchor Chart

Verb



throw



kick



jump



sit

Verb Anchor Chart

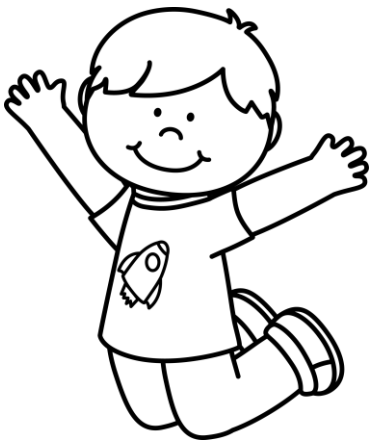
Verb



throw



kick



jump



sit

Name _____

Directions: Illustrate and label your favorite verb.

Name _____

Directions: Illustrate and label your favorite verb.

Name _____

Directions: Cut out the words and glue in the correct box.

Verbs**Nouns**

run

cat

school

girl

jump

eat

sing

read

toy

Fill in the Verbs

1. _____

2. _____

3. _____

4. _____

5. _____-ed or past

6. _____

7. _____

8. _____

Fill in the Verbs Story

Each day, I _____ in the morning. For breakfast, I really like to _____ oatmeal and a banana. After breakfast, I like to _____ for 10 minutes. Then I like to _____ my favorite book. Have you ever _____? I love to _____ while I eat my lunch outside. The rest of the afternoon, I have a lot of fun _____ with my dog. After I eat dinner, it's time to _____ for 3 minutes before I go to bed. What a fun day!

Name _____

Directions: Write a sentence on the lines below. Then, highlight the verb you wrote.

Fast finishers: Draw an illustration to go with your sentence.

Name _____

Directions: Write a sentence on the lines below. Then, highlight the verbs you wrote.

Fast finishers: Draw an illustration to go with your sentence.

		Free		

		Free		

clap	run	eat	cry	yell
purple	roar	monkey	play	five
jump	wave	talk	snap	kick
draw	sing	loud	wink	pinch
whisper	read	fall	sleep	shake
sad	wiggle	skip	drive	boy

clap	run	eat	cry	yell
purple	roar	monkey	play	five
jump	wave	talk	snap	kick
draw	sing	loud	wink	pinch
whisper	read	fall	sleep	shake
sad	wiggle	skip	drive	boy

Name _____

Directions: List three verbs as quickly as you can! Then, draw a picture to illustrate each word.

1. _____ 2. _____ 3. _____

Name _____

Directions: List three verbs as quickly as you can! Then, draw a picture to illustrate each word.

1. _____ 2. _____ 3. _____

Name _____

Directions: Highlight the verbs in the sentences below. Then, write and highlight one of your own!

1. The dog barked very loudly.
2. I like to climb on the monkey bars.
3. The boys are eating ice cream.
4. Do you like to read books?

Name _____

Directions: Highlight the verbs in the sentences below. Then, write and highlight one of your own!

1. The dog barked very loudly.
2. I like to climb on the monkey bars.
3. The boys are eating ice cream.
4. Do you like to read books?

Lesson 1

"Boys and Girls, I want you to close your eyes for me. Now, I'm going to say two sentences. When I'm finished I want you to be able to tell me which sentence painted a better picture in your mind. Ready? Eyes closed! Here is the first sentence: "I saw boats on the water." Can you picture it? Now, here is the second sentence: I saw two, big yellow boats on the clear, blue water. Can you picture that? Now, which one helped you to paint a better picture? Yes, the second sentence! Which words did I add that helped you 'see' a better picture? (two, yellow, clear, blue) There is a name for words that help to describe another word. I'm going to whisper it to you... see if you can repeat it. *adjective* Now let's say it. *adjective* Now let's say it loudly. *adjective* Adjectives describe a noun."

Follow Up with, "We're going to do a fast-thinking activity. Are you ready? I'm going to show you a picture and I want you to add an adjective to describe the picture." Display the pictures on the board or print and hold them up, one at a time.) _____ boy, _____ dog, _____ book, _____ ball, _____ soda

Add Adjective to the anchor chart. Let students add small pictures with adjective words.

Independent Practice

Students will fill in the correct color adjective for each sentence.



Lesson 2

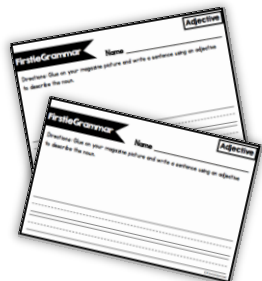
"Okay, boys and girls, we are going to continue talking about adjectives today. Who can help me remember what an adjective does? Yes, adjectives describe a noun. Now, what was a noun? Yes! A person, place, thing or animal. Today, we are going to use adjectives to describe some illustrations. I am going to show you a picture out of our read aloud book this week and I want you to think of some adjectives that would describe the main character. So (main character) is our noun for now.

Here is the first one. Ready? (Have students offer several adjectives for one picture. If a student names a noun or verbs, gently remind them that they need to describe the (noun), not what it is doing, etc.) Continue activity with another picture/book."

Follow up with doing a quick adjective shout-out. Go around the room and have each child shout out an adjective and noun: cute kitten, red apple, nice teacher, etc.

Independent Practice

Students will choose a picture from a magazine and write a sentence containing an adjective.



Lesson 3

"Today we are going to sort out some of the adjectives we've been talking about. There are many kinds of adjectives and today we're going to talk about 4 kinds- how a noun looks, how a noun acts, how a noun feels, and how a noun sounds. We are going to brainstorm adjectives together and make ourselves a chart to help us. I'm going to get us started. My adjective is noisy. Where would you put noisy? Yes, in the how a noun sounds box. Write it there with me. n-o-i-s-y, good! Who would like to give us our next adjective?"



Continue until there are at least 3-4 adjectives in each box. Students can use their paper for the Independent Practice portion.

Independent Practice

Students will draw and label under each flap to illustrate each type of adjective.



Lesson 4

"We have learned so much about adjectives so far! Today, we are going to do something silly. Is that okay with all of you? Oh, good! We are going to make sentences with nouns, verbs, and adjectives, but you are going to make sentences. Without looking, you are going to take one card from each pile. Then, you are going to use those words to make a sentence. Use the sentence frame to help you make your sentence.

The (adjective) (noun) (verb).

Tip: print each part of speech on a different color of paper for easy sorting.

Follow by having students share their silly sentences with each other.

Independent Practice

Students will write a silly (fantasy) sentence using an adjective, noun and verb.



Lesson 5

"Boys and Girls, I do believe you are almost adjective experts! Today, I'm going to put your smarts to the test! We are going to practice sorting three kinds of words today. First, I will have some words that may be a person, place, thing, or animal. Which column would you put that word into? Yes, the noun column!

Next, the word I give you might be used to describe a noun. Where would you put that word? Yes, the adjective column!

The last kind of word you might get shows an action. Where would it go? Yes, verbs show action!

(You may either make your own cards to sort or print the cards from yesterday on white paper.)

Follow Up with asking students to sort the words in the adjective column by type of adjective.

Independent Practice

Students will sort nouns, verbs, and adjectives.



Additional Teaching Starters

- When transitioning or waiting during the day, ask student to describe specific nouns. (Ex. T: "Describe the wall", S: "The bumpy wall is white".)
- When reading weekly texts, ask students to describe illustrations using adjectives.
- Copy a page from a weekly story and let students highlight all the adjectives they find.
- Be mindful when you're speaking to students and use as many adjectives as possible. (Ex. The tidy room makes your teacher happy.)

Adjective Anchor Chart

**Adjectives
tell us...**

**how
many.**

**how nouns
sound.**

**how nouns
feel.**

**how nouns
act.**

**how nouns
look.**

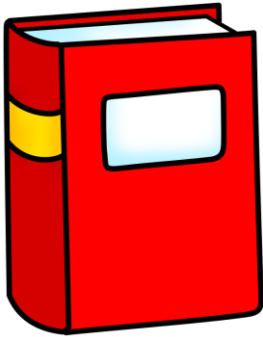
Adjective Picture Cards



_____ boy



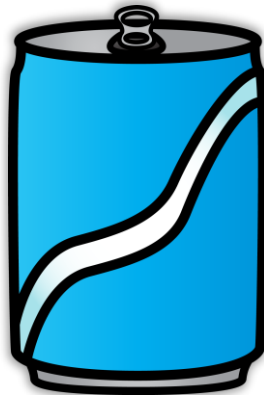
_____ dog



_____ book



_____ ball



_____ soda

Name _____

Directions: Fill in the adjectives that would make sense in the sentences. Draw a picture that matches your sentence.

The _____ boy sees a _____ dog.

Name _____

Directions: Fill in the adjectives that would make sense in the sentences. Draw a picture that matches your sentence.

The _____ boy sees a _____ dog.

Name -----

Adjectives tell us...

how a noun acts

how a noun sounds

how a noun feels

how a noun looks

how many

Name _____

My adjective tells how a noun....

acts

looks

sounds

feels

**tells how
many**

Adjective

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Name _____

Directions: Glue on your magazine picture and write a sentence using an adjective to describe the noun.

Adjective

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Name _____

Directions: Glue on your magazine picture and write a sentence using an adjective to describe the noun.

Noun Cards

boy

apple

zoo

tiger

girl

cookie

school

park

bird

teacher

pencil

snake

baby

restaurant

sandwich

turkey

pirate

farm

hat

monkey

princess

castle

lollipop

fish

fireman

forest

dinosaur

banana

pizza

shoe

Verb Cards

shakes

sings

wiggles

runs

jumps

dances

is walking

is eating

waves

jokes

cartwheels

flips

bounces

claps

is crawling

shines

snores

is crying

barks

roars

is sweeping

rocks

is cooking

skips

shouts

is sleeping

is playing

stops

draws

is reading

Adjective Cards

happy

bumpy

sad

bright

cute

messy

loud

quiet

noisy

mean

polite

clumsy

brave

hungry

fuzzy

short

gigantic

purple

hissing

purring

screeching

sticky

spicy

crooked

teeny

smooth

fluffy

heavy

quick

slow

Name _____

Directions: Write a silly (fantasy) sentence using an adjective, noun and verb.

The _____

Name _____

Directions: Write a silly (fantasy) sentence using an adjective, noun and verb.

The _____

Name _____

noun

verb

adjective

little

run

cupcake

duck

green

jump

clap

teacher

zoo

bumpy

wiggle

four

Lesson 1

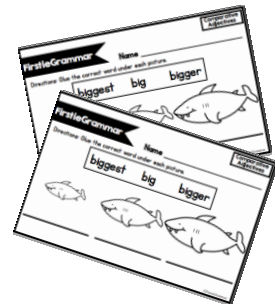
"Boys and girls, I have a big cookie for you! That sounds like a really great thing, doesn't it?! But, what if I told you that tomorrow I will have a bigger cookie for you. Hmm... Now that sounds even better, doesn't it! Now, what if I told you that on Wednesday I would have the biggest cookie for you. Wow! That sounds the best, doesn't it?! Big sounded like a really good deal until we heard bigger and then biggest. The words big, bigger, and biggest all help us describe a noun by comparing them. They are comparative adjectives. Some comparative adjectives compare just two things, like big and bigger. Others compare 3 or more things, like the word biggest. We are going to practice these kinds of words today. I will say two words and I want you to tell me the missing comparative adjective. 'little, littler, _____', 'safe, safer, _____', 'strong, _____, strongest', 'strange, _____, strangest', 'bright, brighter, _____' Awesome job, everyone! "

Follow Up by having students figure out the missing words in these groups: 'smallest, smaller, _____', 'dirtiest, dirtier, _____', longest, _____, long', 'prettiest, _____, pretty'

Add Comparative Adjectives to the anchor chart.

Independent Practice

Students will write the correct word under each picture.



Lesson 2

"We did awesome work yesterday learning about comparative adjectives. We are going to practice them some more today. Today, we are going to learn about words that describe 1, 2, or 3 or more words. If we are comparing two or more things, we will normally add -er to the describing words. So, in the sentence 'Nick's pencil is _____ than Ben's.' How many pencils are we comparing with each other? Yes, two. So would we use short, shorter, or shortest in the sentence: 'Nick's pencil is _____ than Ben's?' That's right- shorter makes the most sense. Let's try it." Repeat the sentence with students, inserting the word shorter in the sentence. "My desk is the _____ in the class.' Are we comparing two things or more than two things? Yes, more than two. So, would we use messy, messier, or messiest? Great. When we are comparing three or more things, we will usually add -est to the end of the adjective."

Follow Up by having students hold up one, two, or three fingers to show how many nouns are being compared. 'dirty, busier, cleanest, smarter, weirdest, shy, faster, slowest, fatter, sad'

Independent Practice

Students will glue words in correct box to show how many nouns are being compared.



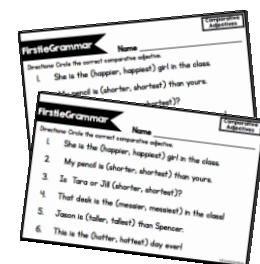
Lesson 3

"Boys and girls, we are doing such a great job of using adjectives to compare nouns. Today we are going to practice choosing the correct form of adjectives to go in a sentence. Your job will be to shout out the word that goes in the blank, but only when I give the signal. If you know which word goes into my sentence early, I want you to blow it in your hands instead of yelling it out. Here is the first sentence: 'My dog is _____ than your dog.' big, bigger, or biggest? (give signal) That's right, bigger! We use bigger because it ends with -er and compares just two things- my dog and your dog. Here's another: 'Blake is the _____ kid on the team. Tall, taller, or tallest? (give signal) Yes, we should use tallest because we are comparing many kids to Blake. Nice job, first graders!"

Follow Up by having students give a thumbs up if the sentence has the correct comparative adjective. 'The green snake is longer than the black snake.' 'Your picture is the prettier.' 'I want the fattest glue stick.' 'That was the sadder story I've ever read.'

Independent Practice

Students will circle the correct comparative adjective in each sentence.



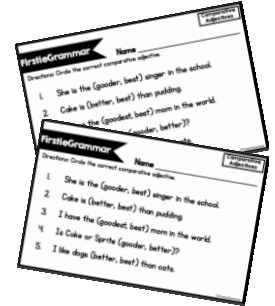
Lesson 4

"Today we are going to talk about the rule breakers of comparative adjectives. All of the comparative adjectives that we've learned so far have followed the same pattern. We have a regular adjective to describe one noun. Then, when we want to compare two nouns, we add what to the end of it? That's right -er. What if we want to compare three or more nouns, what would we add to the end of the word? Yes, -est! Well, today, we have some bad, little adjectives that just can't follow the rules. Let's see if you can help me figure out the irregular comparative adjectives. Let's start with good. If I wanted to compare two things, would I change good to gooder? No way! That sounds kind of weird, doesn't it? What do you think I could use in this sentence instead of saying gooder? 'Tuesday was _____ than Monday.' That's right- I could use the word better! Tuesday was better than Monday sounds correct, doesn't it? Now, what if I want to say 'That was the _____ day ever!' Does goodest sound right? Oh no! What about betterest? Yikes, no! Who can help me figure out the word that should go in my sentence? Yes! Best. I use best when I want to compare three good things. Good, better, and best.

Follow Up by having students fill in the blanks with good, better or best. 'That was the ____ dessert we've had all week.' 'You are _____ at soccer than I am.' 'He had a _____ snack.'

Independent Practice

Students will circle the correct comparative adjective in each sentence.



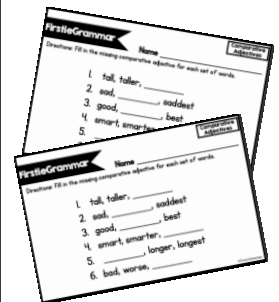
Lesson 5

"We have one more rule breaker comparative adjective set that I want you to know about. Yesterday, we talked about good, better, and best. Your job today is to try to help me figure out a set that is the opposite. Here is my first sentence: 'That was a bad storm!' Which word is describing storm? Yes, bad! When we aren't comparing anything we can use bad to describe a noun or nouns. It doesn't follow the rules though, when comparing nouns. If I tried to follow the rules it would sound like this: 'Monday was badder than Sunday. Woah- that doesn't sound good. Who can help me figure out what word I could use to compare Sunday and Monday? Yes- let's try worse. Monday was worse than Sunday. Yes, that worked! Hmmm... what if I want to compare three or more things though. Let's try it first by following the rules: 'That was the baddest game I've every played.' Well, that isn't correct. What word could we use instead? Let's try worst. 'That was the worst game I've ever played.' That sounds coorrect! Thanks for helping, boys and girls!"

Follow up by having students fill in the blanks with bad, worse, and worst: 'That was a _____ fall.' 'Kate had the _____ apple in the basket.' 'Joe's snack was _____ than Simon's.'

Independent Practice

Students will write the missing word in each set.



Additional Teaching Starters

- Watch on YouTube or read the book, I'm the Biggest Thing in the Ocean by Kevin Sherry
- Thumbs up/down game: Say a sentence with either a correct or incorrect comparative adjective and have students give silent feedback.
- Pair or group students have them come up with a sentence comparing themselves and their partner(s) using a comparative adjective.

Comparative Adjectives Anchor Chart

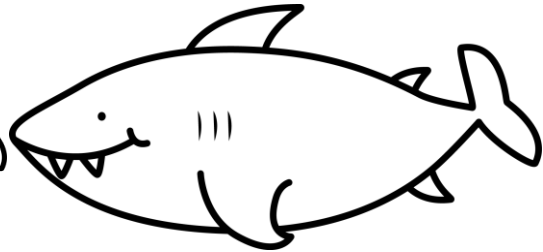
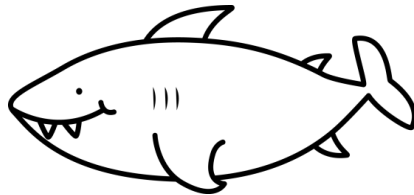
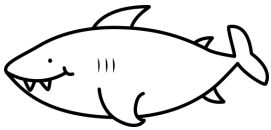
Comparative and Superlative Adjectives

Adjectives that compare two or more nouns, usually with an -er and -est ending

Name _____

Directions: Write the correct word under each picture.

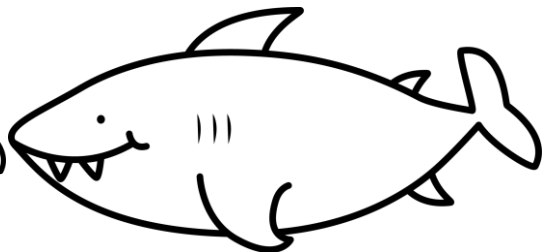
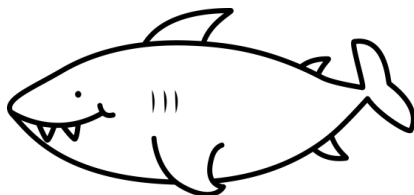
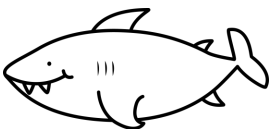
biggest big bigger



Name _____

Directions: Write the correct word under each picture.

biggest big bigger



Name _____

Directions: Glue the words in the correct box.

Adjective compares:

1	2	3 or more

tallest	warmest	bigger	faster
big	sad	fattest	smaller

Name _____

Directions: Glue the words in the correct box.

Adjective compares:

1	2	3 or more

tallest	warmest	bigger	faster
big	sad	fattest	smaller

Name _____

Directions: Circle the correct comparative adjective.

1. She is the (happier, happiest) girl in the class.
2. My pencil is (shorter, shortest) than yours.
3. Is Tara or Jill (shorter, shortest)?
4. That desk is the (messier, messiest) in the class!
5. Jason is (taller, tallest) than Spencer.
6. This is the (hotter, hottest) day ever!

Name _____

Directions: Circle the correct comparative adjective.

1. She is the (happier, happiest) girl in the class.
2. My pencil is (shorter, shortest) than yours.
3. Is Tara or Jill (shorter, shortest)?
4. That desk is the (messier, messiest) in the class!
5. Jason is (taller, tallest) than Spencer.
6. This is the (hotter, hottest) day ever!

Name _____

Directions: Circle the correct comparative adjective.

1. She is the (gooder, best) singer in the school.
2. Cake is (better, best) than pudding.
3. I have the (goodest, best) mom in the world.
4. Is Coke or Sprite (gooder, better)?
5. I like dogs (better, best) than cats.

Name _____

Directions: Circle the correct comparative adjective.

1. She is the (gooder, best) singer in the school.
2. Cake is (better, best) than pudding.
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3. I have the (goodest, best) mom in the world.
4. Is Coke or Sprite (gooder, better)?
5. I like dogs (better, best) than cats.

Name _____

Directions: Fill in the missing comparative adjective for each set of words.

1. tall, taller, _____
2. sad, _____, saddest
3. good, _____, best
4. smart, smarter, _____
5. _____, longer, longest
6. bad, worse, _____

Name _____

Directions: Fill in the missing comparative adjective for each set of words.

1. tall, taller, _____
2. sad, _____, saddest
3. good, _____, best
4. smart, smarter, _____
5. _____, longer, longest
6. bad, worse, _____

Lesson 1

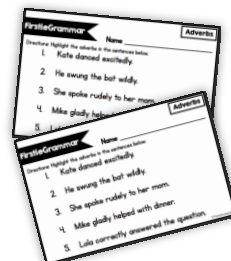
"Boys and Girls, I have two sentences that I want you to listen to today. Close your eyes and listen to both. Then, I want you to tell me which one shows a better movie in your head. 'The music played.' 'The music played loudly.' Which one described the music better? That's right, the second sentence. The word that makes that sentence better is the word loudly. Loudly was describing how the music was played, so it was describing the word played. We have learned what words that describe nouns are called, right? Yes, adjectives! This week we are going to learn all about words that describe verbs or adjectives. They are called adverbs. To add an adverb to a sentence, we can say the verb and then how? Like this: The cat purred. The cat purred how? Softly. We can put it all together to make: The cat purred softly. That is one way to add an adverb in a sentence. Let's try find some adverbs together. 'The boy ran fast. So, how did the boy run? Fast! Fast is the adverb. Awesome job, first graders!"

Follow Up using the same sequence with these sentences: 'Pam carefully used the knife to cut the apple.' (So, how did Pam use the knife? Yes, carefully!. 'She stopped suddenly.' Ben excitedly kicked the ball.

Add Adverbs and how to the anchor chart.

Independent Practice

Students will highlight the adverbs in each sentence.



Lesson 2

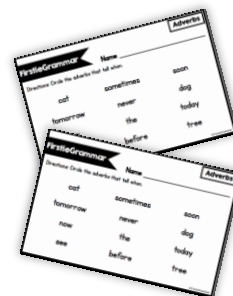
"All right, we are going to keep on learning about adverbs today, boys and girls. Yesterday, we practiced learning how to add adverbs to a sentence by asking "how". Today, we are going to learn another question that can help us add adverbs to our sentence. Listen carefully to my sentence and then ask 'when': She is going swimming.' Ask "when". Tell me some words that we could use to answer 'when'. (today, tomorrow, now, soon, finally.) Let's put the word today in the sentence and say it together: 'She is going swimming today.' Great job. The word today modifies the verb by telling us when it will happen. Now, I'm going to say a sentence and let's see if you can find the adverb: 'We went to the store before dinner.' When did we go to the store? That's right! Before dinner. Before described when we went to the store."

Follow Up by having students ask "when" and restating the sentence as a question. Find the adverbs together. 'She sometimes forgets to brush her teeth.' (When does she forget to brush her teeth? Sometimes!) 'I went to dance class yesterday.' 'I have never been to California.' 'You need to get to school earlier.'

Add 'when' to the anchor chart.

Independent Practice

Students will circle the adverbs that tell when.



Lesson 3

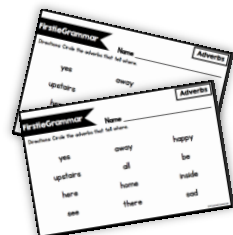
"Boys and girls, we are going to learn one more way to find adverbs today. We've learned that we can ask how and when to help us find them in sentences. The other way we can find adverbs is by asking 'where'. Let's try together just like we've been doing. 'The kids played upstairs.' 'So, where did the kids play? Yes! Upstairs. Upstairs is our adverb in that sentence. Here is another to try: 'Put your book here.' So, where should you put your book? Here! Awesome job, boys and girls!"

Follow Up by having students use where and rephrase the sentences into questions and answer them: 'The lamb went everywhere Mary went.' (Where did the lamb go? Everywhere!) 'We can sing inside.' 'We climbed aboard the boat.' 'I planted two flowers near the house.'

Add 'where' to the anchor chart.

Independent Practice

Students will circle the adverbs that tell where.



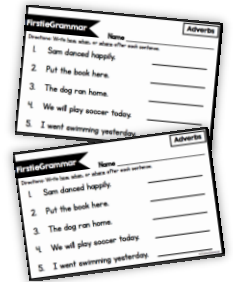
Lesson 4

"Boys and girls, we are going to put together all of our learning so far this week and try to find adverbs. Let's try to remember together the three questions we can ask to find adverbs. (how, when, where) Great job. Today, your job is going to be to figure out which question will help us find an adverb. Here is our first sentence: 'We sang Happy Birthday inside.' Which question would help us find our adverb? How did we sing Happy Birthday? Nope, that doesn't help. When did we sing Happy Birthday? No, that doesn't help either. Let's try where. Where did we sing Happy Birthday? Yes! Inside is our adverb. Now, let's try it like this. I will say a sentence. I'm going to slowly use my fingers to count down from 3. When I point at you, I want you to say the question sentence that will find our adverb. Ready?' She accidentally dropped the plate.' 3...2...1...(point to students) 'How did she drop the plate? Accidentally! Awesome job, boys and girls!

Follow Up with the following sentences: 'Mr. Smith got to school early.' 'He brings his lunch everyday.' 'The dog ran home.' 'The squirrel greedily took the acorns.' 'The baby screamed happily.'

Independent Practice

Students will write the correct helping question on each line.



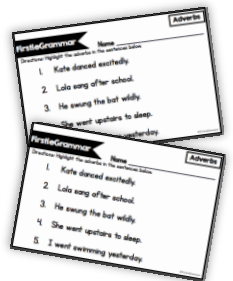
Lesson 5

"Today we are going to wrap up our learning about adverbs. Your job today will be to add adverbs into a sentence. Adverbs give our sentences extra detail and help them to play a better movie in our heads when we hear them. Listen to my sentences: 'The girl walked. The girl walked quickly.' Which one paints a better picture? Yes, the second sentence tells us how the girl walked. Here is what we're going to do. I am going to give you a sentence and I want you to add either a how, when, or where to it. Let's try it! 'We will play baseball.' Add a when word to the sentence. Turn and share with your partner. Have 2-3 students share with the class. This time let's add a how word to our sentence. 'We sang.' Think of how we could sing and turn and share with your partner. Have 2-3 students share their sentences. Awesome! This time let's add a where word to our sentence. 'We took the balloon.' Add a where adverb to the sentence and turn and share." Have 2-3 students share with the class.

Follow Up by having students repeat the following sentences back and clap when they say the adverb. 'The snake slithered outside.' 'We always say thank you.' 'We climbed aboard the ship.'

Independent Practice

Students will highlight the adverbs in each sentence.



Additional Teaching Starters

- Make a chart of types of adverbs and have students echo chant adverbs.
- Read students sentences containing adverbs from books and have them use the questions to find the adverbs.

Adverb Anchor Chart

Adverbs

How?

When?

Where?

Where Adverbs

away

nowhere

here

indoors

there

outside

near

forwards

somewhere

everywhere

home



inside



aboard



outside

How Adverbs

easily

fast

angrily

happily

sharply

quickly

bravely

accidentally

loudly

smoothly

painfully

merrily

lazily

shyly

seriously

roughly

cruelly

boldly

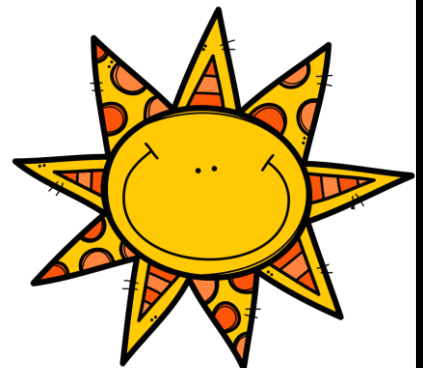
greedily



busily



carefully



brightly

When Adverbs

after

afterwards

daily

yesterday

now

everyday

before

today

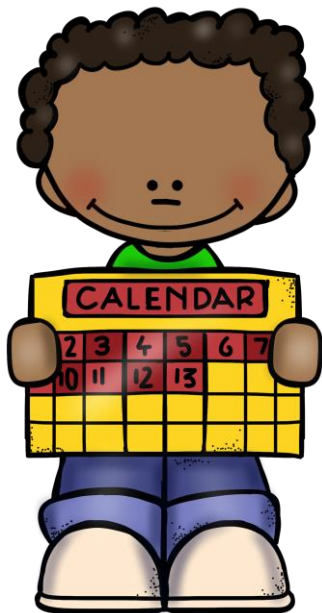
tomorrow

soon

sometimes

early

always



today



late

Name _____

Directions: Highlight the adverbs in the sentences below.

1. Kate danced excitedly.
2. He swung the bat wildly.
3. She spoke rudely to her mom.
4. Mike gladly helped with dinner.
5. Lolah correctly answered the question.

Name _____

Directions: Highlight the adverbs in the sentences below.

1. Kate danced excitedly.
2. He swung the bat wildly.
3. She spoke rudely to her mom.
4. Mike gladly helped with dinner.
5. Lolah correctly answered the question.

Adverbs

Name _____

Directions: Circle the adverbs that tell when.

cat

sometimes

soon

tomorrow

never

dog

now

the

today

see

before

tree

Adverbs

Name _____

Directions: Circle the adverbs that tell when.

cat

sometimes

soon

tomorrow

never

dog

now

the

today

see

before

tree

Name _____

Directions: Circle the adverbs that tell where.

yes

away

happy

upstairs

all

be

here

home

inside

see

there

sad

Name _____

Directions: Circle the adverbs that tell where.

yes

away

happy

upstairs

all

be

here

home

inside

see

there

sad

Adverbs

Name _____

Directions: Write whether the adverb describes how, when, or where after each sentence.

- 1. Sam danced happily. _____
- 2. Put the book here. _____
- 3. The dog ran home. _____
- 4. We will play soccer today. _____
- 5. I went swimming yesterday. _____

Adverbs

Name _____

Directions: Write whether the adverb describes how, when, or where after each sentence.

- 1. Sam danced happily. _____
- 2. Put the book here. _____
- 3. The dog ran home. _____
- 4. We will play soccer today. _____
- 5. I went swimming yesterday. _____

Name _____

Directions: Highlight the adverbs in the sentences below.

1. Jan hopped excitedly.
2. Ben played after school.
3. He threw the ball wildly.
4. She went upstairs to sleep.
5. I went swimming yesterday.

Name _____

Directions: Highlight the adverbs in the sentences below.

1. Jan hopped excitedly.
2. Ben played after school.
3. He threw the ball wildly.
4. She went upstairs to sleep.
5. I went swimming yesterday.

Lesson 1

"Boys and Girls, you all have done an amazing job learning all about nouns, verbs, and adjectives. We are going to focus on nouns again this week. Let's see if you can remember what a noun is. Close your eyes and see if you can remember all four kinds of nouns. Hold up either 1, 2, 3 or 4 fingers to show me how many you can think of. Great! Open your eyes. Now, which friend of mine can name just one kind of noun? (Repeat until all four are named: person, place, thing, or animal) Great, these things are all nouns. The nouns that we have learned about so far actually have another name: common nouns. This means they are just regular words and not a special name of something. Guess what? We are going to learn about some special nouns today. I'm going to write a few words on the board: (McDonald's, Elsa, Lego, your town) So, what do you notice about all of these words? Yes! They all start with a capital letter. They all name a specific noun. When we name the specific name of something we have to give it a capital letter at the beginning- just like in your special name! These super special nouns are called Proper Nouns! People's names have to start with a capital and are called Proper Nouns."

Follow up by having each student write his/her name with a capital letter on the board.

Add Proper Noun and Names to the anchor chart.

Independent Practice

Students will complete the sentence frame and write their name (proper noun).



Lesson 2

"Who can tell me a very special proper noun that we learned yesterday? Yes, your names! Your name tells a very specific noun. Your name always has a capital letter at the beginning- even when you use it in the middle of a sentence. There are some other types of proper nouns- let's see if you can guess the type I want to learn about today. Listen to my words and see if you can guess what they all have in common: Florida, St. Louis, _____ Grade School, Taco Bell, San Diego Zoo. Yes, they are all places! We are going to practice Proper Nouns as places today. Remember, only specific places get a capital letter. For example, the word "park" is just a common noun- I didn't give it a special name, but if I said Central Park (or name a neighborhood park that students would be familiar with), I'm telling you exactly which park I'm talking about. If I say a word that you think should be a Proper Noun, I want you to stand up big and tall like a capital letter. If I say just a regular, old common noun, I want you to squat down like a lowercase letter. Ready? McDonald's! (Yes! Big and tall!) restaurant, zoo, Disneyworld, (your school name), road, house, Earth, Burger King, school, mall, store, Walmart. Awesome job, boys and girls! "

Follow Up by having students take turns telling you their favorite Proper Noun Place.

Add Places to the Anchor Chart.

Independent Practice

Students will write a sentence to tell about their favorite place (proper noun).



Lesson 3

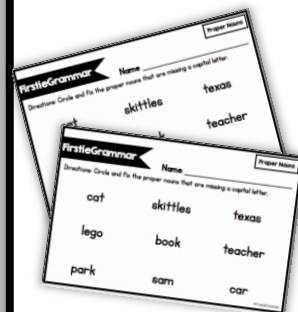
"Name the kind of nouns with me "people, places, things and animals. Great! We've practiced both people and places as Proper Nouns so far. Let's practice things and animals today. Proper Nouns always start with what? That's right- a capital letter! Let's think about some thing or animal nouns that would need a capital letter. I'm going to say a common noun and I want you guys to try to think of a Proper Noun that would be the same.

Follow Up with these words: video game- (Xbox, Wii, etc.); block (Lego); cereal (Fruit Loops, Cheerios, etc.); dinosaur (T-Rex, Stegosaurus); movie (Minions, Frozen, etc.); candy (Skittles, m&m's); dog (German Shepherd, Yorkie); etc.

Add Animals and Things to the Anchor Chart.

Independent Practice

Students will highlight the proper nouns.



Lesson 4

"Wow! We have learned so much about Proper Nouns this week! Let's talk about a few other types of nouns that have to have a capital letter. Listen carefully as I say some words: Monday, July, Thanksgiving, Thursday, April, Memorial Day. Did you notice anything about those words? That's right, they are specific days or amounts of time. All of these types of words have to have a capital letter, even when they aren't at the beginning of a sentence. Now, the words day, month, and holiday are common nouns, but the specific words need a capital. We're going to play "Tall and Small" again today. Do you remember the rules? Great- big and tall for proper nouns, squat down small for common nouns. Ready? Month (small), Tuesday (tall), Christmas, day, yesterday, August, week, Sunday, tomorrow, January. Great job!"

Follow Up with having students try to name all 7 categories of Proper Nouns. Have them refer to the Anchor Chart, if needed.

Add days of the week, months of the year, and holidays to the anchor chart.

Independent Practice

Students will highlight the proper nouns.



Lesson 5

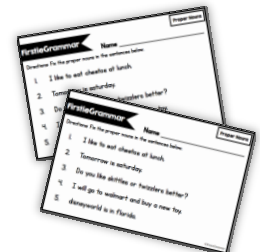
"Boys and girls, check out how much we've learned about proper nouns this week! I'm so proud of how much we have learned! Today, we are going to play a game kind of like memory with our partners (or groups, depending on your class size). You have to match the common noun with its proper noun. When you turn over a word, you should read the word and then say either "common" or "proper". This is a really fun way to practice our common and proper nouns together!"

Have students play the games with partners/groups. Circulate the room to check for understanding and to make sure students are declaring "common" and "proper".

day	Thursday	month	April
holiday	St. Patrick's Day	girl	Pam
restaurant	McDonald's	candy	Twix
cereal	Lucky Charms	book	Little Red Riding Hood
game	Monopoly	store	Walmart
movie	Minions	boy	Sam
teacher	Mrs. Smith	cat	Fluffy
toy	Legos	song	Old McDonald

Independent Practice

Students will fix the proper nouns in the sentences.



Additional Teaching Starters

- Play a game of silent "Big and Small" while waiting in the hallway.
- While transitioning or during waiting times, give students a common noun and ask them to tell you a proper noun that matches.
- Point out proper names in environmental print or signs around the building.

Proper Noun Anchor Chart

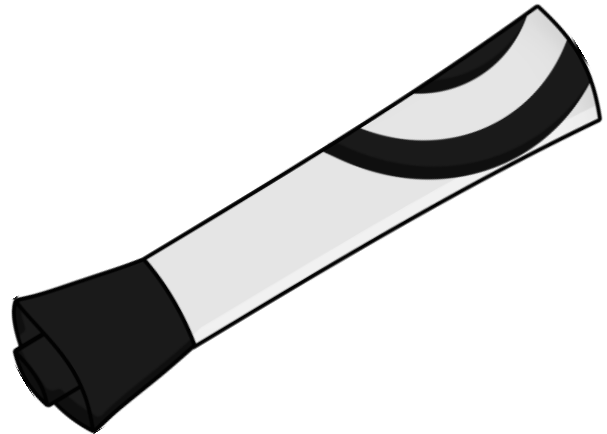
Proper Nouns

Animals



Fluffy

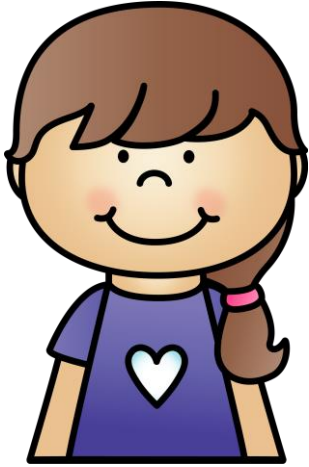
Things



Expo Marker

Proper Noun Anchor Chart

Names



Suzy

Places



North America

Proper Noun Anchor Chart

Days of the Week

Sunday Thursday

Monday Friday

Tuesday Saturday

Wednesday

Months of the Year

January

July

February

August

March

September

April

October

May

November

June

December

Holidays



Valentine's Day



Thanksgiving

Name _____

Directions: Write your first and last name on the top line and finish the sentence.
Draw a picture of yourself.

is a _____ noun.

Name _____

Directions: Write your first and last name on the top line and finish the sentence.
Draw a picture of yourself.

is a _____ noun.

FirstieGrammar

Name _____

Directions: Write a story about your favorite place (proper noun) to go. Don't forget to use a capital letter!

FirstieGrammar

Name _____

Directions: Write a story about your favorite place (proper noun) to go. Don't forget to use a capital letter!

Name _____

Directions: Highlight the proper nouns below.

cat

skittles

texas

lego

book

teacher

park

sam

car

Name _____

Directions: Highlight the proper nouns below.

cat

skittles

texas

lego

book

teacher

park

sam

car

Name _____

Directions: Highlight the proper nouns below.

today

November

Thanksgiving

Monday

month

Friday

Labor Day

yesterday

holiday

Name _____

Directions: Highlight the proper nouns below.

today

November

Thanksgiving

Monday

month

Friday

Labor Day

yesterday

holiday

day	Thursday	month	April
holiday	St. Patrick's Day	girl	Pam
restaurant	McDonald's	candy	Twix
cereal	Lucky Charms	book	Little Red Riding Hood
game	Monopoly	store	Walmart
movie	Minions	boy	Sam
teacher	Mrs. Smith	cat	Fluffy
toy	Legos	song	Old McDonald

day	Thursday	month	April
holiday	St. Patrick's Day	girl	Pam
restaurant	McDonald's	candy	Twix
cereal	Lucky Charms	book	Little Red Riding Hood
game	Monopoly	store	Walmart
movie	Minions	boy	Sam
teacher	Mrs. Smith	cat	Fluffy
toy	Legos	song	Old McDonald

Name _____

Directions: Fix the proper nouns in the sentences below.

1. I like to eat cheetos at lunch.
2. Tomorrow is saturday.
3. Do you like skittles or twizzlers better?
4. I will go to walmart and buy a new toy.
5. disneyworld is in florida.

Name _____

Directions: Fix the proper nouns in the sentences below.

1. I like to eat cheetos at lunch.
2. Tomorrow is saturday.
3. Do you like skittles or twizzlers better?
4. I will go to walmart and buy a new toy.
5. disneyworld is in florida.

Lesson 1

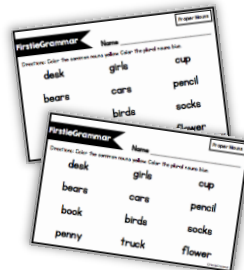
"Boys and Girls, we are going to learn about another kind of noun this week. Can you believe how many types of nouns there are?! You guys are going to be noun superheroes when we're all finished! So, the nouns we are going to learn about today, you already use everyday when you talk. See if you can figure out what is special about these words. Listen carefully! Ducks, tigers, socks, keys, boys, pillows, parks. Did you notice anything about all of these words? Yes, they mean more than one. You've figured out our new kind of noun! Our new nouns mean more than one and they are called Plural Nouns. Can you say that? There is also a special words for when we have a noun that means just one. It's singular. Can you say that? Yes! Just like one single pencil, singular. So, let's say them again... what means one noun? _____! What means more than one? _____ Awesome job, boys and girls!"

Follow up by having students show 1 finger for singular nouns and 5 fingers for plural nouns: cats, pumpkin, sandal, flowers, basket, foot, lollipops, basketballs, pie, blanket, pigs

Add Plural Noun to anchor chart.

Independent Practice

Students will color the singular and plural nouns.



Lesson 2

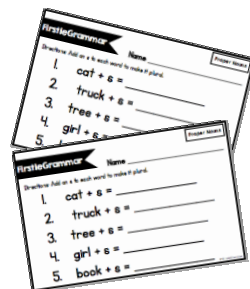
"We learned some fancy words yesterday for words that mean one and more than one. Who remembers one of those words? You got it! Now does _____ mean one or more than one? Yes! Now who remembers the word that means one/more than one? Great job! Since you know the difference between singular and plural nouns, today we are going to practice writing plural nouns. Many nouns are really easy to make into plural nouns. Does anyone know how we can make a word like dog mean more than one? Yes! We just add an s to the end of the word! Those are the kinds of words we are going to practice with today. I'm going to say a word and I want you to tell me how you would make it plural. Say these words and have children say the plural version: coin, lion, cloud, trumpet, pill, toe, shirt, book. Great job, first graders!"

Follow up with writing the following words on the board and having students add an s to make them plural: hat, balloon, hand, chair, boy, king

Add the adding -s label to the anchor chart.

Independent Practice

Students will make words plural by adding s.



Lesson 3

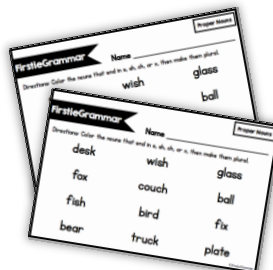
"Boys and girls, we did such a great job making words plural yesterday. Today, we are going to learn about some more nouns that are rule breakers. They don't let us just add an s to the end of them. We have to be like detectives to find them. We are going to add this to our anchor chart today. It says that words that end in s, sh, ch, and x have to have -es added to the end of the word, not just s. So, let's go on a word hunt together. Look at my paper. (or display on smartboard) We are going to highlight all of the words that end in s, sh, ch, and x. Then, we will add -es to the end of the words to make them plural. Get your eagle eyes ready to spot the words!"

Follow Up with having students name the ending letters that mean we have to add -es to make a plural word.

Word Hunt	
hat	kiss
class	dish
box	doll
ship	sock
watch	beach
turtle	egg

Independent Practice

Students will color the nouns that end in s, sh, ch, or x and make them plural.



Lesson 4

"Boys and girls, today we are going to learn how to change words that end in y into plural words. When a word ends in y, sometimes we can just add an s, but other times, we have to change the y to an i and add -es. Here are the rules for words that end in y: (write these on the board as you dictate) on the board if you have a consonant and then a y, like in candy, we have to change the y to i and add -es, but if the word has a vowel and a y, like in monkey, you just have to add an s.

Can you think of some nouns that end in y? We will use our super thinking skills to make them plural.

Here are some words if students are having trouble thinking of some: family, baby, key, tray, city."

Add the y-ending words box to the anchor chart.

Independent Practice

Students will sort words that end in a vowel + y and consonant + y.



Lesson 5

"Whew! We have learned so much about plural nouns! Today we are going to use everything we've learned this week to fix some sentences together." Display the following sentence on the board for students: My mom made cupcake for my birthday. - I saw four froges today. - The two babys were crying.

With each sentence, ask the following prompts (as many as needed for corrections) and have students help correct the sentences.

"Which word in the sentence is plural?"

"Does _____ end with an s, sh, ch, or x? (Yes, then what ending should it have?)"

"Does _____ end with a y?" If yes, "Is there a vowel or consonant before the y? Then what do we need to do?"

"If _____ doesn't end with s, sh, ch, x, or y, then what should we add to the end?"

Yes, just an s!"

Independent Practice

Students will write a sentence containing a plural noun and identify the plural rule used.



Additional Teaching Starters

- Using normal plural words (not irregulars) have students take turns making the word plural aloud.
- Have students find and highlight plural words in a copied page from a book.
- During guided reading, have students pick out the plural words they read.

Plural Noun Anchor Chart

Plural Nouns

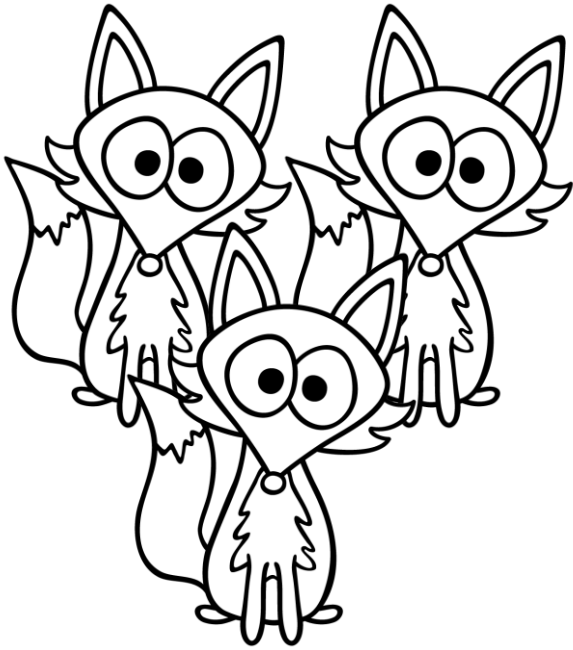
If the word
ends in a
consonant
and y,
change to i
and add es.

If the word
ends in a
vowel and y,
add s.

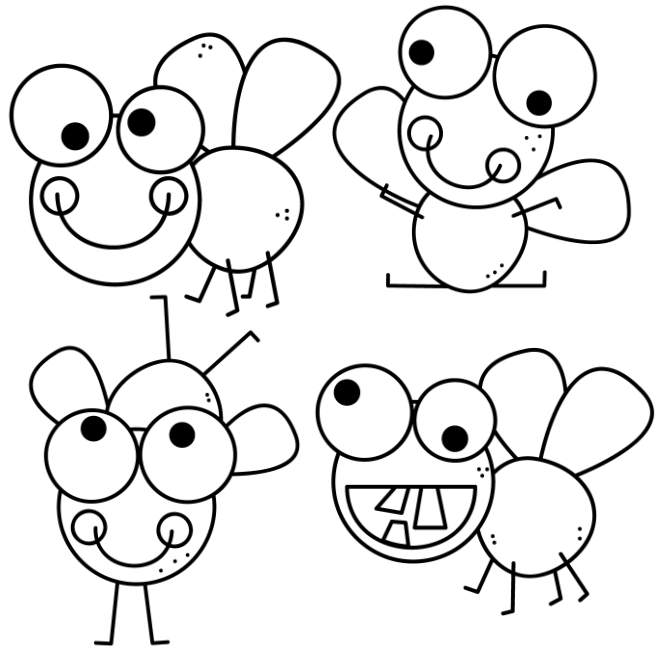
Most nouns,
just add -s!

Add -es if the
noun ends in
s
sh
ch
x

Plural Noun Anchor Chart



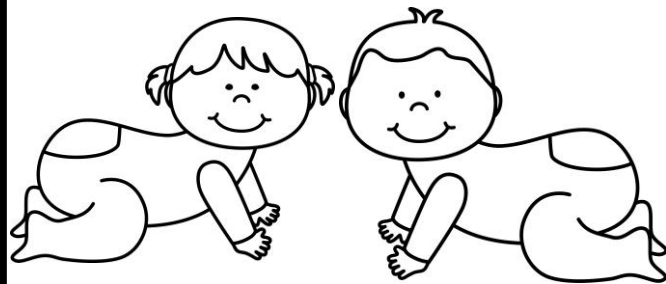
foxes



bugs

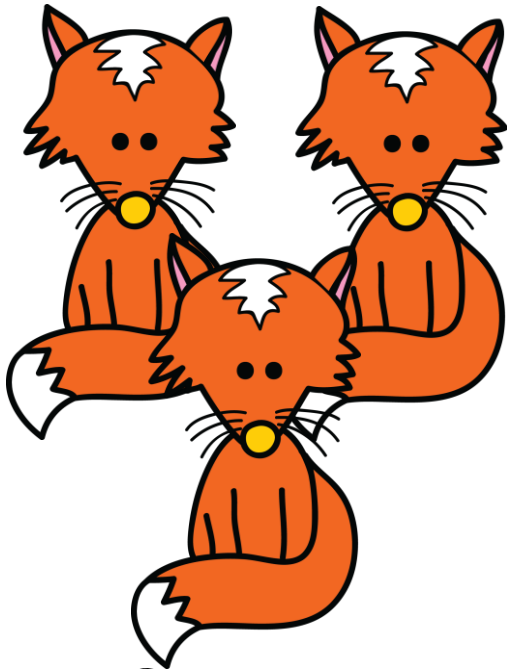


monkeys

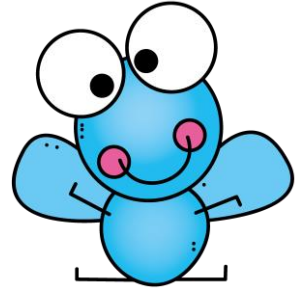
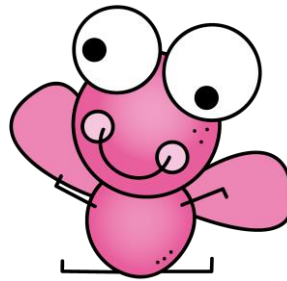
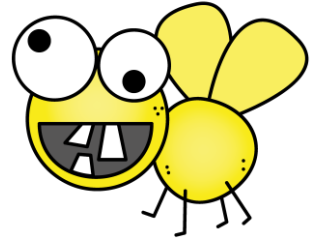
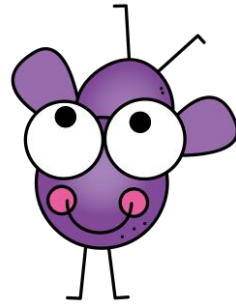


babies

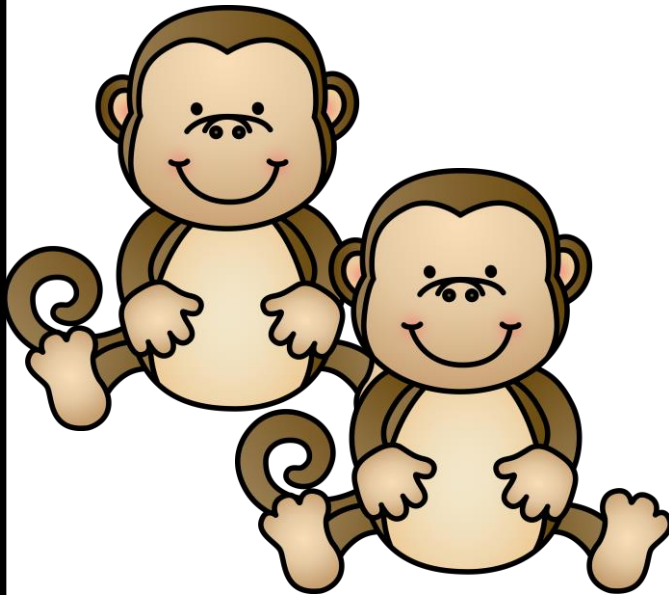
Plural Noun Anchor Chart



foxes



bugs



monkeys



babies

Name _____

Directions: Color the singular nouns yellow. Color the plural nouns blue.

desk

girls

cup

bears

cars

pencil

book

birds

socks

penny

truck

flower

Name _____

Directions: Color the singular nouns yellow. Color the plural nouns blue.

desk

girls

cup

bears

cars

pencil

book

birds

socks

penny

truck

flower

Name _____

Directions: Add an s to each word to make it plural.

1. cat + s = _____

2. truck + s = _____

3. tree + s = _____

4. girl + s = _____

5. book + s = _____

Name _____

Directions: Add an s to each word to make it plural.

1. cat + s = _____

2. truck + s = _____

3. tree + s = _____

4. girl + s = _____

5. book + s = _____

Word Hunt

hat

kiss

class

dish

box

doll

ship

sock

watch

beach

turtle

egg

Name _____

Directions: Color the nouns that end in s, sh, ch, or x, then make them plural.

desk

wish

glass

fox

couch

ball

fish

bird

fix

bear

truck

plate

Name _____

Directions: Color the nouns that end in s, sh, ch, or x, then make them plural.

desk

wish

glass

fox

couch

ball

fish

bird

fix

bear

truck

plate

Name _____

**change y to i
and add es**

add s

candy

monkey

fly

baby

valley

family

puppy

tray

bunny

day

key

party

Name _____

Directions: Write a sentence using a plural noun. Then, circle which type of noun you used.

add -s

add -es

change y to i and add -es

Name _____

Directions: Write a sentence using a plural noun. Then, circle which type of noun you used.

add -s

add -es

change y to i and add -es

Lesson 1

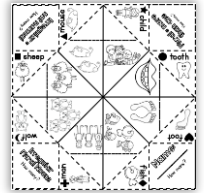
"Good morning, we are going to learn about more rule breakers today! These nouns are called rule breakers because we can't make them plural by just adding s or es. In fact, if we did add an s sound to the end, we would just sound plain silly! Listen carefully to my words. If you hear a word that just doesn't sound correct with an s sound on the end, I want you to pretend to cover your ears: shoes, geese, gloves, desks, sheeps, fishes, socks, foots. Sometimes it can be hard to know which words are rule breakers, but we're going to practice them this week and become experts. The words we're learning about also have a fancy name. Ready for it? They are called irregular plural nouns. Irregular just means not normal and we already know what plural means, right? Yes, more than one!"

Follow Up asking students to tell what the plural of goose, foot, and sheep should be.

Add Irregular Plural Nouns to anchor chart.

Independent Practice

Students will fill in the blanks on the fun foldable. It will be used in tomorrow's lesson. You should decide if students are capable of folding them independently or not.



Lesson 2

"Boys and Girls, are you excited to use your foldable and play a game today? Let me show you how to play. One person will have their foldable and your partner will get to be the talker the first time. _____, will you come up and be my partner? We will show you how to play!

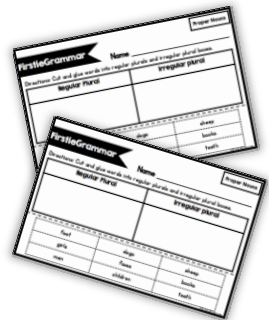
"First, pick a number from the outside of my foldable. Okay, 4. I will count and go back and forth for each number. 1-2-3-4. Now, pick either (star, circle, square or diamond). Ready? Your word is (sheep). What is the word for more than one sheep? Yes, sheep! Now it's your turn- we'll use your foldable."

Let students play until they have successfully named all 8 plural nouns.

Follow up with quizzing students on the words from the game: fox, wolf, sheep, fish, tooth, man, child, foot.

Independent Practice

Students will sort regular plural and irregular plurals.



Lesson 3

"How many of you liked playing with our foldable yesterday? Yay! It was so much fun! Today we are going to try and decide if words are regular or irregular plural nouns. I need you to listen to my words very carefully and decide if you think the words are regular (thumbs up) or irregular (thumbs down). Listen carefully: baseball, baseballs; monkey, monkeys; truck, trucks; mouse, mice; fish/fish; class, classes; child, children; tiger, tigers; foot, feet; tooth, teeth. Great job, boys and girls! You are really becoming irregular plural noun experts!"

Follow Up with having several students naming an irregular plural noun.

Independent Practice

Students will identify correct irregular plural nouns.



Lesson 4

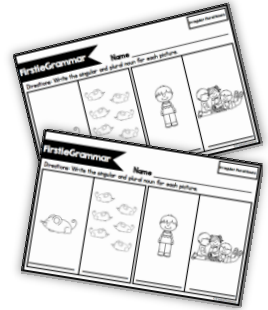
"Boys and girls, today we are going to play a matching game with singular nouns and irregular plural nouns today. Doesn't that sound like fun?! Each of you are going to get either a singular noun card or an irregular plural noun card. We are going to use our eyes only to find the partner that has our matching word. No talking! Do you think we can all use our great thinking skills to work together and get partnered up? I'm going to pass out the cards, but don't look at it until I give the signal! On my signal, see if you can read your word and find your partner without using any words. *Give signal.*"

Once all students are partnered up, have them read their words quietly together. Then, go around the groups and have each pair read their singular than plural words.

Follow Up by letting students play memory with the cards. This could be done as a center activity as well.

Independent Practice

Students will label each picture with the correct noun.



Lesson 5

"Good morning! Can someone tell the name of the nouns that we've been practicing this week? Yes, Irregular Plural Nouns. What exactly does that mean? That's right- not normal, but what makes it not normal? Right, we can't just add an s sound to the end. Today, we're going to practice our irregular plural nouns by playing a quick little word game. I'm going to say some plural words. If I say the correct plural, I want you to say "Yes!", but if I say something silly, I want you to correct me by saying "Not _____, _____". Let's practice one time. "sheep, sheeps". So, you would say, "Not sheeps, sheep!"

Ready? Let's go! (teacher, teachers; wolf wolves; **foot, foots**; **fish, fishies**; child, children; **tooth, toothers**; deer, deer; **goose, geoses**, cactus, cacti; **man, mans**)

Follow Up with letting students say a combo and fill the teacher role.

Independent Practice

Students will write a sentence containing an irregular plural noun.



Additional Teaching Starters

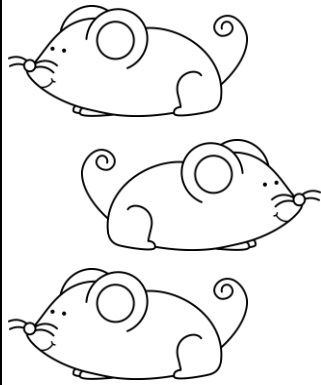
- Thumbs up/down game: I'm going to say a word- if it's an irregular plural noun, give me a thumbs up. If it isn't, thumbs down... Ready?! Sheep, monkeys, fish, women, cats, dogs, etc.
- Have students find irregular nouns during guided reading or small group work

Irregular Plural Nouns Anchor Chart

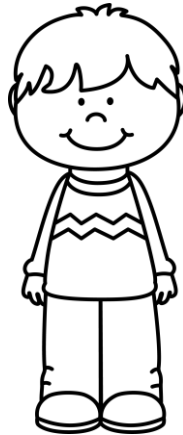
Irregular Plural Nouns



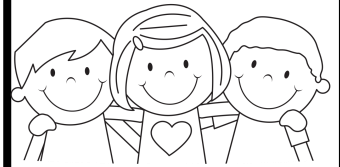
mouse



mice



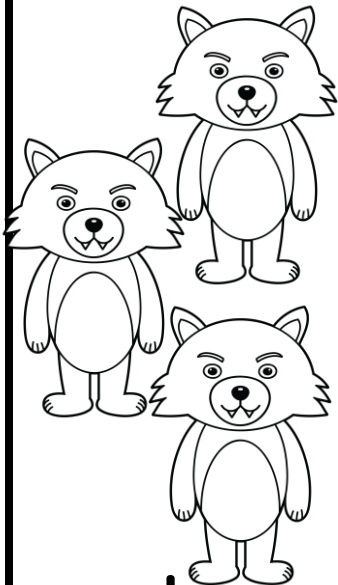
child



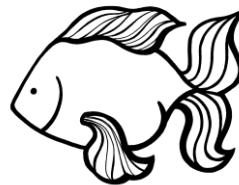
children



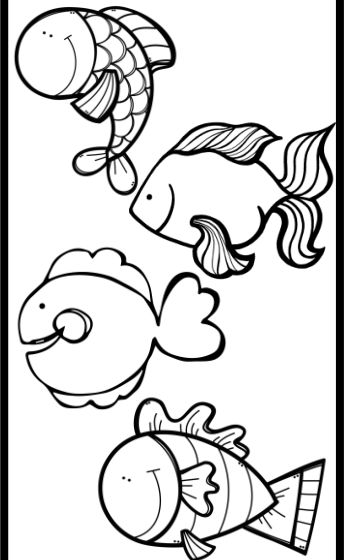
wolf



wolves



fish



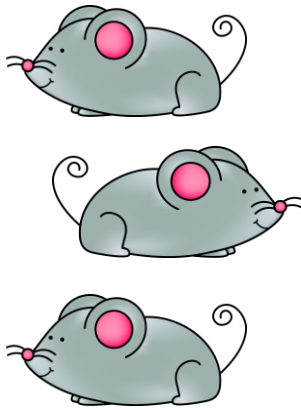
fish

Irregular Plural Nouns Anchor Chart

Irregular Plural Nouns



mouse



mice



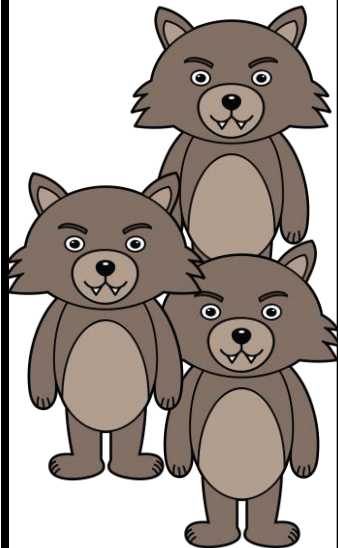
child



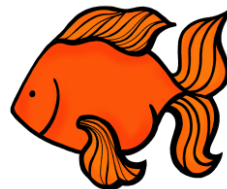
children



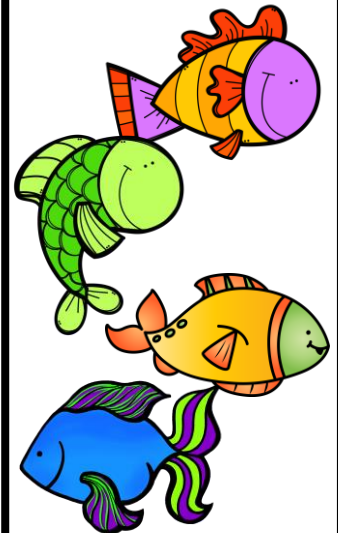
wolf



wolves

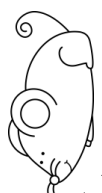
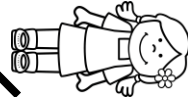

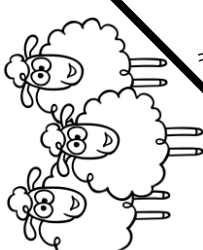

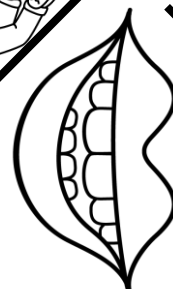

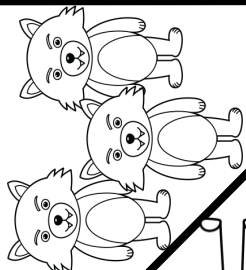


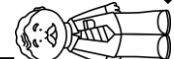
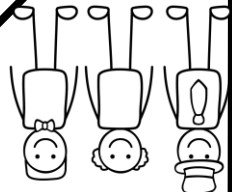

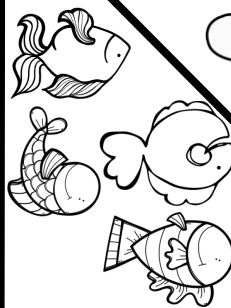


fish



fish

Plural Noun Foldable

<p>Irregular = not normal How many?</p> <p>mouse</p> 	<p>child</p> 
<p>sheep</p>  	<p>tooth</p>  
<p>wolf</p>  	<p>foot</p>  
<p>Irregular Plural Nouns How many?</p> <p>man</p>  	<p>fish</p>  

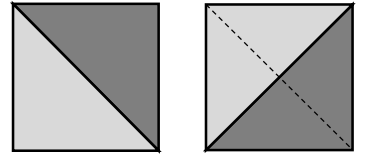
How many? Plural = more than one

Name: How many?

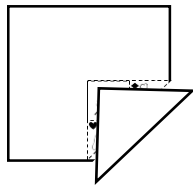
Plural Noun Foldable

1. Cut out around the outside of the foldable.

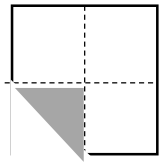
2. Fold and unfold diagonally, each way.



3. Fold each corner into center.



4. Repeat on reverse side.



5. Slide fingers into flaps and you're ready to go!

Hint: If you are having trouble, search 'how to fold a cootie catcher' on YouTube.

sheep

sheep

child

children

tooth

teeth

man

men

wolf

wolves

leaf

leaves

cactus

cacti

calf

calves

deer

deer

elf

elves

fireman

firemen

woman

women

fish

fish

foot

feet

goose

geese

life

lives

mouse

mice

wife

wives

person

people

ox

oxen

Name _____

Directions: Cut and glue words into regular plurals and irregular plural boxes.

Regular Plural	Irregular plural

feet	dogs	sheep
girls	foxes	books
men	children	teeth

©FIRSTIEGRAMMAR

Name _____

Directions: Cut and glue words into regular plurals and irregular plural boxes.

Regular Plural	Irregular plural

feet	dogs	sheep
girls	foxes	books
men	children	teeth

©FIRSTIEGRAMMAR

Name _____

Directions: Highlight or circle the correct irregular plural for each noun.

1. foot

foots

feet

2. woman

girl

women

3. sheep

sheep

sheeps

4. leaf

leaves

leafers

5. fish

fishes

fish

Name _____

Directions: Highlight or circle the correct irregular plural for each noun.

1. foot

foots

feet

2. woman

girl

women

3. sheep

sheep

sheeps

4. leaf

leaves

leafers

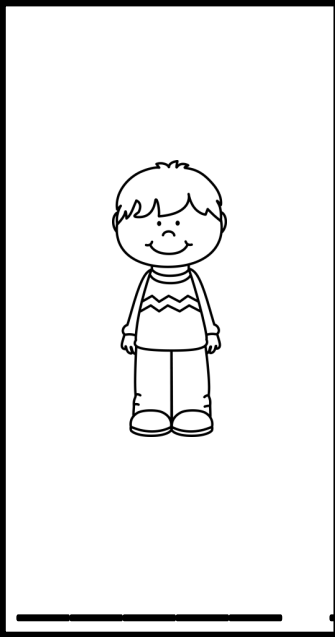
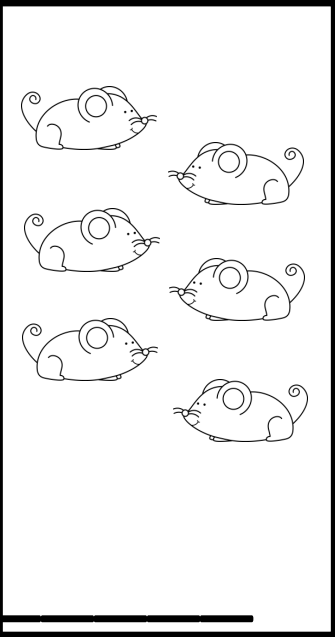
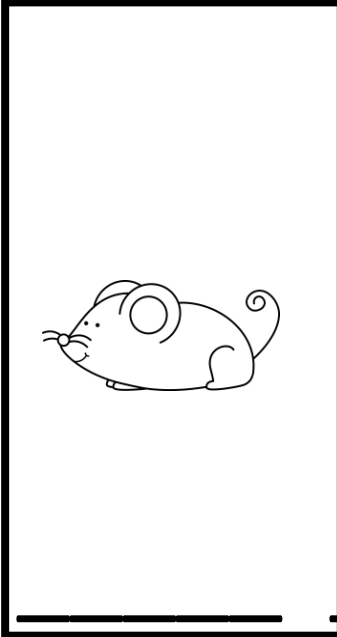
5. fish

fishes

fish

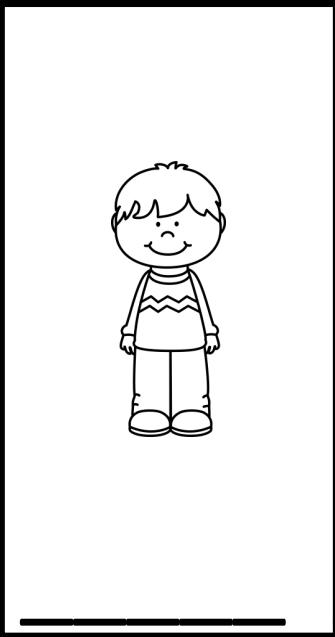
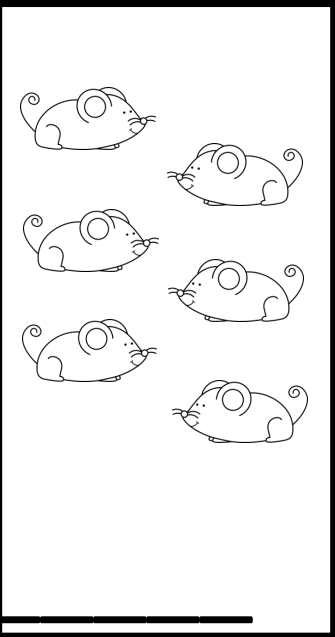
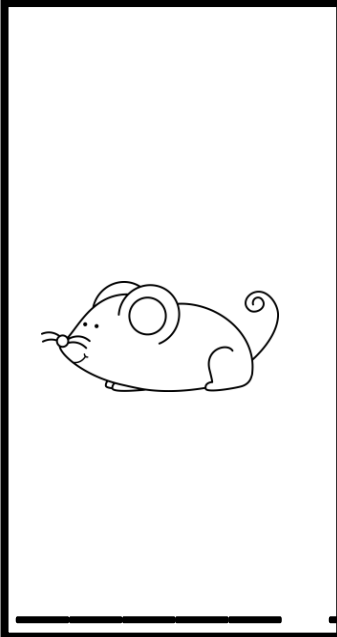
Name _____

Directions: Write the singular and plural noun for each picture.



Name _____

Directions: Write the singular and plural noun for each picture.



Name _____

Directions: Write a sentence using an irregular plural noun. Illustrate your picture.

Name _____

Directions: Write a sentence using an irregular plural noun. Illustrate your picture.

Lesson 1

"Boys and Girls, today I'm going to read you a little story and I want you to see if something doesn't sound quite right to you. Ready? Sammy really likes his baseball collection. The baseballs that belong to Sammy are old and new. The baseballs of Sammy are all white with red stitching. Sometimes, the brother of Sammy wants to play with the baseballs that belong to Sammy.

Was that story kind of confusing? Why do you think it sounded a little strange? Yes, I kept saying "the baseball that belongs to Sammy or baseballs of Sammy". What do you think I could say to replace those words? Would Sammy's baseball mean the same thing? Yes! Let me read it with those words put back into the story and see if it makes more sense.

"Sammy really likes his baseball collection. Sammy's baseballs are old and new. Sammy's baseballs are all white with red stitching. Sometimes, Sammy's brother wants to play with Sammy's baseballs." Did that sound better? Yes, it was much easier to understand and for me to read.

When we say Sammy's baseballs what we mean is the baseballs belong to Sammy. It's just much quicker and easier to say Sammy's baseballs. When we use these words, we're using possessive nouns. We will continue to learn about possessive nouns all week."

Add the Possessive Nouns word to the anchor chart.

Independent Practice

Students will label the picture with correct possessives.



Lesson 2

"Did you know that you use possessive nouns everyday, probably without even noticing them? Can you help me to remember exactly what a possessive noun is? Yes, it shows us that something belongs to someone or something. Today, I want us to practice changing certain statements into possessive noun statements. Project or write the words from the page following the anchor chart on the board.

Look at the first statement It says "the feathers of the chicken". What is another way we could say the same thing, but make it easier for people to understand? Yes! The chicken's feathers.

Can someone help me write that on the board? " Continue with the next two statements.

Follow Up with having students say their name and something that belongs to them. (Ex Mrs. West's marker)

Independent Practice

Students will illustrate and label a possessive noun statement.



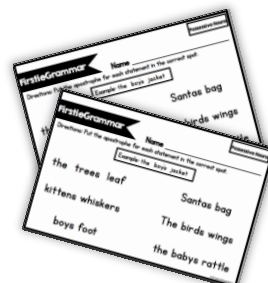
Lesson 3

"Did you know that you use possessive nouns everyday, probably without even noticing them? Can you help me to remember exactly what a possessive noun is? Yes, it shows us that something belongs to someone or something. Yesterday, did you notice on your worksheet that there was a little mark after your name and before the s? It looks like of like a comma, but it was up high? Can anyone tell me what that little mark is called? Yes, an apostrophe! When we have a possessive noun or nouns, we always have an apostrophe. Today, we're going to practice learning where to put an apostrophe when we have a singular noun. Remember, singular means one. I'm going to say a statement such as "the cow's tail". I want you to show me where the apostrophe goes. Like this coowwww (make apostrophe with pointer finger in the air and say apostrophe.) s. Continue with the following statements: the bird's feather; the cup's lid; Suzy's kitten; the book's cover. Great job, boys and girls. Now you are going to get to practice that on your own!"

Follow up with having each student saying a possessive noun statement of their own and showing you the correct apostrophe placement.

Independent Practice

Students will add an apostrophe into each statement.



Lesson 4

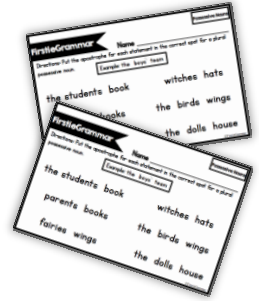
"Boys and girls, we are going to talk about apostrophes again today. Who can tell me what they look like? Who can tell me why we need them? Yes, to show us that something belongs to someone. Today, we are going to act out apostrophes again, but we are going to do it with plural nouns instead of singular nouns. When we have something that belongs to more than one thing or person, we put the apostrophe after the s. So, it just scoots over a little to show us that the noun is plural. Just like this: (copy statement on the board) the students' classroom - it means the classroom of the students. It belongs to all of them.

Let's practice where to put our apostrophe. I'm going to say a statement such as "the frogs' pond". I want you to show me where the apostrophe goes. Like this ffrroooggss (make apostrophe with pointer finger in the air and say apostrophe) pond. Continue with the following statements: parents' books;

Follow Up with having each student saying a possessive noun statement of their own and showing you the correct apostrophe placement.

Independent Practice

Students will add an apostrophe into each statement.



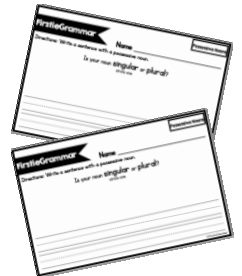
Lesson 5

"Today we are going to wrap up everything we've learned about possessive nouns. What does it mean for a noun to be possessive? Yes, it shows that something belongs to someone or something. We've also learned that possessive nouns have a special mark in it. Do you remember what that little mark that sort of looks like a comma up high is called? Yes, apostrophe! Today, we are going to practice using possessive nouns. I will give you a statement and I want you to change it to a possessive noun statement. Ready? (the books of Sam, Sam's books; the dog that belongs to the boys, the boys' dog; the game of the friends, the friends' game; car that belongs to Mom, Mom's car; the shell of the turtle, turtle's shell) Great job, boys and girls! You rock at possessive nouns! "

Follow Up by going back through the sentences and have students tell whether it is singular or plural and where the apostrophe should be placed.

Independent Practice

Students will write a sentence containing a possessive noun.



Additional Teaching Starters

- I'm going to say a noun and you can make the motion (from previous Lessons) to show me what kind it is. Eagle! (Students should make a fish face)... continue with other nouns during any transitions or downtime.
- Thumbs up/down game: I'm going to say a word- if it's a noun, give me a thumbs up. If it isn't a noun, thumbs down... Ready?! Car! Run! Trampoline!, etc.
- Have students point out nouns in their reading during Small Group time or during FirstieLiteracy reading.

Possessive Noun Anchor Chart

Possessive Noun

's =

singular nouns

s' =

plural nouns

Possessive Nouns

the feathers of the chicken

means

the _____'s _____

the video game belongs to Jill

means

_____ 's _____

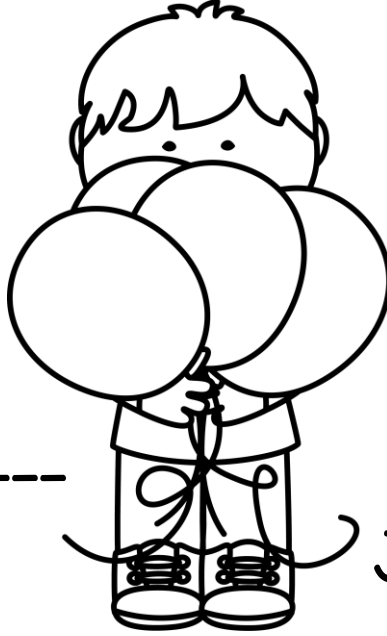
the wings of the butterfly

means

the _____'s _____

Name _____

Directions: Label the picture with the correct words.

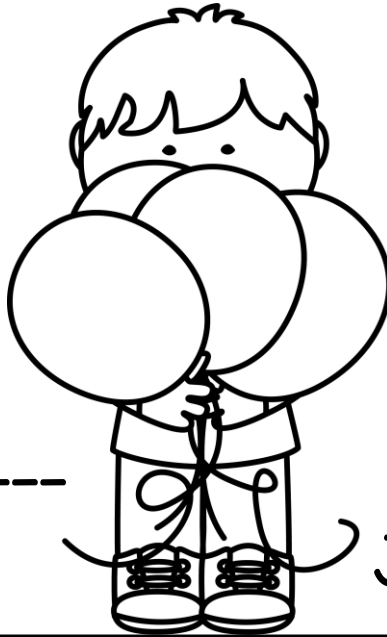


The _____
belong to Jon.

Jon's _____

Name _____

Directions: Label the picture with the correct words.



The _____
belong to Jon.

Jon's _____

Name _____

Directions: Draw a picture of yourself and something you own. Complete each statement to match your illustration.

The _____ of _____
_____ 's _____

Name _____

Directions: Draw a picture of yourself and something you own. Complete each statement to match your illustration.

The _____ of _____
_____ 's _____

Name _____

Directions: Put the apostrophe for each statement in the correct spot.

Example: the boys' jacket

the trees leaf

Santas bag

kittens whiskers

the birds wings

boys foot

the babys rattle

Name _____

Directions: Put the apostrophe for each statement in the correct spot.

Example: the boys' jacket

the trees leaf

Santas bag

kittens whiskers

the birds wings

boys foot

the babys rattle

Name _____

Directions: Put the apostrophe for each statement in the correct spot for a plural possessive noun.

Example: the boys' team

the students class

witches hats

parents books

the birds wings

fairies wings

the dolls house

Name _____

Directions: Put the apostrophe for each statement in the correct spot for a plural possessive noun.

Example: the boys' team

the students class

witches hats

parents books

the birds wings

fairies wings

the dolls house

Name _____

Directions: Write a sentence with a possessive noun.

Is your noun **singular** or **plural**?
circle one

Name _____

Directions: Write a sentence with a possessive noun.

Is your noun **singular** or **plural**?
circle one

Lesson 1

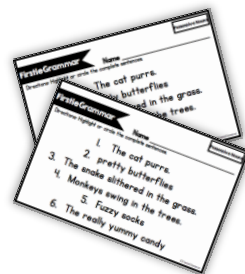
"Boys and Girls, we are going to learn about what makes a good sentence. There are two important things that you have to hear or see in a sentence for it to be a complete sentence: a subject and a verb. Now, we know what a verb is, right? Yes, a verb shows action! What do you think a subject would be? (students may say a person, animal, etc. Praise correct answers) A subject is who or what the sentence is about. So, for a complete sentence we have to have a subject and a verb, so a who or thing and an action word. Listen carefully to each of these statements. If you think I say a complete sentence, give me a thumbs up. (**The eagle was flying.**; the gray bunny; **The little girl jumped.**; **The tall boy fell down.**; The yummy cupcakes; going to the store; **She sings very loudly.**; **I eat pepperoni pizza.**) Did you notice when you heard a complete sentence that it really made sense? When you don't have a complete thought, it doesn't make sense and it isn't a complete sentence."

Follow Up with repeating the incomplete statements above and have students add words to make them complete sentences.

Add Complete Sentence to the anchor chart.

Independent Practice

Students will highlight complete sentences.



Lesson 2

"Boys and Girls, today we are going to practice making sentences. Who remembers the two parts that make up a sentence? Yes! The subject and the verb! Today, I am going to say some sentences that are missing either the subject or the verb and I want you to help me fix them. The super important job you have is to pick words that will make my sentence make sense. Complete sentences have to make sense. Ready for my first sentence? You can also display these on the board for a more visual approach I _____ off of the step. What word do you think was missing in that sentence? (stepped, jumped, etc.) Yes! Is *jumped* the subject or verb of the sentence? That's right- the verb. Without the verb, our sentence wasn't completed so it didn't make any sense (or look right, if displayed). Let's try another: The sparkly dress _____. Can anyone finish my sentence for me? Thank you! That helped my sentence to make sense and look right! _____ ran through the grass. Hmmmm... I think we have a verb this time, so what is missing? Yes! The subject. Who or what was running through the grass? Who can help me?"

Follow Up with these sentences: _____ raced around the corner; The blue bird _____; The little girl _____ her mom.

Add Makes sense and looks right to the anchor chart.

Independent Practice

Students will finish a thought to make a complete sentence.



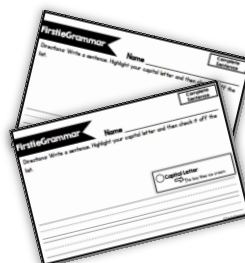
Lesson 3

"Wow, we are getting so smart in first grade! We know that a sentence has to have both a subject (or who) and a verb (an action). Without both of those pieces, our sentence wouldn't make sense! Today, we are going to start learning about how to use a special checklist when we write to make sure we're writing complete sentences. Guess what one of the things on our checklist is? A complete sentence has to make _____ and look _____. (make sense and look right) Yes, see I told you we're getting so smart! Another thing a sentence must have is at the very beginning. Can someone tell me what would be at the beginning of sentence and would be super important? That's right! A capital letter! Today, we are going to practice acting that out. Listen to my sentence and then I will have you repeat it. Your job is to squat down like this when I'm talking, then when you say the word that should be a capital letter, I want you to stand up big and tall, but don't forget to squat back down for the rest of the sentence. Only the first word gets a capital letter! The green frog is hopping. Sometimes I eat broccoli. The cute kitten is orange. Yellow flowers grow tall. Great job, sentence masters!"

Follow Up by showing students the Capital Letter portion of the Sentence Checklist.

Independent Practice

Students will write a sentence and check for a capital letter. .



Lesson 4

"Boys and girls, I know some things that a complete sentence has to have. Who thinks they can guess those things right out of my head? Yes! I was thinking that sentences have to have a capital letter. Great mind reading! What else does a sentence need? Wow, that's right! A sentence has to have a subject and verb. There is one more thing in my mind that I think a sentence needs that we haven't talked about yet. Who thinks they can read my mind? Amazing mind reading! I was thinking that sentences have to have a period. I actually have special word that I can use for periods, question marks and exclamation marks. Are you ready? They are called end marks. Yep, just those two short little words. End marks. Every sentence has to have an end mark, so that we know it has stopped. So, I'm going to say a sentence and I want you to echo it and use your hands to show me where the end mark should go (stop sign). (The dog barked. The ice cream is melting. I clean my room. Jane jumps on the trampoline. The sun shines brightly.)"

Follow Up by showing students the end mark portion of the Sentence Checklist.

Add/uncover End Mark on the Sentence Checklist.

Independent Practice

Students will write a sentence and complete checklist for capital letter and end mark.



Lesson 5

"We are going to finish learning about what makes a complete sentence today. Let's look at our big checklist and name the items we already know... Capital Letter, End Mark, Makes Sense and Looks Right. Hmmmmm, I wonder what the last thing could be? Can anyone think of what it may be? What if I said a sentence like this: (Say it all together without pausing between words) I ran all the way to the park yesterday. Was that a little hard to understand? What was wrong with how I said it? Yes, it was all smooshed together, wasn't it? Well, there is something we need in between words in a sentence to help us hear every word. Does anyone know what it could be? (If students still don't know hint by wiggling your finger) Yes, finger spaces! We have to leave words between words! To help us separate words I want you to raise both hands for the first word, then put them down for the next and so on. When we move our hands, it will help us to know where we should have a space. Let's practice: The white sheep runs fast. Do you eat spaghetti? I see two big lollipops."

Follow Up by showing students the last item on the Sentence Checklist. Then write the following sentences on the board and fix it together. One little rabbit was ; ireallylikepurplegum.

Independent Practice

Students will use the Sentence Checklist to check and correct sentences.



Additional Teaching Starters


- Finish my sentence with a verb that makes sense. (Ex. The frog ----- Dinosaurus can ----- I like to -----)
- Thumbs up/down game: If I say a complete sentence thumbs up. (ex. Butterflies are really; He hit a homerun.; The storm brought lots of rain.; like to run)
- Have students "check" sentences around the building with their checklist.
- Tape a checklist on desks and students can use dry erase markers on them

Complete Sentence Checklist

Capital Letter

 The boy likes ice cream.

Finger Spaces

The boy likes ice cream.


End Mark

The boy likes ice cream.


Makes sense and looks right




Complete Sentence Checklist

Capital Letter

 The boy likes ice cream.

Finger Spaces

The boy likes ice cream.


End Mark

The boy likes ice cream.


Makes sense and looks right



Complete Sentence Checklist

Capital Letter

 The boy likes ice cream.

Finger Spaces

The  boy  likes  ice  cream.

End Mark

The boy likes ice cream.  .

Makes sense and looks right



Capital Letter

 The boy likes ice cream.

Finger Spaces

The  boy  likes  ice  cream.

End Mark

The boy likes ice cream.  .

Makes sense and looks right



Capital Letter

 The boy likes ice cream.

Finger Spaces

The  boy  likes  ice  cream.

End Mark

The boy likes ice cream.  .

Makes sense and looks right



Capital Letter

 The boy likes ice cream.

Finger Spaces

The  boy  likes  ice  cream.

End Mark

The boy likes ice cream.  .

Makes sense and looks right



Complete Sentence Checklist

Capital Letter

 The boy likes Ice cream.

Finger Spaces

The  boy  likes  Ice  cream.

End Mark

The boy likes Ice cream. 

Makes sense and looks right



Capital Letter

 The boy likes Ice cream.

Finger Spaces

The  boy  likes  Ice  cream.

End Mark

The boy likes Ice cream. 

Makes sense and looks right



Capital Letter

 The boy likes Ice cream.

Finger Spaces

The  boy  likes  Ice  cream.

End Mark

The boy likes Ice cream. 

Makes sense and looks right



Capital Letter

 The boy likes Ice cream.

Finger Spaces

The  boy  likes  Ice  cream.

End Mark

The boy likes Ice cream. 

Makes sense and looks right



Name _____

Directions: Highlight or circle the complete sentences.

1. The cat purrs.
2. pretty butterflies
3. The snake slithered in the grass.
4. Monkeys swing in the trees.
5. Fuzzy socks
6. The really yummy candy

Name _____

Directions: Highlight or circle the complete sentences.

1. The cat purrs.
2. pretty butterflies
3. The snake slithered in the grass.
4. Monkeys swing in the trees.
5. Fuzzy socks
6. The really yummy candy

Name _____

Directions: Help finish the sentence and then illustrate.

The little rabbit

Name _____

Directions: Help finish the sentence and then illustrate.

The little rabbit

Name _____

Directions: Write a sentence. Highlight your capital letter and then check it off the list.



Capital Letter



The boy likes ice cream.

Name _____

Directions: Write a sentence. Highlight your capital letter and then check it off the list.



Capital Letter




The boy likes ice cream.

Name _____

Directions: Write a sentence. Highlight your capital letter and end mark, then check it off the list.

Capital Letter

 The boy likes ice cream.


End Mark

The boy likes ice cream. 

Name _____

Directions: Write a sentence. Highlight your capital letter and end mark, then check it off the list.

Capital Letter

 The boy likes ice cream.

End Mark

The boy likes ice cream. 

Name _____

Directions: Use the checklist to check each sentence. Only put checks for the correct items.

The little boy runs fast.

Capital Letter
 The boy likes ice cream.

Finger Spaces
 The boy likes ice cream.

End Mark
 The boy likes ice cream.

Makes sense and looks right

The brown horse is.

Capital Letter
 The boy likes ice cream.

Finger Spaces
 The boy likes ice cream.

End Mark
 The boy likes ice cream.

Makes sense and looks right

Directions: Use the checklist to help you correct each sentence. When you are finished correcting it, check off each item.

I really like

Capital Letter
 The boy likes ice cream.

Finger Spaces
 The boy likes ice cream.

End Mark
 The boy likes ice cream.

Makes sense and looks right

it is very windy today

Capital Letter
 The boy likes ice cream.

Finger Spaces
 The boy likes ice cream.

End Mark
 The boy likes ice cream.

Makes sense and looks right

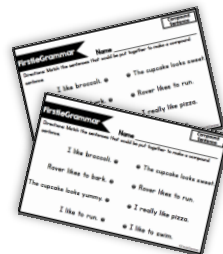
Lesson 1

"Boys and girls, we are so great at writing sentences now. You know how to use your checklist and write nice, short sentences. Today, we are going to use those great skills to make longer, more interesting sentences. Sometimes, when we read a story, an author may tell us several traits about a character. Tell me which page of a book you'd rather hear. (Read: Little Red Riding Hood has a red hood. Little Red Riding Hood has long braids. Little Red Riding Hood loves her grandmother. Little Red Riding Hood does not like the wolf. *or* Little Red Riding Hood has a red hood and she also has long braids. Little Red Riding Hood loves her grandmother, but she does not like the wolf.) Which one sounded better to you? Yes, the second story. Instead of saying a new sentence for each thought, we can combine them to make it flow better and not be boring to our readers. When we put two complete sentences together that make sense, it is called a compound sentence. I am going to say a sentence and I want you to stretch your arms out wide if you think the sentence is a compound sentence, and put your hands together if the sentence is just a complete sentence. Listen to see if you hear one sentence or two that are put together: I like cats. I like pizza, and I like ice cream. We both like baseball, so sometimes we play together. The sky is blue. Great job, everyone!"

Add Compound Sentence to the anchor chart.

Independent Practice

Students will match sentences that can be combined to make a compound sentence.



Lesson 2

"We did a great job making compound sentences yesterday. Today, we are going to learn how to put together two sentences. When we take two sentences about the same thing and put them together, we have to put a comma after the first sentence and use a word in between. Most of the time, we will use and, but, or. Those are the words we're going to practice with today. (Display the page following the anchor chart or write the sentences on the board)"

Follow Up with asking students to state what has to go between the two complete sentences. (and, so, but)

Add definition of compound sentence to the anchor chart.

Independent Practice

Students will combine two sentences into a compound sentence.



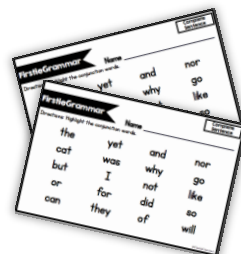
Lesson 3

"Boys and girls, we are going to practice compound sentences again! Yesterday, we just practiced with the most common words to separate sentences - and, but, and so. I want to tell you a super fancy word to describe the words that join our sentences together. Are you ready? Conjunction! Can you say that? Conjunction! Great job! There are 7 conjunctions that we may use and I have a fun little trick to help us remember them. Ready for my trick? It's the word fanboys. (write it vertically on board) Doesn't that seem silly? But this word helps us by giving us the first letter of each word as a hint. Let's see if we can figure out where our words from yesterday would fit. (Add and, but, so-- then try brainstorm together to help them figure out the rest. You can give them a sentence if needed. Ex: I don't like corn, nor do I like onions.) We are some super smart firsties that know a great new word. Let's say it together again... conjunction!"

Add Conjunctions and FANBOYS strip to the anchor chart.

Independent Practice

Students will identify conjunctions.



Lesson 4

"Boys and girls, today we are going to act some things out together. I have a bunch of sentences that I wrote and I want you to help me decide if each one is not a sentence at all, a complete sentence or a compound sentence? Can someone remind me of the difference? Yes, a compound sentence is two complete sentences put together. Remember, a compound sentence has a comma and conjunction word in the middle. So, if I say something that isn't a sentence you are going to squat down low, if I say just a complete sentence, stand up with your hands on your knees, and if I say a compound sentence, stand up nice and tall. Ready to go? (Black cats are; The bird is flying, but it stops often.; I like red roses.; My cat purrs, but she doesn't scratch.; are really pretty; I'm either going to camp, or I'm going to my Grandma's house.; lots of little fish; Popcorn is my favorite snack.; I like catsup, yet I don't like tomatoes.)"

Follow up by having several students make up a compound sentence to share with the group.

Independent Practice

Students will combine two sentences into a compound sentence.



Lesson 5

"Wow, I'm about ready to wrap up our compound sentence work for the week! I want us to practice and see if we can put together everything we've learned and write some compound sentences together. First, we are going to need two complete sentences about the same topic. Think to yourself for a minute and when I give the signal, raise your hand if you have an idea. (Snap your finger or any signal you use) Who would like to share their sentence idea with us? Great job! I'm going to write both of those complete sentences on the board for us, so that we can remember what they say. Now, which conjunction word do you think would work best for these sentences? Awesome. Since we're combining the two sentences, I will only need one capital letter and one end mark in my new sentence. What will we need in the middle of our new sentence? There are two things we have to remember to use. Yes! A comma and a conjunction! Now, help me write the new compound sentence! (Write together on the board, giving praise for correct suggestions.) Awesome job, I think you guys are the best at compound sentences!"

Follow up by reminding students the steps to making a compound sentence and reminding them to use their checklist after the sentence is completed.

Independent Practice

Students will write a compound sentence.



Additional Teaching Starters

- During transition time, give students two sentences and ask them to combine them.
- Have students name the conjunctions when you give them the first letter.
- Thumbs Down for incomplete sentence, Thumbs Sideways for a complete Sentence, and Thumbs Up for a compound sentence

Name _____

Directions: Match the sentences that could be put together to make a compound sentence.

I like to run. ●

● The cupcake looks sweet.

Rover likes to bark. ●

● Rover likes to run.

The cupcake looks yummy. ●

● I really like pizza.

I like broccoli. ●

● I like to swim.

Name _____

Directions: Match the sentences that could be put together to make a compound sentence.

I like to run. ●

● The cupcake looks sweet.

Rover likes to bark. ●

● Rover likes to run.

The cupcake looks yummy. ●

● I really like pizza.

I like broccoli. ●

● I like to swim.

Compound Sentence Anchor Chart

Compound Sentence

two complete
sentences
joined by a
comma and a
conjunction

Conjunctions

F - for

A - and

N - nor

B - but

O - or

Y - yet

S - so

Compound Sentences

I like watermelon. I do not like pears.

Which word would make the most sense with the two sentences?

and but so

I like watermelon, and I do not like pears.

I like watermelon, but I do not like pears.

I like watermelon, so I do not like pears.

The worm is slimy. The worm likes to dig.

Which word would make the most sense with the two sentences?

and but so

The worm is slimy, and the worm likes to dig.

The worm is slimy, but the worm likes to dig.

The worm is slimy, so the worm likes to dig.

Name _____

Directions: Make a compound sentence from the two sentences below. Don't forget the comma and word in between.

I really like bacon. I eat bacon for breakfast.

Name _____

Directions: Make a compound sentence from the two sentences below. Don't forget the comma and word in between.

I really like bacon. I eat bacon for breakfast.

Name _____

Directions: Highlight the conjunction words.

the	yet	and	nor
cat	was	why	go
but	I	not	like
or	for	did	so
can	they	of	will

Name _____

Directions: Highlight the conjunction words.

the	yet	and	nor
cat	was	why	go
but	I	not	like
or	for	did	so
can	they	of	will

Name _____

Directions: Make a compound sentence from the two sentences below. Don't forget the comma and conjunction.

My new shirt is sparkly. It has purple stars.

Name _____

Directions: Make a compound sentence from the two sentences below. Don't forget the comma and conjunction.

My new shirt is sparkly. It has purple stars.

Name _____

Directions: Write a compound sentence. Use the blank space to plan or illustrate.

Blank writing area with two sets of primary-ruled lines (solid top and bottom lines, dashed middle line).

Name _____

Directions: Write a compound sentence. Use the blank space to plan or illustrate.

Blank writing area with two sets of primary-ruled lines (solid top and bottom lines, dashed middle line).

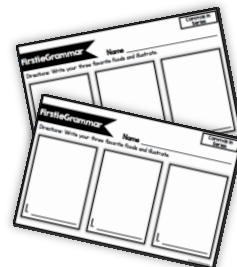
Lesson 1

"Boys and girls, I am going to say a sentence to you. I want you to give me a thumbs up if you think it sounds good. Okay? My favorite foods are grapes and cookies and ham and apples. So, what did you think? It was a complete sentence, but it seemed like I repeated 'and' a lot, right? I wonder if it would sound better if I left out the and's? Let's try it. My favorites foods are grapescookieshamapples. Hmmmm... that didn't sound quite right either. Let's try it with a little pause between the words. My favorite foods are grapes... cookies... ham... apples... Well, that was better. I think maybe sometimes I still need to say and. Tell me what you think of this: My favorite foods are grapes, cookies, ham, and apples. Yes! That sounds so much better! We are going to learn how to list things in a sentence."

Follow up by having students give thumbs up or down for the following sentences: My dog likes to run, jump, and fetch.; We got chips and crackers and cheese and milk at the store.; I have pillows, blankets, and sheets on my bed.; For Christmas, I asked for blocks and video games and trucks.

Independent Practice

Students will make a list of favorite foods.



Lesson 2

"Today, we are going to practice turning a list into a sentence. Remember how we said yesterday that we need a little pause between words? Well, think about when we're reading. There is a little mark that tells us to pause for just a moment. Do you know what it is called? Yes! A comma! When we make a list in a sentence, we have to put a comma between the words. Then, when we get to the last word, we add the word and between them also. Let's practice. I'm going to say a sentence. I want you to repeat it and when we need a comma I want you to hook the air. Like this: (make a hooking motion with your finger, like a comma) when we say the word and I want you to shout 'and', but remember - only the word and.

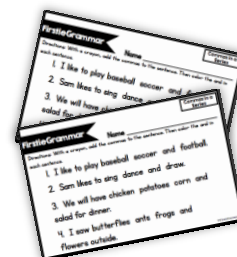
Here is the first sentence: Babies cry, sleep, and crawl.; When I go swimming I wear goggles, flippers, floaties, and a swimsuit.; My favorite colors are orange, purple, and green. Great job!"

Follow Up by having a student say a sentence and the rest of the class shows the motions.

Add Commas in a Series to the anchor chart.

Independent Practice

Students will add commas in sentences.



Lesson 3

"Boys and Girls, we are going to practice using commas again today. When we are reading what do we do when we see a comma? Yes! We take a little breath and pause for a moment. When would we want to use a comma in a sentence that we write? That's right! When we make a list of words, we use a comma to separate the words in our sentence. Let's look at some sentences together and put the commas in the correct places together."

Display the page following the anchor chart or write the sentence on board/chart paper. Guide students through sentence reading and placing commas in sentences correctly.

Follow Up by having students read the sentences with you and make the comma motion that was introduced in Lesson 2.

Independent Practice

Students will finish a sentence containing commas in a series.



Lesson 4

"Today, boys and girls, we are going to learn about another conjunction that can be used when we write a list of words in a sentence. Listen to my sentence closely: Do you like green beans, corn, or carrots the best? Hmmmm... I didn't use our conjunction and in that sentence. Which conjunction did you hear? (point to the conjunction anchor chart, if displayed) Yes! I said the word or. Sometimes, when we are making a list of words in a sentence we aren't saying we have all of the things. If we are listing choices, we may need to say or instead. I'm going to say a few sentences for you. Your job is going to be to echo my sentence and try to put in the comma with your finger (like in Lesson 2) and shout out or. Ready to go? I either want a chocolate, white, or strawberry cake for my birthday; Do you want to go down the slide, swing, or do the monkey bars at recess? I will sing, dance, or say a poem for the class. Would you rather have a dog, cat, lizard, or fish as a pet? Awesome work, first graders!"

Follow up by having a few students say their own sentence using a list and or.

Independent Practice

Students will finish the sentence.



Lesson 5

All right, boys and girls, we having been learning all week about how to use commas to separate a list of words in a sentence. Today, we are going to sort ourselves into groups and write a sentence about something that you all have in common. For example, Bobby, Suzy, Jake, and Sally all like cupcakes. You will all write your own name in the sentence and one of you will also write the rest of the sentence. We will put these pages together into a class book! Doesn't that sound like a great way to show what we know?!"

Follow up by having students get in groups and share things that they may have in common. When the group can say their sentence, then let them complete the book page and illustrate. Combine them with the cover into a class book. Read together when finished, pointing out the commas.



Independent Practice

Students will write a sentence containing a list of nouns.



Additional Teaching Starters

- Ask students to list the characters in your story in a sentence. Have students use the comma motion as they repeat it.
- Have students write the lunch menu as a sentence containing a list each morning.
- Ask students to write a sentence containing a list as a survey question for other students. Ex. Would you rather have grapes, apples, cherries, or bananas?

Commas in a Series

Commas in a Series

Commas separate a list of words in a sentence. Use a comma and a conjunction before the last word of the list.

My mom will buy bananas, eggs, apples,
and chicken nuggets at the store.



Commas in a Series

I like to have toast a banana and milk for breakfast.

My favorite sports are soccer baseball and ping pong.

Pam really likes daisies roses lilies and sunflowers.

My dad mows the yard vacuums and washes the car.

Pigeon wants a hot dog a cookie and to drive the bus.

I have pencils markers glue sticks and erasers in my desk.

The dog runs barks and fetches.

Name _____

Directions: Write your three favorite foods and illustrate.

1. _____

2. _____

3. _____

Name _____

Directions: Write your three favorite foods and illustrate.

1. _____

2. _____

3. _____

FirstieGrammar

Name _____

Directions: With a crayon, add the commas to the sentence. Then color the word and in each sentence.

1. I like to play baseball soccer and football.
2. Sam likes to sing dance and draw.
3. We will have chicken potatoes corn and salad for dinner.
4. I saw butterflies ants frogs and flowers outside.

FirstieGrammar

Name _____

Directions: With a crayon, add the commas to the sentence. Then color the word and in each sentence.

1. I like to play baseball soccer and football.
2. Sam likes to sing dance and draw.
3. We will have chicken potatoes corn and salad for dinner.
4. I saw butterflies ants frogs and flowers outside.

Name _____

Directions: Finish the sentence with your three favorite foods and illustrate.

My favorite foods are _____,
_____, and _____.

Name _____

Directions: Finish the sentence with your three favorite foods and illustrate.

My favorite foods are _____,
_____, and _____.

FirstieGrammar

Name _____

Directions: Finish the sentence and ask a friend to answer your question.

Do you like _____,
or _____ the best?

FirstieGrammar

Name _____

Directions: Finish the sentence and ask a friend to answer your question.

Do you like _____,
or _____ the best?

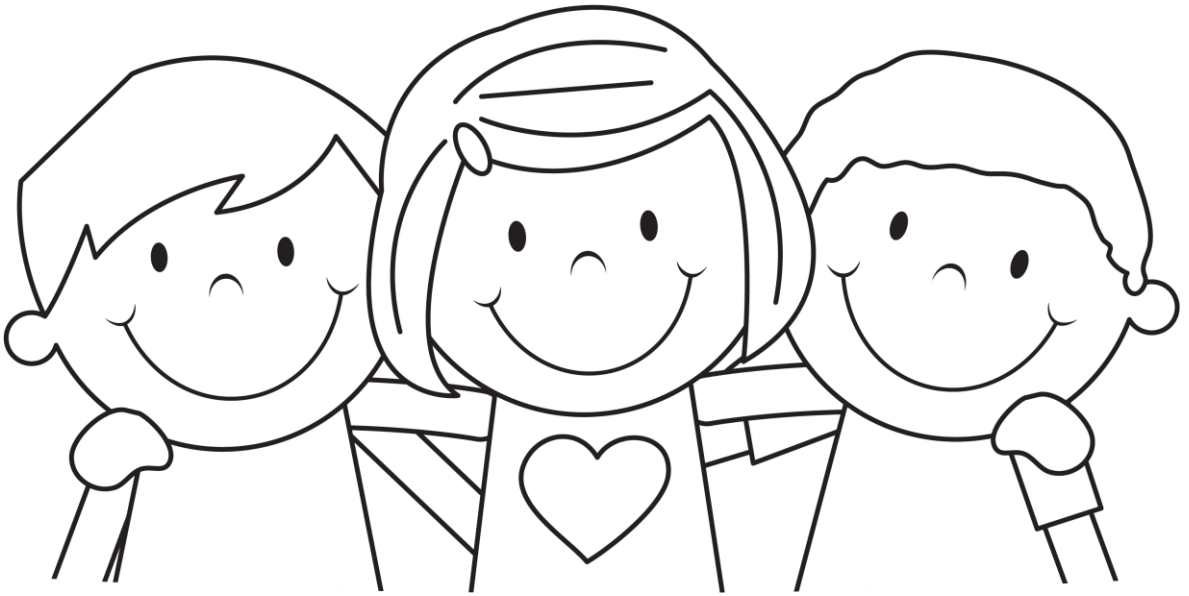
Name _____

Directions: Write a sentence that has a list of nouns.

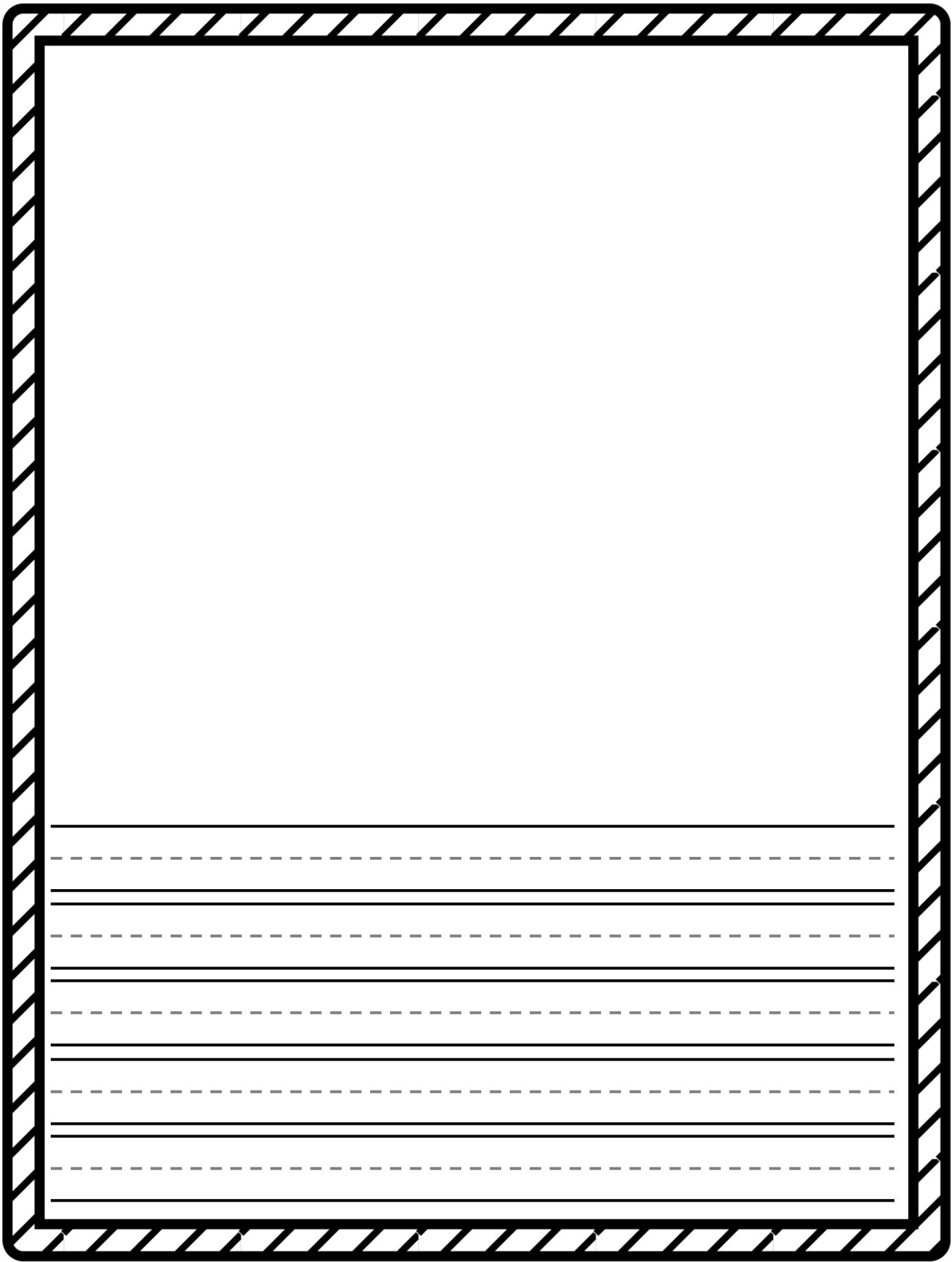
Name _____

Directions: Write a sentence that has a list of nouns.

Facts About Our Friends



By:



Lesson 1

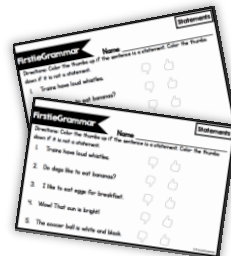
"Boys and girls, did you know that there are different kinds of sentences? We are going to be practicing one type of sentence this week. When I tell you something, like my opinion or a fact, what end mark do you think I would need to use at the end? That's right, a period. The sentences that we are going to practice this week will have a period at the end and they are sentences that tell us something. Sometimes we call them telling sentences, but we are going to call them statements. A statement sentence tells us something and has a period at the end."

Follow Up with having students echo the statements and punch out the period at the end.
 'The orange cat purred loudly.' 'I like Junie B. books the most.' 'Cheese crackers are yummy.'
 Frogs think flies are delicious.'

Add Statements to the anchor chart.

Independent Practice

Students will decide if sentences are statements.



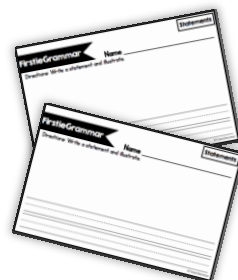
Lesson 2

"Alright, boys and girls, today we are going to practice making sentences that tell us something. Who can remember the word we call sentences that tell us something? Yes, statements. When we make statement sentences, we are just telling someone something in a normal voice. We aren't asking anything and we're not super excited about that thing. They are just regular statements. Our voice doesn't get higher pitched at the end like in questions: 'Do you like butterflies?' and our voice doesn't get loud like in exciting sentences: 'Yay! We won the game!' Our voices stay nice and even like this: 'My favorite is red.' Echo this sentence in a regular voice (you can even say your own favorite color): 'My favorite color is _____.' Great job!"

Follow Up by having students think of a statement sentence and then pair and share together.

Independent Practice

Students will write a statement.



Lesson 3

"You are all doing such a great job with statements. We're going to learn to be super spotters today. I'm going to put up some sentences and if you see a statement sentence, I want you to put your hands on your head. If the sentence you see isn't a statement, put your hands in your lap. Get out your binoculars and get ready." (Show students how to hold up hands to look like binoculars.) Display the pages following the anchor chart on the board or write the sentences on chart paper. Have students tell why each sentence is or isn't a statement.

"Great job, spotting statements, boys and girls! I knew you would do awesome! What things helped you the most when you were spotting sentences? Yes, the period at the end is a really great clue, isn't it? We also can listen to the sentence and it is telling us something, right?"

Follow Up with having students read the sentences together again in a calm voice and punch out the periods.

Independent Practice

Students will sort statements and non-statements.



Lesson 4

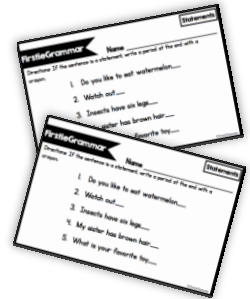
“Hey, super spotters! You did such a great job finding statement sentences yesterday! Today, I’m going to challenge you again. Instead of spotting statements with our eyes, we’re going to try to be Hearing Heroes today. How do you think you’re going to “find” our statement sentences today? Yes, by listening. So, turn on those great listening ears that I know you have and wait for my first sentence. If you hear a sentence, we’re going to motion the same way today- hands on your head for a statement and hands in our lap for other kinds of sentences. ‘I like to blow bubbles outside.’ ‘Why do spiders spin webs?’ ‘Rain, rain, GO AWAY!’ ‘My grandparents take us camping in the summer.’ ‘How old are you?’

Wow, boys and girls you are definitely Hearing Heroes!”

Follow Up by challenging students to listen with their eyes closed for the following sentences: ‘Poetry sometimes rhymes, but it doesn’t always.’ ‘Yum! I LOVE chocolate ice cream!’ ‘My bicycle is blue.’ ‘What month comes after July?’ ‘We grow tomatoes in our garden.’

Independent Practice

Students will decide if sentences are statements.



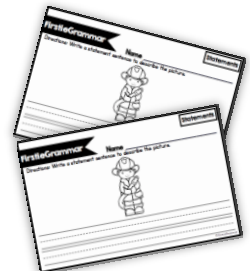
Lesson 5

“Wow, we are almost done learning about statements. Today, we are going to practice making our own statements. Who can help us recall what a statement’s job is? Yes, to tell us something. So, when we make sentences we have to tell something. We can’t ask a question or shout about it, right? We are going to work with partners to come up with a telling (statement) sentence of our own. I will give you a picture and I want you and your partner to write a statement about that picture. It can be realistic or fantasy, but it has to be a statement, okay? Distribute picture cards to partners. If groups are stuck, prompt them to write about something they notice in the picture. Ex. The dog is brown.

Follow Up by having students read their sentences to the group and pointing out what the sentences are telling us.

Independent Practice

Students will write a statement about picture or sticker (teacher choice).



Additional Teaching Starters

- I’m going to say a noun and you can make the motion (from previous Lessons) to show me what kind it is. Eagle! (Students should make a fish face)... continue with other nouns during any transitions or downtime.
- Thumbs up/down game: I’m going to say a word- if it’s a noun, give me a thumbs up. If it isn’t a noun, thumbs down... Ready?! Car! Run! Trampoline!, etc.
- Have students point out nouns in their reading during Small Group time or during FirstieLiteracy reading.

Statement Sentences

Statements

Statement sentences tell us something
and have a period.

.

The flashing lights
were yellow.

Wow, that girl is
really fast!

I watched a movie
about dinosaurs.

Would you like to
play baseball?

I can't wait for
Christmas!

I like green
popsicles the best.

Name _____

Directions: Color the thumbs up if the sentence is a statement. Color the thumbs down if it is not a statement.

1. Trains have loud whistles.



2. Do dogs like to eat bananas?



3. I like to eat eggs for breakfast.



4. Wow! That sun is bright!



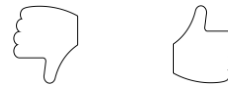
5. The soccer ball is white and black.



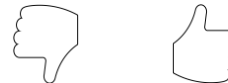
Name _____

Directions: Color the thumbs up if the sentence is a statement. Color the thumbs down if it is not a statement.

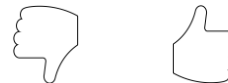
1. Trains have loud whistles.



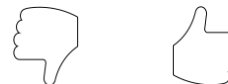
2. Do dogs like to eat bananas?



3. I like to eat eggs for breakfast.



4. Wow! That sun is bright!



5. The soccer ball is white and black.



Name _____

Directions: Write a statement and illustrate.

Name _____

Directions: Write a statement and illustrate.

Name _____

Directions: Sort the statements and other sentences.

Statements	Not Statements

Do you like strawberries?	Pumpkins are orange.
We can recycle paper.	Wow! That cat is huge!
My favorite dinosaur is a T Rex.	How old are you?

Name _____

Directions: Sort the statements and other sentences.

Statements	Not Statements

Do you like strawberries?	Pumpkins are orange.
We can recycle paper.	Wow! That cat is huge!
My favorite dinosaur is a T Rex.	How old are you?

Name _____

Directions: If the sentence is a statement, write a period at the end with a crayon.

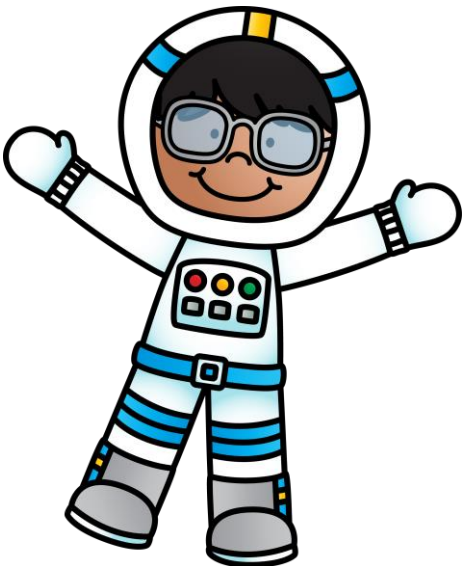
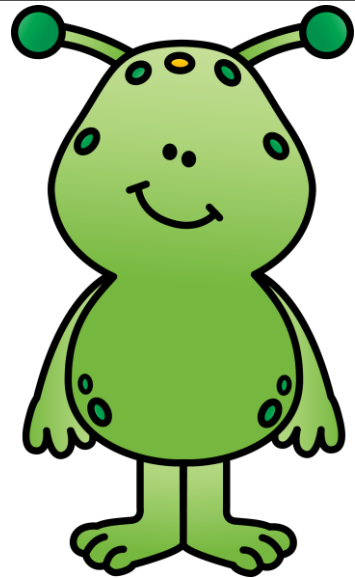
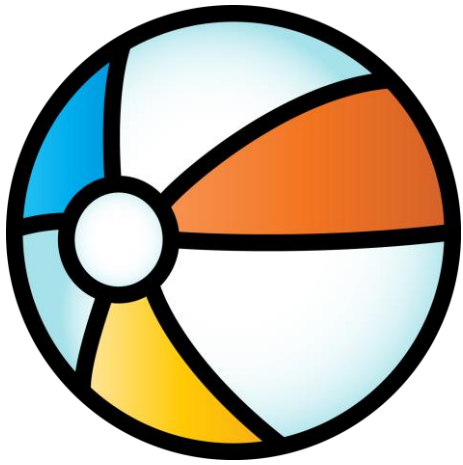
- 1. Do you like to eat watermelon___
- 2. Watch out___
- 3. Insects have six legs___
- 4. My sister has brown hair___
- 5. That is my favorite shirt___

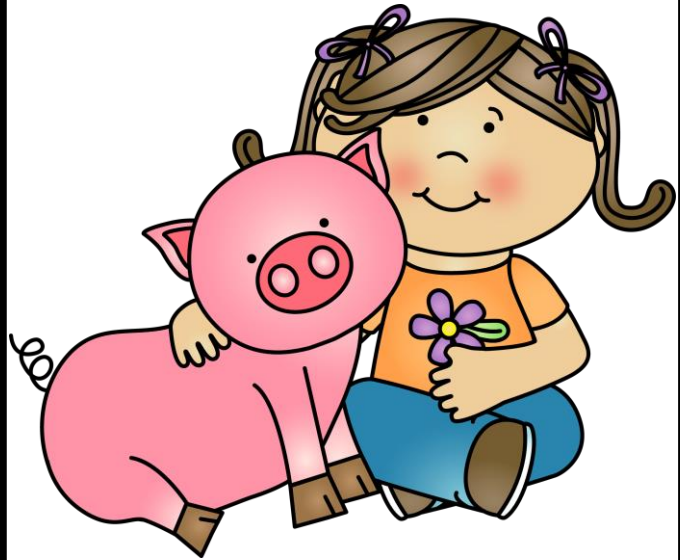
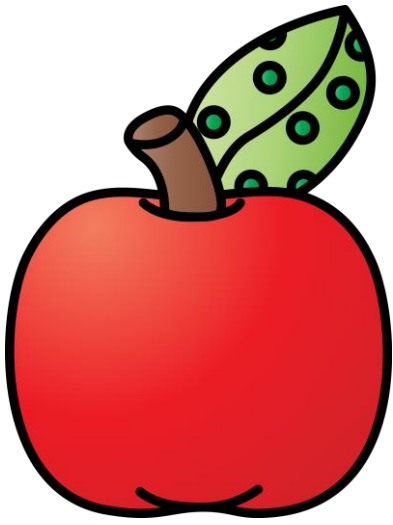
Name _____

Directions: If the sentence is a statement, write a period at the end with a crayon.

- 1. Do you like to eat watermelon___
- 2. Watch out___
- 3. Insects have six legs___
- 4. My sister has brown hair___
- 5. That is my favorite shirt___







Name _____

Directions: Write a statement sentence to describe your sticker.

Name _____

Directions: Write a statement sentence to describe your sticker.

Name _____

Directions: Write a statement sentence to describe the picture.



Name _____

Directions: Write a statement sentence to describe the picture.



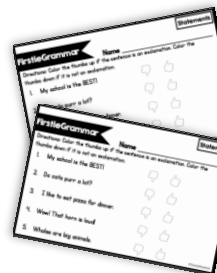
Lesson 1

“(Say super excitedly): I am SO excited about today! Hmmm... do you think what I just said was a statement? No? Why not? Yes, because I sounded way too excited. I bet my voice got loud, didn't it? Well, I am so excited because I'm going to teach you all about sentences that have a lot of feeling this week! Can anyone come up and show me the end mark you think I would need for a sentence that sounds really excited? Awesome job! Who can help me think of the name of this mark? Sometimes, we do call it an excited mark, but it's actual name is an exclamation point. Guess what else? Sentences that have a lot of feelings are called exclamations. What do you notice about my voice when I say an exclamation? Listen to another sentence: 'I don't want to go to bed!' It gets a little louder, right? Do I sound bored or like I really mean what I'm saying? Yes, I really mean it, don't I? That's what I mean about sentences with lots of feeling.”

Follow Up by having students echo sentences and really use voice to express strong feelings. 'I LOVE my school!' 'Yum! Chocolate ice cream is delicious!' 'Yikes! That bell was loud!'
Add Exclamations to anchor chart.

Independent Practice

Students will color the thumbs up or down to show exclamation sentences.



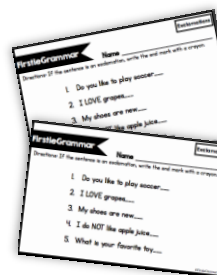
Lesson 2

“(Say the following with lots of emotion) Yes! I did great on my test! ; I love pizza! ; Wow, the sun is bright! ; This road is really bumpy! Did you all notice anything about all of my sentences? Yes, I said them all with lots of emotion! Can anyone recall the big word that tells us what sentences with lots of emotions are called? That's right- exclamation sentences! When we have a sentence with lots of feelings, what end mark do we use? Yes! An exclamation point! We're going to practice putting exclamation point at the end of sentences. Ready? When I say a sentence that needs an exclamation point, I want you to put your hands waaaaay up over your head. If my sentence doesn't need an exclamation point, just put your hands in your lap. Let's give it a try! Listen carefully to each sentence: I DO NOT like carrots! ; Blue is my favorite color. ; Yes, I want cake! ; Daisies are pretty flowers. ; Spiders have eight legs. ; The dog is so loud! ; It is seven o'clock. ; Yes, I did great on my test! Way to go, super students! I think you've got it!

Follow Up by having 3-4 students think of an exclamation sentence of their own and sharing with the group.

Independent Practice

Students will add exclamation points to the correct sentences.



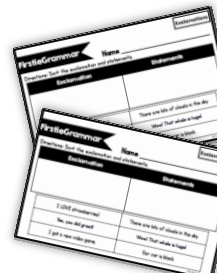
Lesson 3

“Boys and girls, I'm having so much fun practicing exclamations with you! Last week, we practiced statements. Who can remember what statements do? Yes! Statements tell us something. What do exclamations do? Yes, show us lots of feelings or excitement. Do both sentences end with the same end mark? No! They don't! Statements end with a ----- Exclamations end with a ----- Great job! Who remembers how we acted out the period (punch up) and what about the exclamation (hands straight up over head). Let's practice. I'm going to say a sentence. I want you to echo it and act out the correct end mark. Ready? Listen carefully so that you can echo the sentence. 'That tractor is green.' 'M&M's are great!' 'My tennis shoes are pink.' 'I just got a new soccer ball!' 'Ewwww, that stinks!' 'I would like some water, please.' 'Swimming is so fun!' Great job, everyone!”

Follow Up by having students pair up and take turns saying sentences to each other. The partner that isn't speaking can act out the ending.

Independent Practice

Students will sort exclamations and statements.



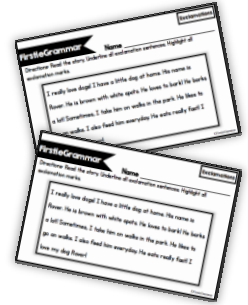
Lesson 4

"We are breezing right through exclamations! A lot of times when we think of exclamations, we think of something exciting that is happening. Sometimes, though, we might say an exclamation sentence for something that is exciting in a good way. Do you think this sentence shows a lot of emotion? 'Oh no! I just dropped the eggs!' Yes! It did show lots of emotion, but it's because something not so great happens. Can you think of a time when you may have shouted out an exclamation when something bad or unpleasant happened? Would someone like to share an exclamation of something scary or maddening or unpleasant? Oh no! That would be crummy! (Have 2-3 more students share). Now, who can make us happy by sharing something really great that could happen that would be a happy exclamation? (Have 2-3 more students share.) Great job, first graders! Ha ha- that was also an exclamation!"

Follow Up by having students do an exaggerated smile or frown for the following sentences: 'Yikes! I'm scared of spiders!' 'I LOVE Junie B!' 'That dinosaur is huge!' 'Ewwww, I DON'T like coffee!' 'I'm going to Disneyworld!' 'Ouch! I feel down!' 'I love my family!'

Independent Practice

Students will find and highlight all exclamations.



Lesson 5

"Boys and girls, we are down to our last day of exclamations. Can you believe it? We've practiced in so many ways. Today, I thought it would be fun for me to give you a short little exclamatory sentence and you make up a follow up sentence. Let's give it a try! Here is my first starter 'Oh no!' Can anyone think of an exclamatory sentence that would finish it up? (Student may say something like I dropped my crackers, etc. Great job, that would definitely be an 'Oh no!' moment! Let's try some others: 'Wow!' 'Yikes!' 'Poof!' 'Ouch!' 'Splash!' 'Oops!' Great job, you guys did a wonderful job creating exclamatory sentences!"

Follow up by seeing if students can think of some additional exclamatory sentence starters.

Independent Practice

Students will write an exclamatory sentence.



Additional Teaching Starters

- During transitions or hallway time say sentences to students. Have them give a thumbs up/down if the sentence is/isn't exclamatory.
- Point out when students say an exclamatory sentence.

Exclamation Sentences

Exclamation

Exclamation sentences show lots of feeling and has an exclamation point at the end.

!

FirstieGrammar

Name _____

Directions: Color the thumbs up if the sentence is an exclamation. Color the thumbs down if it is not an exclamation.

1. My school is the BEST!



2. Do cats purr a lot?



3. I like to eat pizza for dinner.



4. Wow! That horn is loud!



5. Whales are big animals.



FirstieGrammar

Name _____

Directions: Color the thumbs up if the sentence is an exclamation. Color the thumbs down if it is not an exclamation.

1. My school is the BEST!



2. Do cats purr a lot?



3. I like to eat pizza for dinner.



4. Wow! That horn is loud!



5. Whales are big animals.



Name _____

Directions: If the sentence is an exclamation, write the end mark with a crayon.

1. Do you like to play soccer___
2. I LOVE grapes___
3. My shoes are new___
4. I do NOT like apple juice___
5. What is your favorite toy___

Name _____

Directions: If the sentence is an exclamation, write the end mark with a crayon.

1. Do you like to play soccer___
2. I LOVE grapes___
3. My shoes are new___
4. I do NOT like apple juice___
5. What is your favorite toy___

Name _____

Directions: Sort the exclamation and statements.

Exclamation	Statements
-------------	------------

--	--

I LOVE strawberries!	There are lots of clouds in the sky.
Yes, you did great!	Wow! That whale is huge!
I got a new video game.	Our car is black.

Name _____

Directions: Sort the exclamation and statements.

Exclamation	Statements
-------------	------------

--	--

I LOVE strawberries!	There are lots of clouds in the sky.
Yes, you did great!	Wow! That whale is huge!
I got a new video game.	Our car is black.

Name _____

Directions: Read the story. Underline all exclamation sentences. Highlight all exclamation marks.

I really love dogs! I have a little dog at home. His name is Rover. He is brown with white spots. He loves to bark! He barks a lot! Sometimes, I take him on walks in the park. He likes to go on walks. I also feed him everyday. He eats really fast! I love my dog Rover!

Name _____

Directions: Read the story. Underline all exclamation sentences. Highlight all exclamation marks.

I really love dogs! I have a little dog at home. His name is Rover. He is brown with white spots. He loves to bark! He barks a lot! Sometimes, I take him on walks in the park. He likes to go on walks. I also feed him everyday. He eats really fast! I love my dog Rover!

Name _____

Directions: Write an exclamatory sentence and highlight the exclamation point.
Illustrate your sentence.

Name _____

Directions: Write an exclamatory sentence and highlight the exclamation point.
Illustrate your sentence.

Lesson 1

"Boys and girls, we have learned about statements and exclamations so far. Help me remember what a statement does and what end mark it uses? Yes, it tells us something and has a period. Now, help me remember what an exclamation does and what end mark it needs? You got it! An exclamation shows lots of feeling and needs an exclamation point. We are going to practice a new kind of sentence that uses a different end mark. Does anyone want to take a guess at the kind of sentences we'll be practicing this week? Yes! Questions!

Why would we want to ask a question? Yes, to find out an answer. A question is an asking sentence. What kind of an end mark do you think we need? That's right- a question mark. Let me show you how to make a question mark (model on board/chart paper). Great, now I want you to pretend that you are making a giant question mark in the sky. Ready? Let's try it together. Wonderful!

I'm going to say a few questions and your job is to listen to my voice. Really try to pay attention to what my voice does when I ask a question. 'Do you like pineapple?' 'What day is after Monday?' 'How old is your brother?' What did you notice? Yes, my voice kind of goes up at the end of the sentence and you can hear the question in my voice, can't you? "

Follow up by having students echo the same questions as above, using their best "question" voice.

Independent Practice

Students will practice writing question marks correctly.



Lesson 2

"Today we are going to practice finding the sentences that ask something. Can someone help me remember what those sentences are called? That's right- questions! When we practiced finding statements and exclamations we had motions for those and we're going to do the same thing today. We punched out for a period and held our hands straight up like an exclamation point. For our question mark, I think we should hold our hands like we don't know something. Try it once. Great job! Now, if you hear me say an asking sentence, I want you to hold up your question sign. If I don't say a question, put your hands in your lap. Listen carefully to each sentence: 'Why do cars have four wheels?' 'I like to drink milk.' 'Do you think ants can fly?' 'Babies wear diapers.' 'How do you make cookies?' 'Are whales or elephants bigger?' Awesome job, first graders!"

Follow Up by asking 3-4 students to ask a question.

Independent Practice

Students will highlight question sentences.



Lesson 3

"Boys and girls, we are going to continue to work on questions today. Today, we are going to try to hunt for question words. Once we know the most common question words, we will be able to easily find question sentences and write our own. I'm going to tell you a sentence and I want you to tell me which word helped you know it was a question. Listen carefully to this sentence: 'Where is the pencil sharpener?' Which of those words would we have to use in a question? Yes, where."

Write each of the question words on an anchor chart or list. "Let's try another, be sure to listen for the asking word: 'Did you see the dog?' Which word is asking? That's right- did! Let's try a few more: 'What is your favorite fruit?' 'Who has green socks?' 'Why did the chicken cross the road?' Great job, boys and girls!"

Follow up by having 3-4 students give question sentences and students point out the question words.

Independent Practice

Students will color the question words.



Lesson 4

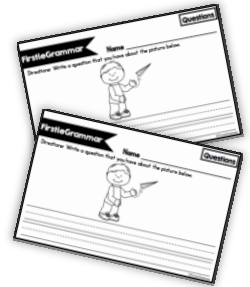
"Okay, first graders, today I'm going to put you to work. Are you ready work? Great! I'm going to show you a picture and I want you to come up with a question about it. Sounds like fun work, right?!" (Use picture cards from Statements Lesson 5)

Show a picture card to all students. Tell them to think of a question sentence in their mind and hold it there. Then, have 2-3 share their question with the class or have students pair up and share their sentences. Repeat with 4-5 pictures or until all students seem to have had success with creating questions. Another option would be to have students share their question with the group and see how many different question words they can use as a group.

Follow Up by having students echo read the question words poster using different silly voices.

Independent Practice

Students will write a question about given picture.



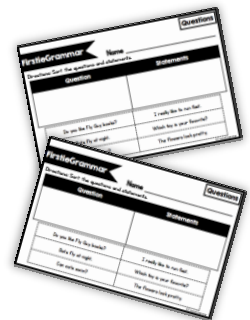
Lesson 5

"Boys and girls, we are going to wrap up our sentence practice today with a challenge. Remember the question words that we talked about? Well, today, you are going to use those question words to create an asking sentence of your own. I have some cards with our question words on them. When it is your turn, you are going to choose a card and make up an asking sentence with my question word. Are you ready? Who thinks they can come up with a great question sentence?"

Follow Up by having students write a question sentence on their white board or scrap paper using a question word card.

Independent Practice

Students will sort the questions and statements.



Additional Teaching Starters

- Have students pair up and ask and answer questions with one another.
- During transitions give students a variety of sentences and have them make the motion for the correct end mark silently.
- Have students take turns writing a survey question for each day. Ex. You like carrots or tomatoes more?

Question Sentences

Questions

Question sentences are asking something to get an answer. They have a question mark at the end.

?

Whose?

What?

Do?

Who?

How?

Which?

Does?

Can?

Did?

Is?

May?

Where?

Are?

Will?

Why?

Name _____

Directions: Practice writing question marks. Then, write a question mark at the end of the sentence that is asking something.

? ? ? ? ? ? ? ?

Do you like to play outside _____

Playing outside is so fun _____

Name _____

Directions: Practice writing question marks. Then, write a question mark at the end of the sentence that is asking something.

? ? ? ? ? ? ? ?

Do you like to play outside _____

Playing outside is so fun _____

Name _____

Directions: Read the story. Highlight all question sentences.

What is your favorite season? I just love summer! It is hot enough to go swimming and play outside. Do you like to swim? Do you like to play sports? Baseball is a fun summer sport. Softball is another fun summer sport. They both take a lot of practice. Do you love summer, too?

Name _____

Directions: Read the story. Highlight all question sentences.

What is your favorite season? I just love summer! It is hot enough to go swimming and play outside. Do you like to swim? Do you like to play sports? Baseball is a fun summer sport. Softball is another fun summer sport. They both take a lot of practice. Do you love summer, too?

Name _____

Directions: Color the question words.

what

the

I

which

dog

does

mom

where

who

how

a

of

Name _____

Directions: Color the question words.

what

the

I

which

dog

does

mom

where

who

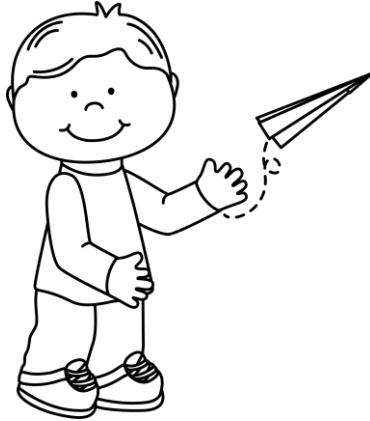
how

a

of

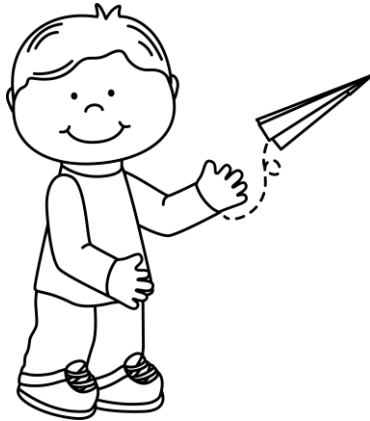
Name _____

Directions: Write a question that you have about the picture below.



Name _____

Directions: Write a question that you have about the picture below.



Who

When

Where

Why

How

Whose

Do

Which

Does

Can

Did

May

Are

Will

What

Name _____

Directions: Sort the questions and statements.

Question	Statements

Do you like Fly Guy books?	I really like to run fast.
Bats fly at night.	Which toy is your favorite?
Can cats swim?	The flowers look pretty.

Name _____

Directions: Sort the questions and statements.

Question	Statements

Do you like Fly Guy books?	I really like to run fast.
Bats fly at night.	Which toy is your favorite?
Can cats swim?	The flowers look pretty.

Lesson 1

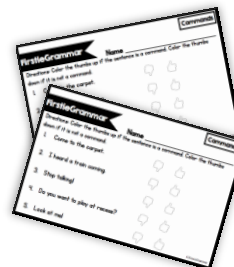
"Boys and girls, we are going to learn our last type of sentence this week. Let's try to think of the three kinds we've learned so far and what end marks they use. (question-question mark; exclamation-exclamation point; statement-period) Great job, boys and girls! Let's see if you can tell what the job of our last sentence is by listening to my examples. Listen carefully: 'Stop it! Clean your room. Look at me. Put down your pencil. Come here.' What do you think all of these sentences were trying to do? That's right they were all telling you what to do. I like to call them bossy sentences- their jobs are to tell you what to do. They can end with a period or an exclamation point. These sentences are called commands. Repeat that word for me. 'Commands!' Great job!

Follow Up by having students act out the follow commands (tell them they can pretend): 'Stand up.' 'Sit down.' 'Sing your ABC's.' 'Fly like a bird.' 'Clean your room.' 'Write your name.' 'Stop it!'

Add Commands to the anchor chart.

Independent Practice

Students will color the thumbs up or down to show command sentences.



Lesson 2

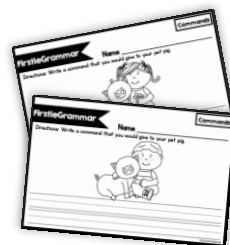
"Be quiet, please! That is an example of the new type of sentence we learned yesterday. Can someone help me remember the name of those types of sentences? You got it! A command. What is a command sentence's job? Uh huh... to be bossy! Today, you have permission to be bossy for a little while! I want you to imagine that you just got a new puppy! Now, new puppies have a lot to learn, right? Let's see if we can think of some things we'll need to tell them to do. Who can think of a command you would have to tell a new puppy?" (Examples: 'Sit down!' 'Drop that!' 'Get down.' 'Stop barking!' 'Eat your food.' 'Don't eat that!' 'Fetch!', etc.) Try to write all students' commands on the poster.

"Thank you so much for helping me to write commands for our new puppy! I think you would be great puppy owners!"

Follow Up by asking students to give a thumbs up or down if the following sentences are commands: 'Be quiet, please!' 'I like to eat pizza.' 'Why do cats purr?' 'Don't run in the hall!' 'Get a fork at lunch.' 'My teacher is awesome.' 'Run to first base!'

Independent Practice

Students will write a command sentence for their new 'pet'. (Boy and girl version available.)



Lesson 3

"All right, boys and girls, let's talk more about bossy sentences. There are two end marks that we can use when we write commands. Who can tell me what they are? Yes, periods and exclamation marks. Sometimes, when we ask someone to do something, we can say it nice and calm, like this: 'Please sit down.' Other times, we say a command with more feeling, like this: 'Stop!' Let's practice deciding which commands need exclamation points. If I say a command that you think needs an exclamation point, raise your hands way up high. If my sentence needs a period, just punch it out like a period. 'Wait up!' 'Please get your pencil.' 'Watch out!' 'Please come here.' 'Eat your food.' 'Write your name on your paper.' 'Fetch, Rover!' 'Don't touch that!' Great job, first graders!"

Follow Up by asking students to give a thumbs up for a command and thumbs down for a statement.

Independent Practice

Students will sort commands and statements.



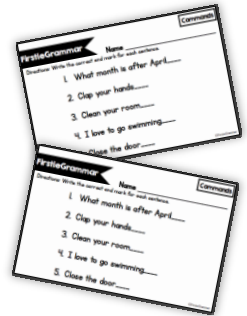
Lesson 4

"We are doing such a great job with command sentences! Today, we are going to practice finding command sentences. Let's take a look at my story. See if you can listen for all of the commands that are in the story. When I'm finished reading, we are going to try to find the commands together." After reading the story once, display it for students. Together, read the story and find the commands.

Follow up by having students name some commands that their family members or teachers may give them.

Independent Practice

Students will write the correct end mark for each sentence.



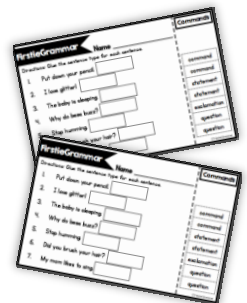
Lesson 5

"Boys and girls, we have learned so much about different types of sentences! Let's see if we can name all four types of sentences and the motions we've learned so far. (statements, questions, exclamations, and commands) Hmmmm... we don't have a motion for commands, do we? Well, we know commands are bossy sentences, so let's shake our finger with our hand on our hip, like we are super bossy. Let's try it once. Awesome job! Listen to my sentences and then silently do the motion to show me what kind of sentence I have. Ready to go? 'That dinosaur is huge!' 'I like chocolate cake.' 'What size shoes do you wear?' 'Line up!' 'Who wants some grapes?' 'My house is white.' 'Please go upstairs.' 'Brush your teeth.' 'I can't believe it's raining again!' You guys are command sentences experts!"

Follow up by having 4-6 students "quiz" the class with a sentence they made up.

Independent Practice

Students will put the correct sentence type for each sentence.



Additional Teaching Starters

- Play Simon Says as a way to reinforce command sentences.
- Let students give commands and you act them out.
- During transitions or wait time, say a command and have students act them out.

Command Sentences

Commands

Command sentences tell you to do something. They sound bossy. They can have a period or exclamation point.

• or !



**commands for
our puppy**

Command Sentences

Jake woke up and could smell the pancakes his mom was making for breakfast. "Jake, wake up!" called his mom. Jake got up and headed downstairs. When he got downstairs his mom said, "Please get out the orange juice." He grabbed the orange juice and sat down at the table. His sister said, "Pass the syrup." He handed his sister the syrup and she said, "Thank you!" Jake ate his pancake and then asked, "Can I have another pancake?" "Sure," said his mom, "come and get it." Jake ate another pancake and drank his milk. Then he heard his mom say, "Go get dressed for school!" Jake went to his room and got dressed. Pretty soon, he heard his mom yell, "Jake, hurry up! It's time to go!" Jake ran down the stairs to go to school. Mornings are busy at Jake's house!

Name _____

Directions: Color the thumbs up if the sentence is a command. Color the thumbs down if it is not a command.

1. Come to the carpet.



2. I heard a train coming.



3. Stop talking!



4. Do you want to play at recess?



5. Look at me!



Name _____

Directions: Color the thumbs up if the sentence is a command. Color the thumbs down if it is not a command.

1. Come to the carpet.



2. I heard a train coming.



3. Stop talking!



4. Do you want to play at recess?

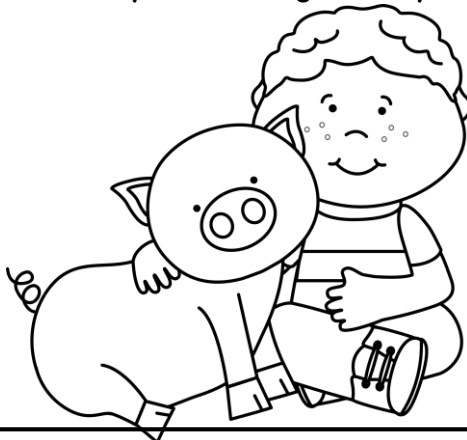


5. Look at me!



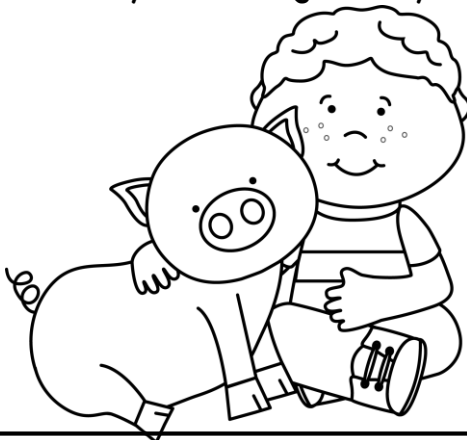
Name _____

Directions: Write a command that you would give to your pet pig.



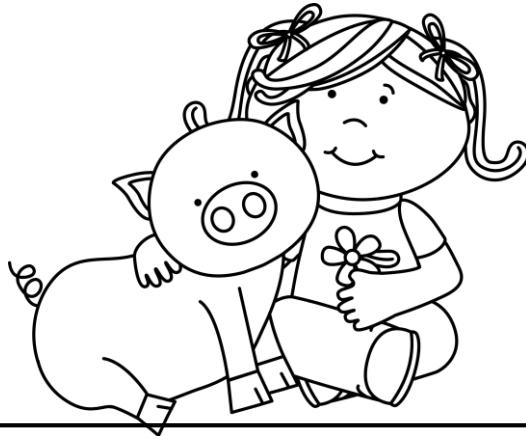
Name _____

Directions: Write a command that you would give to your pet pig.



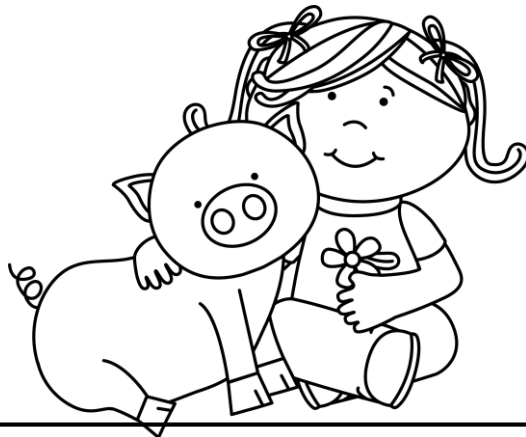
Name _____

Directions: Write a command that you would give to your pet pig.



Name _____

Directions: Write a command that you would give to your pet pig.



Name _____

Directions: Sort the commands and statements.

Command	Statements

Your backpack is heavy.	Sit in your seat.
Please get your pencil.	My hair is curly.
Apples are a great snack.	Go take a bath.

Name _____

Directions: Sort the commands and statements.

Command	Statements

Your backpack is heavy.	Sit in your seat.
Please get your pencil.	My hair is curly.
Apples are a great snack.	Go take a bath.

Name _____

Directions: Write the correct end mark for each sentence.

1. What month is after April_____
2. Clap your hands_____
3. Clean your room_____
4. I love to go swimming_____
5. Close the door_____

Name _____

Directions: Write the correct end mark for each sentence.

1. What month is after April_____
2. Clap your hands_____
3. Clean your room_____
4. I love to go swimming_____
5. Close the door_____

Name _____

Directions: Glue the sentence type for each sentence.

1. Put down your pencil.
2. I love glitter!
3. The baby is sleeping.
4. Why do bees buzz?
5. Stop humming.
6. Did you brush your hair?
7. My mom likes to sing.

Commands

command

command

statement

statement

exclamation

question

question

Name _____

Directions: Glue the sentence type for each sentence.

1. Put down your pencil.
2. I love glitter!
3. The baby is sleeping.
4. Why do bees buzz?
5. Stop humming.
6. Did you brush your hair?
7. My mom likes to sing.

Commands

command

command

statement

statement

exclamation

question

question

Lesson 1

"Boys and girls, I have some tiny little words that I want to tell you about this week. These words are little, but very mighty. Without these little words, we would sound really silly when we talk. I'm going to say a few sentences and let's see if you can guess what my little words are. Listen carefully: Cat went up tree. Do you like pretty flower? Sun sets on lake. Apple day keeps doctor away. Trains run on track. Boys likes to play with snake.

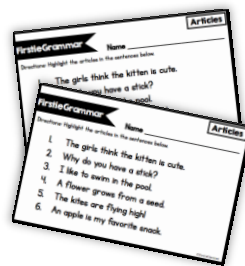
Did you notice anything that sounded strange about my sentences? Yeah, I was leaving out words. I told you before I had three little words that we really need to talk and write. Here are my words, echo them: a (a), an (an), the (the). These three little words have a special name, too. They are called articles."

Follow Up with having students clap each time they hear an article in the following sentences: The video games is fun. My teacher likes the picture. My favorite fruit is an orange.

Add Articles to anchor chart.

Independent Practice

Students will highlight articles.



Lesson 2

"Today we are going to practice more with one of our articles. Let's see if we can name all three articles today. (a, an, the). Great job, boys and girls! Today, I want to practice with the smallest article we have. Who can guess which word we are going to learn about today? Yes, a! We use the word a quite a bit when we speak and write. Normally when we use the word a, we're talking about something that is not specific. For example, if I say 'A shark has lots of teeth.' Am I only talking about one specific shark or could it be a lot of different sharks? Yes, I am talking about sharks in general.

Another thing I want you to notice about the word a is when we can use it. Which of these sentences make sense? 'A shark has lots of teeth.' OR 'A sharks has lots of teeth.'? Yes, the first sentence sounds better. How many sharks was the first sentence about- one or more than one? Yes, just one shark. Can someone help me remember the word we used for one noun? Great! Singular. We use the word a when we are talking about one noun."

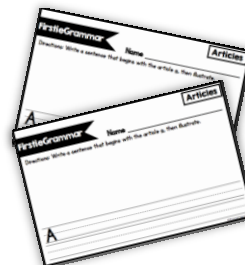
Follow Up with having students say a sentence with the word a. Focus on pointing out that a is used with singular, general nouns.

Add a to the anchor chart.

Independent Practice

Students will write a sentence with the article

a.



Lesson 3

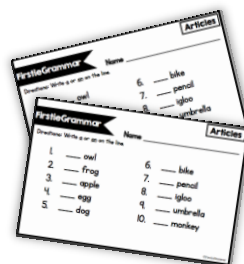
"All right boys and girls... we are learning about some of our smallest words and how important those tiny words can be in our English language. Yesterday, we talked about what article? Yes, a! Today, we are going to talk about another article that is kind of like a's brother. An is a lot like a, but we have certain words we have to use an with instead of a. Listen to my sentence: 'I would like to eat an apple.' How many apples am I talking about? Yes, just one- just like when we use a. Am I talking about a specific apple or just any apple? Yes, just an apple in general. So, are you ready to hear the big difference between a and an? It all depends on which word comes after the article. If the next word starts with a vowel, we have to use an. Can you name the vowels for me? Awesome job. SO, if you see a word that starts with a vowel, you'll need to use an. All other words, we will use a."

Follow Up with having students stand up if you would need to use an and sit for a: apple, shark, banana, owl, ice cream, car, octopus, flower, bus, elephant.

Add an to the anchor chart.

Independent Practice

Students will write an or a before words in a phrase.



Lesson 4

"We have been learning so much about our tiny little words. Who can help me out by telling me the name for a, an, and the? Yes! Articles! We are going to practice the final article today. Listen to my sentence: 'The brown monkey likes apples.' Do you think I'm talking about one specific monkey or just all monkeys in that sentence? Yes, I was talking about a specific monkey- the brown one. When we use the word the, we are normally talking about a certain noun. How many monkeys was I talking about in that sentence? Yes, just one. We can use the with singular nouns. Now, listen to my next sentence: 'The birds just landed in my yard.' How many birds am I talking about in that sentence? Yes- a lot, so more than one. We can also use the article the when we are using plural nouns.

Follow up by having students say their own sentences that start with the and have other students decide if the noun is singular or plural.

Add the to the anchor chart.

Independent Practice

Students will write a sentence with the article the.



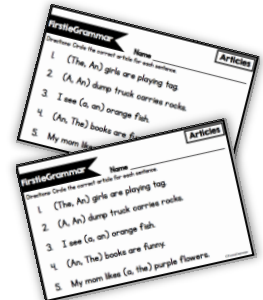
Lesson 5

"Wow, we are pretty much experts on another grammar item. Who can remember what we've been learning about this week? Yes, articles! Let's name them from smallest to biggest. Ready? (a, an, the) Again! (a, an, the) Now from largest to smallest: (the, an, a) Awesome job! Today, we are going to practice putting articles into my sentences. I will say a sentence and just say (mmm) where the article needs to go. Then, we'll put an article in and check it. '___trees have green leaves.' ; '_____ cat can purr.' Yes, either the or a would work, depending on what we're talking about" '____orange is a good snack.' ; ____ shy girl sat quietly.'

Follow Up with having students trying to make up sentences to "quiz" each other. Do this either as partners or whole group.

Independent Practice

Students will choose the correct article for each sentence.



Additional Teaching Starters

- Teach students the signs for a, an, and the.
- Have students write a sentence without articles on a dry erase board and trade with a friend to fill in the correct articles.
- Make articles an attention getter: Teacher says, "Articles", students respond, "a, an, the".

Articles

Articles

the- identifies a specific noun, can be used with singular or plural nouns

a- identifies a general noun, can only be used with a singular noun, followed by a noun with beginning consonant

an- identifies a general noun, can only be used with a singular noun, followed by a noun with a beginning vowel

Name _____

Directions: Highlight the articles in the sentences below.

1. The girls think the kitten is cute.
2. Why do you have a stick?
3. I like to swim in the pool.
4. A flower grows from a seed.
5. The kites are flying high!
6. An apple is my favorite snack.

Name _____

Directions: Highlight the articles in the sentences below.

1. The girls think the kitten is cute.
2. Why do you have a stick?
3. I like to swim in the pool.
4. A flower grows from a seed.
5. The kites are flying high!
6. An apple is my favorite snack.

Name _____

Directions: Write a sentence that begins with the article a, then illustrate.

A

Name _____

Directions: Write a sentence that begins with the article a, then illustrate.

A

Name _____

Directions: Write a or an on the line.

1. _____ owl

2. _____ frog

3. _____ apple

4. _____ egg

5. _____ dog

6. _____ bike

7. _____ pencil

8. _____ igloo

9. _____ umbrella

10. _____ monkey

Name _____

Directions: Write a or an on the line.

1. _____ owl

2. _____ frog

3. _____ apple

4. _____ egg

5. _____ dog

6. _____ bike

7. _____ pencil

8. _____ igloo

9. _____ umbrella

10. _____ monkey

Name _____

Directions: Write a sentence that begins with the article the, then illustrate.

The _____

Name _____

Directions: Write a sentence that begins with the article the, then illustrate.

The _____

Name _____

Directions: Circle the correct article for each sentence.

1. (The, An) girls are playing tag.
2. (A, An) dump truck carries rocks.
3. I see (a, an) orange fish.
4. (An, The) books are funny.
5. My mom likes (a, the) purple flowers.

Name _____

Directions: Circle the correct article for each sentence.

1. (The, An) girls are playing tag.
2. (A, An) dump truck carries rocks.
3. I see (a, an) orange fish.
4. (An, The) books are funny.
5. My mom likes (a, the) purple flowers.

Lesson 1

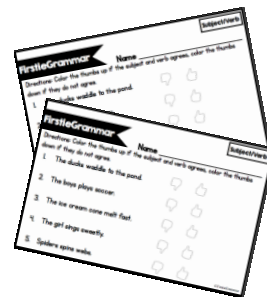
"Boys and girls, we are going to learn something new today. Listen to my sentence: *The dog bark loudly.*' Hmm... did you hear something that doesn't sound quite right? Yes! I should have said "The dog **barks** loudly. The s on bark would have made the sentence sound correct, right? When the sentence sounds correct, we call this subject verb agreement. The subject is who or what the sentence is about and verb is the action. The subject and the verb have to work together to make the sentence look and sound correct. We are going to learn the rules for subject verb agreement this week."

Follow Up by having students give a thumbs up/down if the subject and verb agree.

Add Subject Verb agreement to the anchor chart.

Independent Practice

Students will decide if the sentence has correct subject/verb agreement.



Lesson 2

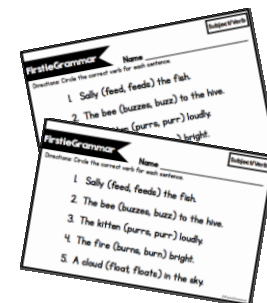
"Yesterday we learned that subjects and verbs have to agree for a sentence to be correct. Today, we are going to focus on what to do when the subject is singular. Who can help me remember what singular means? Yes, just one, single thing. When we have a subject that has just one subject, we have to put an s on the verb. Listen to this sentence: *'The ball rolls down the hill.'* What is the subject of the sentence? Yes, ball! How many are we talking about? Yep- just one! If the subject is singular, then we need to put what on the verb? Yes, an s! So, would the sentence *'The ball rolls down the hill.'* be correct? Great job! I'm going to say a few sentences and I want you to tell me if the subject and verbs agree or disagree. Thumbs up if they agree and down if they don't agree: *'A snake slithers in the grass.'* *'The curtain blow in the breeze.'* *'My pillow feel soft.'* *'The door closes itself.'* *'A baby cries loudly.'* *'Sam drop his blanket.'* *'My dad drives fast.'*

Follow Up by rereading the incorrect sentences and asking students to make them correct.

Add the singular subject box to the anchor chart.

Independent Practice

Students will choose the correct verb for each singular sentence.



Lesson 3

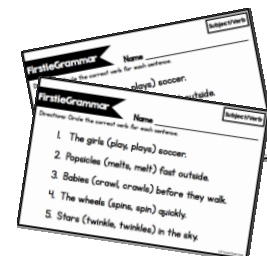
"Boys and girls, we are going to practice with plural subjects in sentences. Yesterday, we learned what to do with singular subjects. We had to add an s to the verb. With plural verbs, we don't have to add an s to the verb. Does everyone remember what plural means? Yes, more than one. Listen carefully to my sentences, if they are plural, give me a thumbs up, if they are singular, thumbs down: *'The boys runs to the park.'* *'Dogs bark a lot.'* *'Candles glow brightly.'* *'The teachers talks outside.'* *'The stars shine at night.'* Great job, boys and girls!"

Follow Up by rereading the incorrect sentences and asking students to make them correct.

Add the plural subject box to the anchor chart.

Independent Practice

Students will choose the correct verb for each plural sentence.



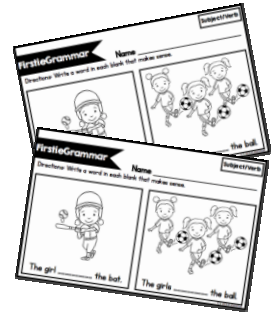
Lesson 4

"Wow, you kids are doing such an awesome job at correctly combining subjects and verbs! Today, we are going to continue working on subject and verb agreement. Today, your job is to finish the sentences that I start. I will show you a picture and tell you the verb you need to use. Then, you have to decide if the verb needs an s or not. Let's give it a try! Here's the first picture: (show whisper) I would say a sentence like this: The girl whispers to her friend. Since the subject was singular, I needed to add an s to the verb. Now it's your turn. (Show each picture and give random students a chance to complete a sentence.) Awesome job, everyone!"

Follow Up by giving students just a subject and having other students finish the sentence.

Independent Practice

Students will write a word in each blank that makes sense.



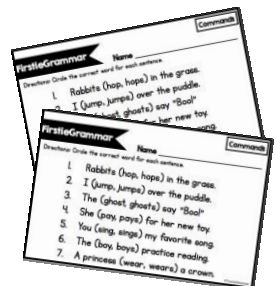
Lesson 5

"Boys and girls, we are going to finish up practicing subject and verb agreements today. We've learned that subjects and verbs have to work together to make a sentence correct. There are a couple of words that we haven't practiced with yet- I and you. If I have a sentence with I as the subject how many people am I talking about? Yes, just one! What if I give you a sentence that just has you as the subject? How many people am I talking about? That's right- just one. Guess what though? Those two words break our singular and plural rules. Since they would be singular they should have an s added to the verb, but listen to this sentence: I eats my pizza. Woah- that doesn't sound right, does it? Listen to this one: You reads a book. Yikes, that doesn't sound good either. When we have a sentence with the subject of I or you, we don't have to use a verb with an added s. Good work, first graders!"

Follow Up with having students listen to the following sentences. If the sentence is correct, they can shout "Yes!" and if it isn't correct, shout "No!".

Independent Practice

Students will choose the correct subject or verb for each sentence.



Additional Teaching Starters

- Choose a sentence from your weekly story and change the verb. Ask students to listen to the page and see if they can find the mistake.
- Play a Simon Says type game by saying a sentence. If the subject and verb agree, students should act it out. If they don't agree, students should stay still.
- Say a sentence and leave out a verb. Have students fill in the blank with a verb that agrees with your subject.

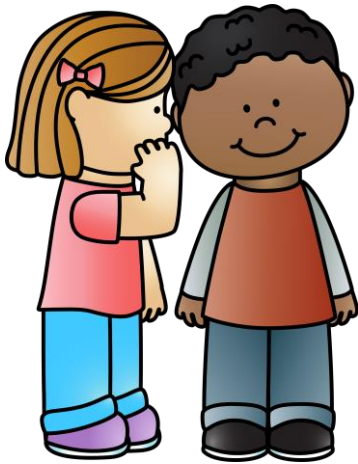
Subject Verb Agreement

Subject Verb Agreement

The subject and verb have to work together in a sentence.

If the subject is singular, the verb needs an s added to the end.

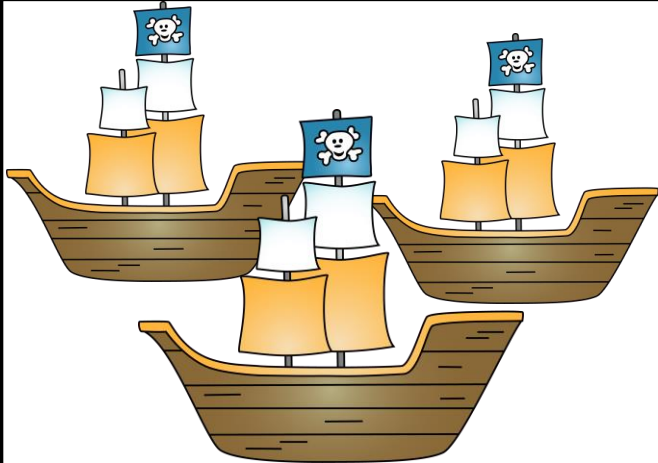
If the subject is plural, the verb will not have an s on the end.



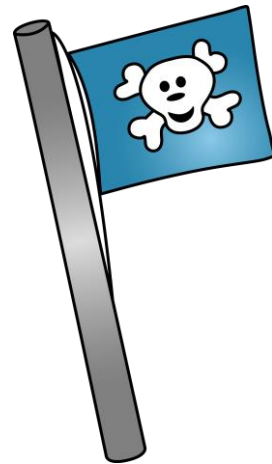
whisper/whispers



kick/kicks



sail/sails



wave/waves



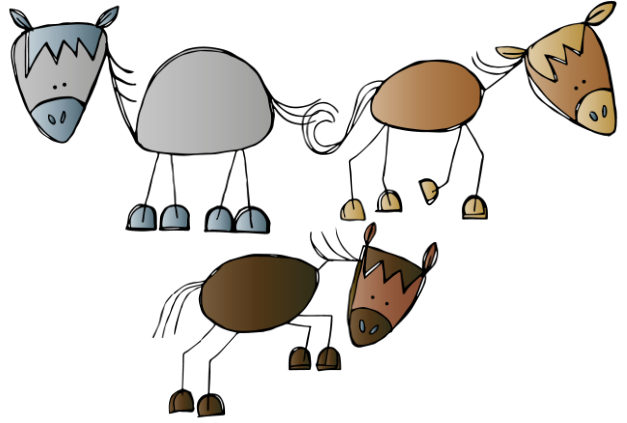
point/points



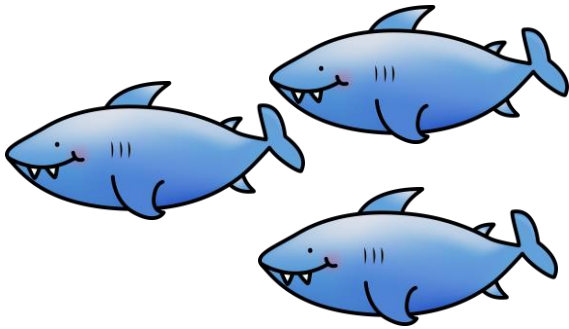
paint/paints



dance/dances



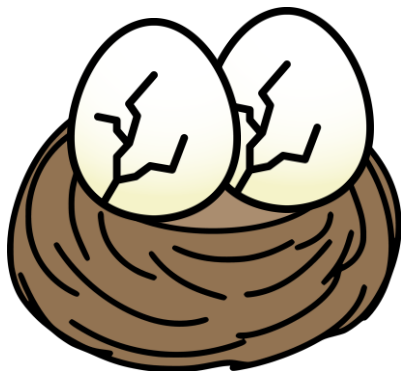
gallop/gallops



swim/swims



wag/wags



crack/cracks



eat/eats



cook/cooks



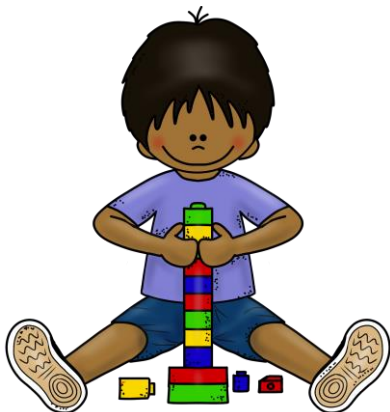
ride/rides



build/builds



read/reads



stack/stacks



sing/sings

FirstieGrammar

Name _____

Directions: Color the thumbs up if the subject and verb agrees, color the thumbs down if they do not agree.

1. The ducks waddle to the pond.



2. The boys plays soccer.



3. The ice cream cone melt fast.



4. The girl sings sweetly.



5. Spiders spins webs.



FirstieGrammar

Name _____

Directions: Color the thumbs up if the subject and verb agrees, color the thumbs down if they do not agree.

1. The ducks waddle to the pond.



2. The boys plays soccer.



3. The ice cream cone melt fast.



4. The girl sings sweetly.



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Name _____

Directions: Circle the correct verb for each sentence.

1. Sally (feed, feeds) the fish.
2. The bee (buzzes, buzz) to the hive.
3. The kitten (purrs, purr) loudly.
4. The fire (burns, burn) bright.
5. A cloud (float, floats) in the sky.

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Directions: Circle the correct verb for each sentence.

1. The girls (play, plays) soccer.
2. Popsicles (melts, melt) fast outside.
3. Babies (crawl, crawls) before they walk.
4. The wheels (spins, spin) quickly.
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3. Babies (crawl, crawls) before they walk.
4. The wheels (spins, spin) quickly.
5. Stars (twinkle, twinkles) in the sky.

Name _____

Directions: Write a word in each blank that makes sense.



The girl _____ the bat.



The girls _____ the ball.

Name _____

Directions: Write a word in each blank that makes sense.



The girl _____ the bat.



The girls _____ the ball.

Name _____

Directions: Circle the correct word for each sentence.

1. Rabbits (hop, hops) in the grass.
2. I (jump, jumps) over the puddle.
3. The (ghost, ghosts) say "Boo!"
4. She (pay, pays) for her new toy.
5. You (sing, sings) my favorite song.
6. The (boy, boys) practice reading.
7. A princess (wear, wears) a crown.

Name _____

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Lesson 1

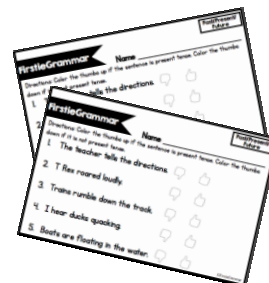
"Boys and girls, when we tell stories to each other, those stories happen at all different times. Sometimes, I might tell you what I did over summer break. Those stories already happened, right? Other times, I might tell you what I'm doing as I'm doing it- those things are happening right now. And sometimes, I will tell you something that I am planning on doing- like next week I will get to go to the park. That's what we'll be practicing this week- words that help us know when something happened. Today, we are going to talk about verbs that are happening right now. These are called present tense verbs. Let's try this- I'm going to say two sentences and I want you to tell me which one sounds like it's happening now and is a present tense verb. If it's the first sentence, put up a one, if it's the second sentence, put up a two. Listen carefully and decide which one is happening now: 'The dog barked at the cat.' 'The dog barks at the cat.' Yes, number two! The word barked tells us that it already happened and the word barks shows us that it's happening right now."

Follow Up with the following sentences: (She kicked the soccer ball. She kicks the soccer ball.; My ice cream melts quickly. My ice cream melted quickly.; Birds are chirping. Birds chirped.)

Add Present tense to the anchor chart.

Independent Practice

Students will decide if the sentence is present tense.



Lesson 2

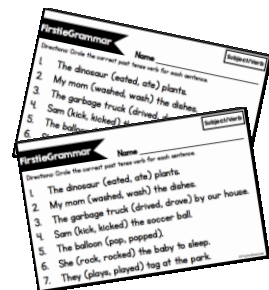
"Today we are going to keep on working on when verbs happen. These are called verb tenses. Today we are going to talk about past tense verbs. What do you think that means? Yeah, it happens in the past! Sometimes, past tense verbs have an -ed ending, like played, cooked, walked, called, cleaned, and many more. Other times it isn't quite as easy- the verbs change completely. For example- break becomes broke, runs becomes ran, win becomes won. Let's practice finding past tense verbs together. I'm going to say two sentences and if the sentence happened in the past, I want you to shout "Past!". If the sentence is happening now, I want you to shout "Present!". Let's give it a try. Listen carefully to my first sentence: 'The ball rolled down the hill.' 'The teacher reads a story.' 'The clouds float by.' 'The kitten purrs loudly.' 'She cleaned her room.' 'Jack played soccer yesterday.'"

Follow Up with asking students to say a sentence in the past tense. Stop and talk about why the verb is past tense (-ed, irregular).

Add Past Tense to the anchor chart.

Independent Practice

Students will choose the correct past tense verb.



Lesson 3

"So far we've talked about two verb tenses. What were they? Yes, past and present. So things that have already happened and things happening now. Today, we are going to practice future tense verbs. Who can tell me what future tense means? That's right, something that hasn't happened yet. Most of the time, future tense verbs have the word will in front of them. For example, I will play baseball. That means I haven't done it yet, but am going to later. Let's practice our verb tenses. If it already happened, point behind you with your thumbs, if it's happening in the present tense, point straight down with your pointer fingers, and if it hasn't happened yet, point your fingers in front of you. Listen carefully and think about these sentences: 'I paint pictures.' 'We walked to the park.' 'My mom will bake cookies.' 'Pam wore sunglasses.' 'He will eat pancakes for breakfast.' 'I wrote my name.' 'They will go to the pool.' Awesome job, boys and girls!"

Follow Up by asking students to say an "I will" sentence about something they will do this summer.

Add Future Tense to the anchor chart.

Independent Practice

Students will write a future tense sentence.



Lesson 4

"Boys and girls, we have learned all three verb tenses. Let's see if we can name them- past, present, future. Wonderful job, boys and girls! Today we are going to practice our verb tenses. We know there are three tenses. I am going to give you one and I want you to turn to a partner and figure out the other two together. Let's start with this: 'played'. Played is the past tense, so turn to your partner and try to say the present tense and future tense. When I give the signal, face me and get ready to say them back to me. Ready, go! (give signal after a minute or so) What is the present tense of played? Yes, plays! What is the future tense of played? That's right- will play! Let's try some others: (past tense: walked, painted, drew, pointed; present tense: sings, talks, roar, cooks; future tense: will joke, will wash, will drive, will crawl). Awesome job, first graders!"

Follow Up by giving students the following words and ask them to name the verb tense: jogged, wrote, tells, will eat, bounced, will pull, swims).

Independent Practice

Students will identify the tense of each sentence.

Lesson 5

"All right, we are going to play a little game today to wrap up our study of verb tenses. We are just going to focus on past and present today. The game is just like playing memory. If your past and present verbs match, you get to keep the cards. If they don't, just flip them both back over."

Group students into groups of 2-4. Be sure to print enough cards for multiple groups. Allow all groups plenty of time to match all the cards.

Follow Up by asking students to read the pairs of words that they ended up with.

Independent Practice

Students will write past, present, and future tense verbs.

Additional Teaching Starters

- Before, during, and after transitions have a student give a sentence to describe it. For example, we will line up for lunch. We are lining up for lunch. We lined up for lunch.
- Have students use the past, present, and future motions when you give sentences.
- After a written assignment, ask students if their sentence is past, present, or future tense.

Present/Past/Future Verbs

Present/Past/Future Tense Verbs

Present Verb-

the action is happening right now

Past Verb-











the verb already happened,
sometimes has an -ed ending

Future Verb-

The verb is going to happen, but hasn't yet,
usually has will before it











Name _____

Directions: Color the thumbs up if the sentence is present tense. Color the thumbs down if it is not present tense.

1. The teacher tells the directions.  
2. T Rex roared loudly.  
3. Trains rumble down the track.  
4. I hear ducks quacking.  
5. Boats are floating in the water.  

Name _____

Directions: Color the thumbs up if the sentence is present tense. Color the thumbs down if it is not present tense.

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2. T Rex roared loudly.  
3. Trains rumble down the track.  
4. I hear ducks quacking.  
5. Boats are floating in the water.  

Name _____

Directions: Circle the correct past tense verb for each sentence.

1. The dinosaur (eated, ate) plants.
2. My mom (washed, wash) the dishes.
3. The garbage truck (drived, drove) by our house.
4. Sam (kick, kicked) the soccer ball.
5. The balloon (pop, popped).
6. She (rock, rocked) the baby to sleep.
7. They (plays, played) tag at the park.

Name _____

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6. She (rock, rocked) the baby to sleep.
7. They (plays, played) tag at the park.

Name _____

Directions: Write a sentence about something you want to do in the future.

I will _____

Name _____

Directions: Write a sentence about something you want to do in the future.

I will _____

Name _____

Past/Present/
Future

Directions: Glue the sentence type for each sentence.

1. She wished for a pony.
2. He licks a lollipop.
3. Dad mows the yard.
4. Sam will push the cart.
5. Mom drove us to the game.
6. I will bake cookies for you.
7. The lizard scurries away.

present

present

present

past

past

future

future

Name _____

Past/Present/
Future

Directions: Glue the sentence type for each sentence.

1. She wished for a pony.
2. He licks a lollipop.
3. Dad mows the yard.
4. Sam will push the cart.
5. Mom drove us to the game.
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present

present

present

past

past

future

future

played

plays

blew

blows

called

calls

ate

eats

wiped

wipes

marched

marches

rolled

rolls

drove

drives

drew

draws

chewed

chews

walked

walks

joked

jokes

talked

talks

picked

picks

won

wins

threw

throws

colored

colors

fixed

fixes

Name _____

Directions: Complete the missing words on the chart.

Past	Present	Future
talked	talks	
	bakes	will bake
ate		will eat
jumped	jumps	
	planting	will plant
cooked		will cook

Name _____

Directions: Complete the missing words on the chart.

Past	Present	Future
talked	talks	
	bakes	will bake
ate		will eat
jumped	jumps	
	planting	will plant
cooked		will cook

Lesson 1

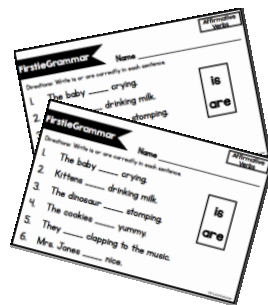
"Boys and girls, we have a few more verbs to learn about this week. These verbs are kind of like helper words in sentences. They don't usually work all alone, but they make our sentences sound a little better. Today we are going to talk about the words is and are. Listen to my first sentence: 'She is walking to school.' Hmm... was my subject singular or plural? Yes, singular! When we have a singular subject, we can use the word is to help out in our sentence. Now listen to this sentence: 'The boys are walking to school.' Was the subject in that sentence singular or plural? You've got it! It's plural. In a sentence with a plural subject, we use are to help out. Both is and are are used when we are saying a present tense sentence. Let's see if I can stump you. I will read you a sentence. If the verb is correct, give me a thumbs up. If it isn't correct, thumbs down. Ready? 'The dog is barking.' 'Cars are driving by fast.' 'We is running a race.' 'Mrs. Smith is teaching.' 'The birds is pretty.' 'Pam are cooking dinner.' Good job, everyone!

Follow Up by having students go back and help you correct the sentences above that contained mistakes.

Add Affirmative Verbs to the anchor chart.

Independent Practice

Students will write is or are in sentence.



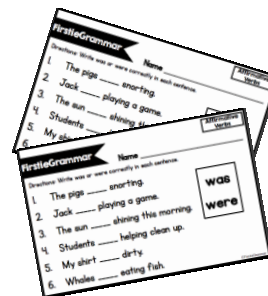
Lesson 2

"Today, we are going to learn about two more words that help or link our subjects and verbs. Our words for today are was and were. Do you think the sentences we are going to talk about today will be past or present tense? Yes, past tense. Was and were both sound like things that have already happened, don't they? If we have a singular subject, do you think we will use was or were? Listen to my sentences and see which one sounds better: 'The student was talking.' 'The student were talking.' Which one sounds better? That's right, the first one. We use was when the subject is singular. So, were would be used for a plural subject. Great job! Can someone finish this sentence for me? 'Sally _____ playing tag. (have student provide answer) Thank you! Let's say it together with that word in the sentence: Sally was playing tag. That sounds great! Let's try another: 'The kids _____ playing tag. (have student provide answer). Let's say it with that word: 'The kids were playing tag.' Wonderful!"

Follow Up by having students give thumbs up/down for each of these sentences: 'My dog was chewing on a bone.' 'The windows was closed.' 'My computer was turned off.' 'Her shoes were dirty.' 'Frogs was catching flies.' 'The flowers were blooming.'

Independent Practice

Students will write was or were in sentence.



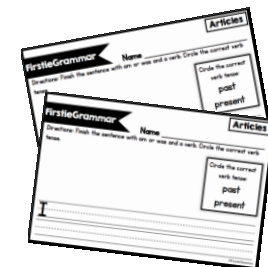
Lesson 3

"We have learned so much about words that can help or link our subjects and verbs together. We are going to practice a rule breaker today. Which word did we use for a singular, present tense verb? That's right- is! Well, check out this sentence: 'I is going to lunch.' Yikes, that doesn't sound correct, does it? Is there another word you think would sound better in that sentence? Listen again: 'I _____ going to lunch.' You are right! The word am sounds much better doesn't it? I doesn't follow the rule about singular and plural verbs- we use am for present tense verbs and was for past tense verbs. I want you to think of a past tense sentence that starts with 'I was _____.' Get your sentence in your head and when I give the signal, I want you to share it with a friend. (give signal and have students share) Great sentences! Now, I want you to think of a present tense sentence that starts with 'I was _____.' When I give the signal, share with a friend. (give signal and have students share) Wonderful sentences, friends!"

Follow Up by having 5-6 students share a sentence that starts with 'I am' or 'I was' and have the rest of the class tell whether it is past or present.

Independent Practice

Students will write a sentence with the subject 'I'.



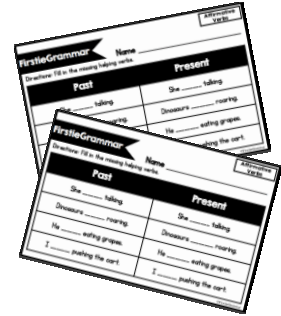
Lesson 4

"Boys and girls, we are going to start putting together everything we've learned so far this week. Let's start with practicing past tense verbs. What words would help out our verbs in the past tense? (give choices if students are having a difficult time) Yes- was and were. I will give you a sentence that is missing our helping word. Stand up if you think I need the word was and sit down if I need the word were. Listen carefully to my sentences: 'I ____ helping my mom clean.' 'My cupcake ____ delicious.' 'The buses ____ late.' 'The girls ____ swimming.' 'Our baseball team shirts ____ blue.' 'The flower ____ blooming.' Awesome job! Now let's practice present tense verbs. Which words can we use to link subjects to verbs? Yes- is and are... There was also a special word we used for the subject I. Can you remember what it is? Am! Listen carefully- stand up for is, sit down for are, and spin once for am. Ready to start? 'The cloud ____ fluffy.' 'Sharks ____ in the ocean.' 'I ____ going to the park.' 'Planes ____ flying all around.' 'Grandma ____ baking cookies.' Woo-hoo, you are all awesome!"

Follow Up by asking students to give you a singular, past tense verb and then a plural, present tense sentence.

Independent Practice

Students will write the correct helping verbs on the chart.



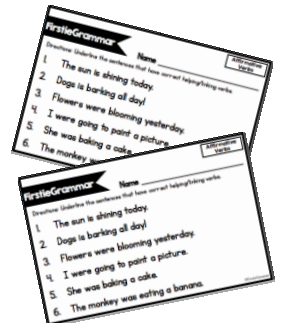
Lesson 5

"All right, first graders, we are going to practice finding correct sentences with words that link or help our subject and verbs work together. Today, we're going to play a game. I am going to say a sentence. If it is all correct, I want you to cheer for me. Say, "yes, Ms. ____!", but if I make a mistake just give me a sad face. Okay? Let's try one: 'I am going to do a puzzle.' (The kids should cheer) Yay, I got my first one correct. Here is another one: 'The boys is playing soccer.' Oh no... that wasn't right! How can I fix my sentence? Great idea- let's try it together. (Say the corrected sentence together). Wow, you guys are good. Let's practice a few more: 'My grandma was listening to music.' 'Birds was flying in the sky.' 'She was playing with Legos.' 'He were eating a popsicle.'

Follow Up by asking students to play your game and have students cheer or fix their sentences.

Independent Practice

Students will underline sentences that have correct helping/linking verbs.



Additional Teaching Starters

- Ask students to tell you something that happened yesterday (using helping verbs) each morning.
- Have students add not to helping verbs in sentence: 'I am not going to run in the hall.'

Affirmative Verbs

Affirmative Verbs

Singular Subjects

use is or was

Plural Subjects

use are or were

I subject

am or was

Name _____

Directions: Write is or are correctly in each sentence.

1. The baby _____ crying.
2. Kittens _____ drinking milk.
3. The dinosaur _____ stomping.
4. The cookies _____ yummy.
5. They _____ clapping to the music.
6. Mrs. Jones _____ nice.

is
are

Name _____

Directions: Write is or are correctly in each sentence.

1. The baby _____ crying.
2. Kittens _____ drinking milk.
3. The dinosaur _____ stomping.
4. The cookies _____ yummy.
5. They _____ clapping to the music.
6. Mrs. Jones _____ nice.

is
are

Name _____

Directions: Write was or were correctly in each sentence.

1. The pigs _____ snorting.
2. Jack _____ playing a game.
3. The sun _____ shining this morning.
4. Students _____ helping clean up.
5. My shirt _____ dirty.
6. Whales _____ eating fish.

was
were

Name _____

Directions: Write was or were correctly in each sentence.

1. The pigs _____ snorting.
2. Jack _____ playing a game.
3. The sun _____ shining this morning.
4. Students _____ helping clean up.
5. My shirt _____ dirty.
6. Whales _____ eating fish.

was
were

Name _____

Directions: Finish the sentence with am or was and a verb. Circle the correct verb tense.

Circle the correct verb tense:
past
present

I _____

Name _____

Directions: Finish the sentence with am or was and a verb. Circle the correct verb tense.

Circle the correct verb tense:
past
present

I _____

Name _____

Directions: Fill in the missing helping verbs.

Past

Present

She _____ talking.

She _____ talking.

Dinosaurs _____ roaring.

Dinosaurs _____ roaring.

He _____ eating grapes.

He _____ eating grapes.

I _____ pushing the cart.

I _____ pushing the cart.

Name _____

Directions: Fill in the missing helping verbs.

Past

Present

She _____ talking.

She _____ talking.

Dinosaurs _____ roaring.

Dinosaurs _____ roaring.

He _____ eating grapes.

He _____ eating grapes.

I _____ pushing the cart.

I _____ pushing the cart.

Name _____

Directions: Underline the sentences that have correct helping/linking verbs.

1. The sun is shining today.
2. Dogs is barking all day!
3. Flowers were blooming yesterday.
4. I were going to paint a picture.
5. She was baking a cake.
6. The monkey was eating a banana.

Name _____

Directions: Underline the sentences that have correct helping/linking verbs.

1. The sun is shining today.
2. Dogs is barking all day!
3. Flowers were blooming yesterday.
4. I were going to paint a picture.
5. She was baking a cake.
6. The monkey was eating a banana.

Lesson 1

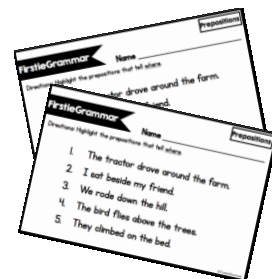
"Boys and girls, we are going to learn a cool new word today! Are you ready for it? Preposition! Now you say it. (Preposition!) Louder. Louder! Whisper! Nice job, everyone! Are you ready to learn what a preposition is now? A preposition connects the noun to the rest of the sentence. Like this: 'The ball rolled down the hill.' The word down tell us where the ball went. That is the preposition. The words down the hill is called the prepositional phrase. Many times, prepositions tell us where something happened. Like in our sentence: down told us where the ball rolled. Let's practice finding prepositions that tell where in more sentences. As we find prepositions, let's write them on our anchor chart. 'My cat was hiding under my bed.' 'He jumped off the bed.' 'We share in our classroom.' 'The bus drove around town.' 'The remote fell between the cushions.' Wonderful work, first graders!"

Follow Up by having students echo the words added to the anchor chart.

Add Prepositions to the anchor chart.

Independent Practice

Students will highlight the where preposition in each sentence.



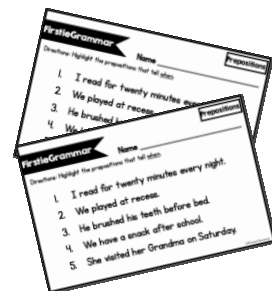
Lesson 2

"All right, who can help us remember the fancy word we used yesterday? That's right! Preposition! Yesterday, we practiced sentences that told us where something happened. Today, we are going to learn another type of preposition: prepositions that tell when. Listen carefully to my sentence: 'We washed dishes after dinner.' Which of those words tells us when we washed dishes? Yes! After! Let's practice finding prepositions that tell when in more sentences. As we find prepositions, let's write them on our anchor chart. 'I got a snack during the commercials.' 'She wakes up at 7 o'clock.' 'They have a game on Monday.' 'Clap your hands for five minutes.' Super job, boys and girls!"

Follow Up by having students echo the new words added to the anchor chart.

Independent Practice

Students will highlight the when preposition in each sentence.



Lesson 3

"Boys and girls, you did a fantastic job finding prepositions this week. Who remembers what details prepositions can tell us? That's right- when and where. Today, we are going to talk about prepositional phrases. So instead of just looking for one word, we're going to find the entire group of words that adds when or where to a sentence. Listen to my sentence: 'My cat ran up the tree.' Where did my cat run? Yes, up the tree! Up is the preposition, but the entire phrase tell us exactly where... up the tree. Today, we're going to try some partner practice with prepositional phrases. I am going to give you a starter and I want you to think of an ending in your head that tells either where or when. Then, when I give the signal you can take turns telling your partner your sentence. Let's give it a try: 'I ate strawberries.....' Have 2-3 students share their sentences and explain that there are many possibilities for correct sentences. Any prepositional phrase that tells where or when can be correct. Great sentences, everyone. Let's try a few more! 'The ball bounced....' 'We washed dishes....' 'I sang a song...' 'The balloon popped...' I loved all of those sentences, friends!"

Follow Up by having students identify the prepositional phrases in the following sentences: 'The cat purred on my lap.' 'I go to bed at eight o'clock.' 'I found a worm in the dirt.'

Independent Practice

Students will add a prepositional phrase to the sentence starter and illustrate.



Lesson 4

"Okay, boys and girls, today we are going to play a listening game. I am going to say a sentence and when you hear the preposition word I want you to raise your hands over your head. Just lift them up quickly and then put them back in your lap quickly. Remember, we have to do it quickly and quietly so that our friends can still hear. Ready to play? 'I walked between the desks.' Great! What was the preposition? Did you raise your hands up quickly when I said the word between? Let's try another! 'The dog crawled under the fence.' 'We played basketball in the gym.' 'We ate ice cream after dinner.' 'We rode on a roller coaster.' 'School starts at eight o'clock.' 'He wrote his name on his paper.' Way to go!"

Follow Up by asking several students to make up their own sentences and play again.

Independent Practice

Students will write a sentence containing a prepositional phrase.



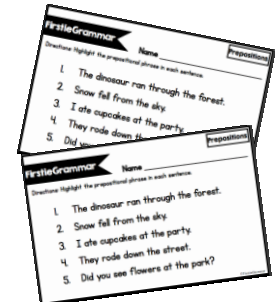
Lesson 5

"Boys and girls, we going to finish up our work with prepositional phrases today. We know that prepositional phrases can add some really great details to a sentence. What details can prepositional phrases add to our sentence? Yes! They tell us when or where. Today, your job is going to be to figure out if our prepositional phrase tells us when (point as if you're pointing to a watch) or where (hold up hand like you're looking far away). Listen carefully to my sentence and then motion for where or when: 'The cow moos on the farm.' 'I have dance class on Thursday.' 'The pencil fell under the desk.' 'The bee gets pollen from the flower.' 'We sing in music class.' 'We have spelling after reading groups.' Nice job!"

Follow Up by having students whisper the subject and verb and shout the prepositional phrases: 'My cat eats from her bowl.' 'The sun shines in the afternoon.' 'The drink spilled on the floor.' 'I put my dirty clothes in the laundry.'

Independent Practice

Students will highlight the prepositional phrase in each sentence.



Additional Teaching Starters

- Put a stuffed animal around the classroom and have students describe the location using prepositional phrases.
- Make chart for preposition words and add to it throughout the year.
- Ask students to add a when or where to sentences that need stretched further.

Affirmative Verbs

Prepositions

**Prepositional
Phrase**

Name _____

Directions: Highlight the prepositions that tell where.

1. The tractor drove around the farm.
2. I sat beside my friend.
3. We rode down the hill.
4. The bird flies above the trees.
5. They climbed on the bed.

Name _____

Directions: Highlight the prepositions that tell where.

1. The tractor drove around the farm.
2. I sat beside my friend.
3. We rode down the hill.
4. The bird flies above the trees.
5. They climbed on the bed.

Name _____

Directions: Highlight the prepositions that tell when.

1. I read for twenty minutes every night.
2. We played at recess.
3. He brushed his teeth before bed.
4. We have a snack after school.
5. She visited her Grandma on Saturday.

Name _____

Directions: Highlight the prepositions that tell when.

1. I read for twenty minutes every night.
2. We played at recess.
3. He brushed his teeth before bed.
4. We have a snack after school.
5. She visited her Grandma on Saturday.

Name _____

Directions: Add a prepositional phrase to the sentence starter, then illustrate.

I ride my bike

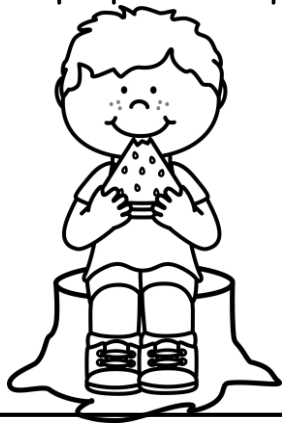
Name _____

Directions: Add a prepositional phrase to the sentence starter, then illustrate.

I ride my bike

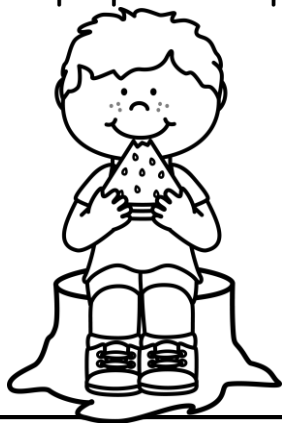
Name _____

Directions: Write a sentence with a prepositional phrase to describe the illustration.



Name _____

Directions: Write a sentence with a prepositional phrase to describe the illustration.



Name _____

Directions: Highlight the prepositional phrase in each sentence.

1. The dinosaur ran through the forest.
2. Snow fell from the sky.
3. I ate cupcakes at the party.
4. They rode down the street.
5. Did you see flowers at the park?

Name _____

Directions: Highlight the prepositional phrase in each sentence.

1. The dinosaur ran through the forest.
2. Snow fell from the sky.
3. I ate cupcakes at the party.
4. They rode down the street.
5. Did you see flowers at the park?

Lesson 1

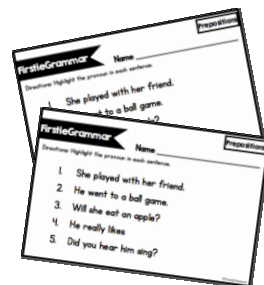
"Boys and girls, I have a little story for you today: 'Suzy went to the zoo yesterday. Suzy saw bears and lions. Tigers are Suzy's favorite animal though. Suzy got to see a whole tiger family. Suzy also got to ride the train around the zoo. Suzy had a great day at the zoo. Suzy would like to go back again soon.' I think my story is pretty good, but there is just something that sounds a little strange to me. What did you notice that I could maybe change? Yes, I did say Suzy a lot. What could I use instead of her name over and over? Yes! She! Let's listen to my story with some of the Suzys changed to she: (read, but change Suzy to she/her appropriately) What do you think? I think it sounded much better, too. The word "she" took the place of Suzy's name. We have some words that we're going to learn about that can take the place of a noun. She is one of these words and he is another. Ready to learn what the words are called? Pronouns. These words take the place of nouns and they are called... Pronouns!"

Follow Up by having students identify the pronouns in the following sentences: 'He is going to school.' 'She went to the park.' 'He likes to play Minecraft.' 'Do you think she likes bananas?'

Add he and she to Pronoun anchor chart.

Independent Practice

Students will highlight the pronoun in each sentence.



Lesson 2

"All right, today we are going to learn more pronouns. Yesterday, we practiced the pronouns he and she. Let's see if you can figure out which pronouns we are going to learn today. Listen to my sentence and raise your hand when you think you hear a pronoun: 'Sam wants to play with us.' 'We want Sam to play.' That's right- us and we. Now, do you think the words us and we are used to take the place of one person? No, those words are used to describe yourself and other people. So, we've learned several pronouns so far. Let's see if you can hear them in a sentence. I'm going to say a sentence and when you hear a pronoun, put your hands on your head. 'The dog brought us a bone.' 'She is going to school.' 'Do they have a basketball?' 'We played in the rain.' 'He just hit a homerun!' 'Is that her cat?' Great job, boys and girls! You are getting good at pronouns.

Follow Up by calling up a student or group of students and having the class tell which pronoun we would use. For example, she for a girl, ask a group what they would use (we, us), etc.

Add we and us to pronoun anchor chart.

Independent Practice

Students will write a sentence that uses we or us.



Lesson 3

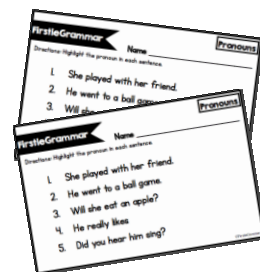
"First graders, let's see if you can guess the pronouns I want to teach you today. Point to yourself with both thumbs (me, I) and then point to a student (you). If students have trouble guessing, use these prompts: Which word could we use instead of a noun in these sentences: '(your name) loves to teach!' 'Do you want to come with (your name)?' To a student: 'Do(es) (student's name) like to roller skate?' Great job!

Follow Up by having students identify pronouns in the following sentences: 'Do you want pizza for dinner?' 'They caught a frog.' 'She fell down.' 'I don't like the rain.' 'We went swimming this summer.' 'He dropped his pencil.'

Add you, I, me to the pronoun chart.

Independent Practice

Students will highlight the pronouns in the sentence.



Lesson 4

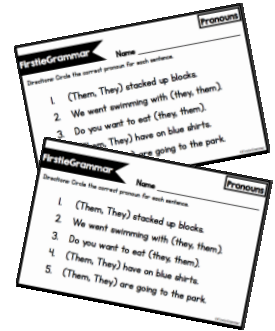
"Boys and girls, we are going to learn two more words today that take the place of a noun. Who can help me remember the name of those words? That's right- pronouns! Well, we are going to learn two more pronouns today." Choose two students to come up to the front. Insert student names: "____ and ____ are both first graders. Who can replace (students' names) in that sentence? Great job! What was the pronoun we used in that sentence? Yes, they! Let's try another one." Call up several more students. Standing next to one and point at the others: "Let's go play with them! Who thinks they heard a pronoun in my sentence? That's right- them. Them can take the place of more than one person's name."

Follow Up with having students 'find' pronouns in each sentence. Have students signal by putting their hands on their head.

Add them and they on the anchor chart.

Independent Practice

Students will circle the correct pronoun in each sentence.



Lesson 5

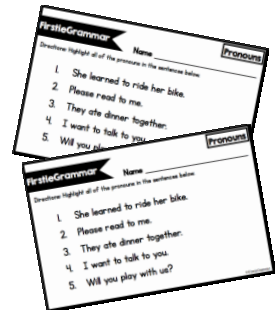
"Today we are going to practice one last pronoun. So far, all of the pronouns we've practiced have taken the place of a person's name, but remember, nouns are people, places, things and animals. Some of the pronouns we've used so far can be used for things other than just people. If we were talking about a group of dogs what pronoun could we use? Yes, them or they. What if I was talking about just one cat? That's right. We could use him or her, he or she. What if we were talking about an apple pie? Is there a pronoun that we could use to take the place of the word apple pie? Yes! It! It is our new pronoun word. We can use it when we're talking about a singular noun that isn't a person.

Follow Up by having students motion when they hear a pronoun in the following sentences: 'I like to eat pears.' 'She dropped it on the floor.' 'Do you think he knows her?' 'They were singing a song.' 'Will you write to him?' 'Do you want to watch a movie?'

Add it to the anchor chart.

Independent Practice

Students will highlight all the pronouns in the sentences



Additional Teaching Starters

- Point out when students use a pronoun during class or small groups.
- Have students read and echo read the pronoun anchor chart of pronoun words.
- Let students watch the PBS pronoun video: <https://youtu.be/xW5f9AzNzLE>

Pronouns

Pronouns

Pronouns take the place
of a noun or nouns

Pronouns

them

they

we

us

you

she

it

he

I

me

Name _____

Directions: Highlight the pronoun in each sentence.

1. She played with her friend.
2. He went to a ball game.
3. Will she eat an apple?
4. He really likes baseball.
5. Do you think she runs fast?

Name _____

Directions: Highlight the pronoun in each sentence.

1. She played with her friend.
2. He went to a ball game.
3. Will she eat an apple?
4. He really likes baseball.
5. Do you think she runs fast?

Name _____

Directions: Write a sentence using we or us and illustrate.

Name _____

Directions: Write a sentence using we or us and illustrate.

Name _____

Directions: Highlight the pronoun in each sentence.

1. She played with her friend.
2. He went to a ball game.
3. Will she eat an apple?
4. He really likes you.
5. Did you hear him sing?

Name _____

Directions: Highlight the pronoun in each sentence.

1. She played with her friend.
2. He went to a ball game.
3. Will she eat an apple?
4. He really likes you.
5. Did you hear him sing?

Name _____

Directions: Circle the correct pronoun for each sentence.

1. (Them, They) stacked up blocks.
2. We went swimming with (they, them).
3. Do you want to eat (they, them).
4. (Them, They) have on blue shirts.
5. (Them, They) are going to the park.

Name _____

Directions: Circle the correct pronoun for each sentence.

1. (Them, They) stacked up blocks.
2. We went swimming with (they, them).
3. Do you want to eat (they, them).
4. (Them, They) have on blue shirts.
5. (Them, They) are going to the park.

Name _____

Directions: Highlight all of the pronouns in the sentences below.

1. She learned to ride her bike.
2. Please read to me.
3. They ate dinner together.
4. I want to talk to you.
5. Will you play with us?

Name _____

Directions: Highlight all of the pronouns in the sentences below.

1. She learned to ride her bike.
2. Please read to me.
3. They ate dinner together.
4. I want to talk to you.
5. Will you play with us?

Lesson 1

"Boys and girls, today you are going to learn about another type of pronoun. Sometimes we have to use a pronoun to show that something belongs to us. I wouldn't say *This backpack is (your name)* because it doesn't sound right. What could I say instead? '*This backpack is _____.*' Yes, mine! That shows that I own the backpack. Mine is what we call a possessive pronoun. Possessive means that whoever you are talking about owns something. Another possessive pronoun that you can use about yourself is my. Can someone make up a sentence that uses the possessive pronoun 'my'? Great job! So, in that sentence what is owned? Very good! My and mine both show that I own something."

Follow Up with having students think of a sentence using my and then pair and share with a partner. Do the same with the word mine.

Add my and mine to the anchor chart.

Independent Practice

Students will circle the correct possessive pronoun.



Lesson 2

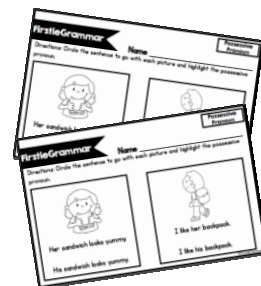
"Today we are going to add to our list of possessive pronouns. Let's think really hard and say the words we learned yesterday. When I get to three, shout out the words. Ready? 1...2...3! (my, mine) Awesome job. We did learn my and mine yesterday. Now, remind me what possessive means? Yes, that someone owns something. And what is a pronoun? That's right- a word that takes the place of a noun. So, a possessive pronoun is a word that takes place of a noun and shows ownership. Are you ready to learn our new words? Let's see if you can guess the pronoun in my sentence: '*This is her flower.*' On three, shout out the word you think is the possessive pronoun. 1...2...3! (her) Awesome! Would we use her for a girl or a boy? Yes, a girl! What if I wanted to make that same sentence about a boy. What could we change her to to make it about a boy? Let's try it! '*This is his flower.*' I think that sounds super!"

Follow Up by having students raise their hands over their heads when they hear the possessive pronoun that could be used to describe themselves (boys raise hands for his, girls raise hands for her): 'I like his poem.' 'Do you want to go to her house?' 'I saw her sister.' 'His video game is fun!' 'Which is her picture?' 'Wow! Look at his sandcastle!'

Add his and her to the anchor chart.

Independent Practice

Students will circle the correct possessive pronoun.



Lesson 3

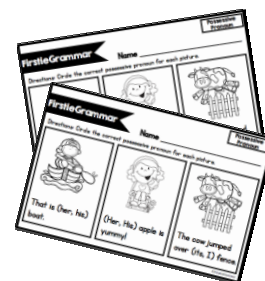
"We are cruising right along with our possessive pronouns! Let's see if we can name all four possessive pronouns that we've learned so far. (my, mine, his, her) Way to go, first graders! Today, your job is to learn one more possessive pronoun. When we learned about regular pronouns, we learned that we can use the word it to take the place of a noun that isn't a person. Guess what?! The possessive pronoun for a place, thing, or animal is almost the same. Instead of using it, we use its. This word doesn't have an apostrophe like it is, it's. Let's give it a try! I am going to say a sentence and then I want you to echo it back and replace the noun with a pronoun. Listen to my sentence: '*The bird hurt bird's wing.*' You would say '*The bird hurt its wing.*' Ready to go, superstars? '*The zebra lost zebra's stripes.*' '*The school gave school's students a pencil.*' '*The ball is in the ball's basket.*' '*The milk is in milk's jug.*' Great job today, friends!"

Follow Up by repeating the corrected sentences to students and have them identify what is owned by each noun.

Add its to the anchor chart.

Independent Practice

Students will circle the correct possessive pronoun.



Lesson 4

"All right, you have been doing such an awesome job with possessive pronouns that today we are going to learn two more! Each of them are used for a group of nouns. The only difference will be if you are a part of the group or not. Listen carefully to these two sentences: 'She joined their game of tag.' 'She joined our game of tag.' Which one do you think would describe a group that I was not in? their or our? That's right. I would use the word their to describe a group that I am not a part of because I wouldn't have any ownership. If I am part of the group, which word would I use? You got it! I would use our because it also belongs to me. Both their and our are possessive pronouns."

Follow Up by having students motion when they hear a possessive pronoun. When they hear "their" have them point away from themselves and when they hear "our" have them point to themselves.

Add their and our to the anchor chart.

Independent Practice

Students will write a sentence using a possessive pronoun.



Lesson 5

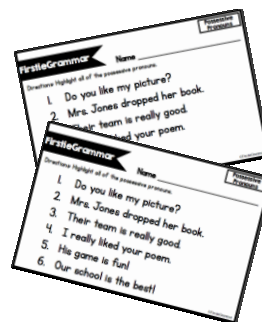
"Boys and girls, we are going to learn our very last possessive pronoun today. Today I am going to pretend I'm talking to a friend. Let's see if you can guess the possessive pronoun: 'I really like your shirt today.' What do you think the possessive pronoun was? That's right! Your! If I am talking to a friend about something that he or she owns, I would say your. When I give the signal, I want you to turn to a friend and compliment them using the word your. Ready?" Give the signal and have each partner share a sentence. Choose 4-5 students to share their sentence with the class.

Follow up by having students echo all of the possessive pronouns learned this week. Then, have students listen to sentences and make a motion when they hear a possessive pronoun. Ask them to identify the possessive pronoun. 'Do you like my pencil?' 'I really liked their dance.' 'Wow! Look at her new shoes!' 'The shark was showing its teeth.' 'Your dog is cute!' 'Our team won the game.'

Add your to the anchor chart.

Independent Practice

Students will circle the correct possessive pronoun.



Additional Teaching Starters

- Have students identify possessive pronouns with text.
- Show students a picture and have them write a caption containing a possessive pronoun.
- Say a sentence and have students replace the noun with a possessive pronoun: 'Do you like Sam's cat?' (replace Sam with his) 'I saw Sam, Jill and Sarah's book. (replace Sam, Jill, and Sarah with their)
- Read The Pigeon Finds a Hot Dog and find the possessive pronouns within the book.

Possessive Pronouns

Possessive Pronouns

Pronouns that show
ownership.

Possessive Pronouns

my

mine

her

his

its

your

their

our

Name _____

Directions: Circle the correct possessive pronoun.

1. The book is (my, mine).
2. (My, Mine) cat is orange.
3. Do you like (my, mine) shirt?
4. I want ham on (my, mine) sandwich.
5. The blue pencil is (my, mine).

Name _____

Directions: Circle the correct possessive pronoun.

1. The book is (my, mine).
2. (My, Mine) cat is orange.
3. Do you like (my, mine) shirt?
4. I want ham on (my, mine) sandwich.
5. The blue pencil is (my, mine).

FirstieGrammar

Name _____

Directions: Circle the sentence to go with each picture and highlight the possessive pronoun.



Her sandwich looks yummy.

His sandwich looks yummy.



I like her backpack.

I like his backpack.

FirstieGrammar

Name _____

Directions: Circle the sentence to go with each picture and highlight the possessive pronoun.



Her sandwich looks yummy.

His sandwich looks yummy.



I like her backpack.

I like his backpack.

Name _____

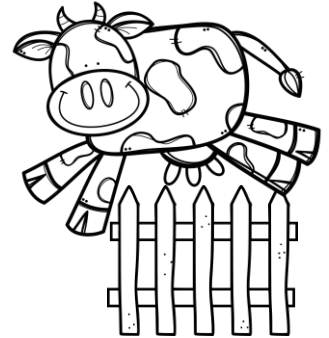
Directions: Circle the correct possessive pronoun for each picture.



That is (her, his)
boat.



(Her, His) apple is
yummy!



The cow jumped
over (its, I) fence.

Name _____

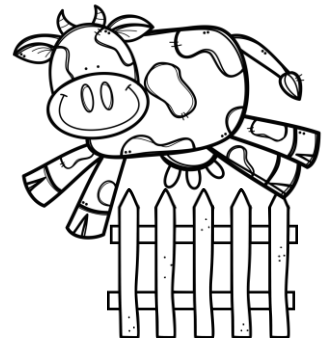
Directions: Circle the correct possessive pronoun for each picture.



That is (her, his)
boat.



(Her, His) apple is
yummy!



The cow jumped
over (its, I) fence.

Name _____

Directions: Write a sentence for the sentence starter below. Highlight the possessive pronoun.

Our classroom

Name _____

Directions: Write a sentence for the sentence starter below. Highlight the possessive pronoun.

Our classroom

Name _____

Directions: Highlight all of the possessive pronouns.

1. Do you like my picture?
2. Mrs. Jones dropped her book.
3. Their team is really good.
4. I really liked your poem.
5. His game is fun!
6. Our school is the best!

Name _____

Directions: Highlight all of the possessive pronouns.

1. Do you like my picture?
2. Mrs. Jones dropped her book.
3. Their team is really good.
4. I really liked your poem.
5. His game is fun!
6. Our school is the best!

Lesson 1

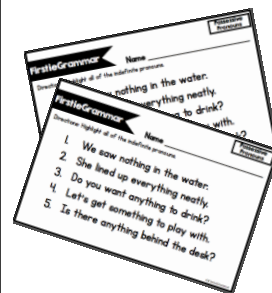
"Boys and girls, we are going to learn more pronouns this week. The pronouns that we have learned before all told us exactly who we were talking about. This week, we're going to use some pronouns that take the place of a noun and are called indefinite pronouns. The words we are going to practice today are what I like to call the 'thing' words. Let's see if you can guess which one is in this sentence: 'Can we go do **something**?' Which word do you think is a 'thing' word? Yes, something. Now, does something tell us what that person actually wants to do? No, it doesn't, does it? If I would have said can we go swimming? You would have known exactly what I wanted to do. That's what indefinite pronouns do. They tell us a little something, but they aren't specific. So, we've learned one 'thing' indefinite pronoun. Let's see if you can find the next one in this sentence: 'I want **everything** on my burger.' Did anyone hear the 'thing' word? That's right- everything! Do we really know what they want on their burger? No, everything isn't exact. Let's find our last two 'thing' indefinite pronouns. 'Do you want anything to eat?' 'She had nothing left in her bag.' Indefinite pronouns tell us a little bit, but aren't specific."

Follow Up by having students make up a sentence with a 'thing' word and sharing with a partner.

Add Indefinite Pronouns and the 'thing' words to the anchor chart.

Independent Practice

Students will highlight indefinite pronouns.



Lesson 2

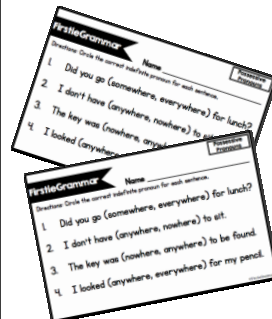
"We learned about one type of indefinite pronouns yesterday. Today, let's learn some more! Today, I'm going to see if your super great listening ears can hear my indefinite pronouns in a sentence. Let's see if you can figure it out. When you think you hear an indefinite pronoun, just give me a thumbs up against your chest so that no one else can see. 'Do you want to go somewhere on vacation?' Awesome, I saw lots of thumbs up when I said the word 'somewhere'. Who thinks that was the indefinite pronoun? Yes, you go it!" Continue with the same format for the following sentences: "I looked everywhere for my other shoe.' 'The bird came out of nowhere!' 'It seems like the baby can sleep anywhere.' Great job, boys and girls!"

Follow Up by having students choose the word that makes sense in each sentence: 'We went (somewhere, anywhere) to shop.' 'Is there (everywhere, anywhere) to sit?' 'The cat came from (nowhere, everywhere).' 'There are flowers (anywhere, everywhere).'

Add the 'where' indefinite pronouns to anchor chart.

Independent Practice

Students will circle the correct indefinite pronoun for each sentence.



Lesson 3

"We have one more set of indefinite pronouns that we are going to learn today. Ready to be super listeners again? I bet you'll be able to figure out which of my words is an indefinite pronoun. 'Somebody has been sitting in my chair!' Which word do you think takes the place of a noun, but doesn't tell us exactly who we're talking about? That's right! Somebody!. Continue in the same manner for the following sentences: 'Did you invite everybody?' 'Anybody can come to the party.' 'That is something that nobody wants.' Awesome job, we found the last of our indefinite pronouns, boys and girls!"

Follow Up by asking students to make up a 'body' sentence and share with a partner. Ask 3-4 students to share their sentences with the class.

Add the 'body' infinite pronouns to the anchor chart.

Independent Practice

Students will circle the correct indefinite pronouns.



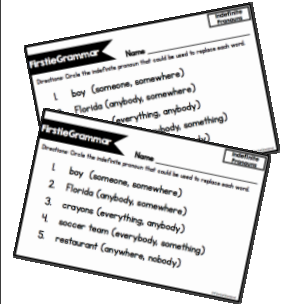
Lesson 4

"We have been doing such a great job learning about indefinite pronouns! Today, we're going to play a game. Your job will be to decide if my sentence tells exactly who or what I'm talking about or if it doesn't. If my sentence contains an indefinite pronoun I want you to put your hands out like this: (hands out like don't understand/are asking huh??) If my sentence tells you exactly who or what I'm talking about I want you to cross your arms and give me a big head nod. Ready to try? 'Jill likes green grapes the most.' 'Let's go somewhere for dinner.' 'Does anybody have a pencil I can borrow?' 'The dog barks loudly.' 'I like that fuzzy blanket.' 'Wow! Look at the rainbow!' 'Everything is cleaned up.' 'Who knows somewhere we can hide?' Awesome job, boys and girls! You're doing such a great job learning about indefinite pronouns!"

Follow Up by having students give a thumbs up or down to show if the following are indefinite pronouns: (dog, anybody, truck, boy, he, something, they, anywhere, butterfly, everything, paper, mine, towel, somebody, anywhere)

Independent Practice

Students will circle the indefinite pronoun that could replace each noun.



Lesson 5

"Boys and girls, we are going to finish up practicing our indefinite pronouns today. We are going to work with a partner today to come up with a sentence using an indefinite pronoun. You and your partner are going to draw an Indefinite Pronoun Card from the pile and then will work together to write a sentence using that word. Make sure to pay attention to the ending so that your sentence will make sense. I can't wait to hear all of your sentences!" Be sure to circulate the room to check that sentences are correctly using the pronouns.

Follow Up by having each group share their sentences with the class.

Independent Practice

Students will write a sentence using an indefinite pronoun (Using a different sentence than from the lesson.)



Additional Teaching Starters

- Introduce the 'one' family to students: anyone, everyone, someone, and no one. These can be used fairly interchangeably with the 'body' family.
- Have students put together indefinite pronouns. Have students echo and mirror you: no(hold out your right hand) body (hold out your left hand) makes nobody (clap). Repeat with all indefinite pronouns.

Indefinite Pronouns

Indefinite Pronouns

Pronouns that do not tell the exact person or thing being replaced.

everything
something
nothing
anything

somewhere
everywhere
nowhere
anywhere

somebody
everybody
nobody
anybody

Indefinite Pronoun Cards

everybody

somebody

anybody

nobody

everywhere

somewhere

anywhere

nowhere

everything

something

anything

nothing

Name _____

Directions: Highlight all of the indefinite pronouns.

1. We saw nothing in the water.
2. She lined up everything neatly.
3. Do you want anything to drink?
4. Let's get something to play with.
5. Is there anything behind the desk?

Name _____

Directions: Highlight all of the indefinite pronouns.

1. We saw nothing in the water.
2. She lined up everything neatly.
3. Do you want anything to drink?
4. Let's get something to play with.
5. Is there anything behind the desk?

Name _____

Directions: Circle the correct indefinite pronoun for each sentence..

1. Did you go (somewhere, everywhere) for lunch?
2. I don't have (anywhere, nowhere) to sit.
3. The key was (nowhere, anywhere) to be found.
4. I looked (anywhere, everywhere) for my pencil.

Name _____

Directions: Circle the correct indefinite pronoun for each sentence..

1. Did you go (somewhere, everywhere) for lunch?
2. I don't have (anywhere, nowhere) to sit.
3. The key was (nowhere, anywhere) to be found.
4. I looked (anywhere, everywhere) for my pencil.

Name _____

Directions: Circle the correct indefinite pronoun for each sentence..

1. (Nobody, anybody) wants soup for lunch.
2. (Anybody, everybody) likes ice cream.
3. Do you think (anything, anybody) will choose the blue sucker?
4. (Somebody, something) gave me a sticker!

Name _____

Directions: Circle the correct indefinite pronoun for each sentence..

1. (Nobody, anybody) wants soup for lunch.
2. (Anybody, everybody) likes ice cream.
3. Do you think (anything, anybody) will choose the blue sucker?
4. (Somebody, something) gave me a sticker!

Name _____

Directions: Circle the indefinite pronoun that could be used to replace each word.

1. boy (someone, somewhere)
2. Florida (anybody, somewhere)
3. crayons (everything, anybody)
4. soccer team (everybody, something)
5. restaurant (anywhere, nobody)

Name _____

Directions: Circle the indefinite pronoun that could be used to replace each word.

1. boy (someone, somewhere)
2. Florida (anybody, somewhere)
3. crayons (everything, anybody)
4. soccer team (everybody, something)
5. restaurant (anywhere, nobody)

Name _____

Directions: Draw an indefinite pronoun from the pile and write a new sentence using it.

Name _____

Directions: Draw an indefinite pronoun from the pile and write a new sentence using it.

Lesson 1

"Boys and girls, we are going to learn about some words this week that can make it faster for us to speak and write. They are kind of like a shortcut. When we write these words, we have to use a special mark. This little mark looks like a comma, but it goes way up at the top of our writing lines. Has anyone ever seen a mark like this before? If you have, do you know its name? Well, this little mark has a fancy name. Ready to say it with me? Apostrophe. Say it again! We can use an apostrophe in words like isn't, can't, don't, and didn't. (write the words on the board or use the anchor chart tags). What do you notice about the apostrophe in these words? That's right, they're in the middle, they all have a t after them, etc. The words that I showed you today all have something in common. They are all contractions... say that with me now. A contraction is two words that are smashed together to make one word. What two words do you think are used to make isn't? Yes! Is and not. (write on board) Hmmmm... I think maybe the apostrophe replaces letters in a contraction. What letter did the apostrophe take the place of in isn't? That's right- the o. Repeat the sequence with can't, don't, and didn't.

Follow Up by having students chant: 'is not makes isn't', 'can not makes can't', etc.
Add Contractions and the not contractions to the anchor chart.

Independent Practice

Students will write the correct contraction for the picture.



Lesson 2

"All right, boys and girls, we are going to learn about more contractions today. Yesterday, we learned about contractions where the second word is not. I want to show you today about contractions that have is as the second word. Listen to the words and let's see if we can figure what the contraction should be. Now when I give the signal, I want you to clap to smash the words together and say the contraction word. 'It is" Give signal. It's! Great job- let's try a few more! Awesome job, boys and girls! When we have a contraction and the second word is "is", the apostrophe takes the place of the i.

Follow Up by having students change the words in the sentence to a contraction. 'That is my paper.' 'He is seven years old.' 'Here is my desk.' 'She is not mad.' 'Where is the car?' 'It is cold outside.'

Add contractions with the second word as is to the anchor chart.

Independent Practice

Students will write the correct contraction on each line.



Lesson 3

"Boys and girls, we are going to continue working on contractions today. We are actually going to learn two different types of contractions today. We are going to learn how to make contractions when the second words are **have** and **are**. When we use have, the apostrophe takes the place of the h and a. Here is an example, we and have make we've. When we use are, the apostrophe takes the place of the a. It works like this: they and are make they're. Let's try some more. Just like yesterday, I want you to say both words and then clap and smash them together and say the contraction: 'you are' 'you have' 'we are' 'I have' 'they are' 'Nice job, everyone!

Follow Up by having students change the words in the sentences into contractions: 'They have five books.' 'You are doing a great job!' 'I have blue shoes.' 'You have a great voice!' 'We are best friends.'

Add have and are contractions to the anchor chart.

Independent Practice

Students will write the correct contraction on each line.



Lesson 4

"Wow, we are doing such a great job with contractions. We will learn another one today! Let's try to do it the opposite way today. I'm going to give you a contraction and I want you to break it up into two words. 'she'll' 'we'll' 'I'll' 'he'll' 'they'll' 'it'll' 'who'll' 'you'll' Great job, students! When we have contraction where the second word is will, the apostrophe takes the place of w and i, so we're left with just ll.

Follow Up by having students change the two words into contractions when echoing these sentences: 'I will bring my swimsuit.' 'It will be sunny tomorrow.' 'Do you know when you will be coming?' 'They will love the dessert!' 'Who will play soccer with me?' 'He will have a birthday party.'

Add will contractions to the anchor chart.

Independent Practice

Students will write the correct two words for the contraction.



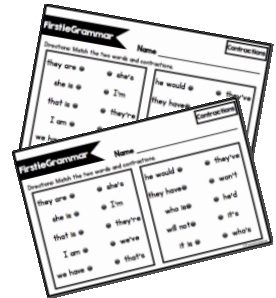
Lesson 5

"First graders, we are going to finish up our contraction work today. The last two types of contractions are kind of alike. Let's see if you can figure out what words make up the contractions: 'She'd like to go to the party.' What two words do you think make up the contraction She'd? Yes! She and would! Is there another word that could also make sense to make she'd? That's right- she and had. They don't mean the same thing, but they do look and sound the same in the contraction. Contractions that have "had" or "would" as the second word look the same because there is just an apostrophe and d at the end of the word. So, the apostrophe takes the place of h and a in had and it takes the place of woul in would. Let's try making a few contractions with would and had: 'he would' 'they had' 'she would' 'he had' 'they would' 'we had' 'you had' . Nice work! There is one more contraction I wanted to tell you about because it doesn't follow our rules. Listen to this sentence: 'I will not jump.' Can anyone guess what contraction the words will and not make.? It can't be willn't... That's right! Won't! Won't is a silly rule breaker that we just have to remember.

Follow Up by having students make contractions: 'they had' 'I have' 'here is' 'did not' 'will not', etc. Add had/would and won't to anchor chart.

Independent Practice

Students will match the two words and their contraction.



Additional Teaching Starters

- Have students echo two words and hold out their hands for each, then say the contraction and clap.
- Give directions without contractions and have students repeat them using a contraction: 'Next, you will glue down the word.'
- When reading in small groups have students locate words that could be put together to make a contraction.

Contractions

Contractions

Two words that are put together.
An apostrophe takes the place of
letters you see.

Contractions

can	not
-----	-----

can't

When the second word is **not**, the ' takes the place of the "o".

they	have
------	------

they've

When the second word is **have**, the ' takes the place of "ha".

that	is
------	----

that's

When the second word is **is**, the ' takes the place of the "i".

she	will
-----	------

she'll

When the second word is **will**, the ' takes the place of "wi".

we	are
----	-----

we're

When the second word is **are**, the ' takes the place of the "a".

he	had/would
----	-----------

he'd

When the second word is **would** or **had**, the ' takes the place of the "ha" or "woul".

will	not
------	-----

won't

Rule Breaker!
will and not make won't

are

not

not

am

have

not

is

are

is

have

I know contractions!

Name _____

they

do

are

I

they

has

that


we

he


we

Name _____

Directions: Write the correct contraction in each box.




do	not




can	not

Name _____

Directions: Write the correct contraction in each box.



do	not



can	not

Name _____

Directions: Write the correct contraction on the line.

she is

where is

that is

who is

is not

he is

Name _____

Directions: Write the correct contraction on the line.

she is

where is

that is

who is

is not

he is

Name _____

Directions: Write the correct contraction on the line.

they are _____

we are _____

you have _____

you are _____

I have _____

they have _____

Name _____

Directions: Write the correct contraction on the line.

they are _____

we are _____

you have _____

you are _____

I have _____

they have _____

Name _____

Directions: Write the two words for the contractions.

she'll _____

they will _____

it'll _____

who will _____

you'll _____

I will _____

Name _____

Directions: Write the two words for the contractions.

she'll _____

they will _____

it'll _____

who will _____

you'll _____

I will _____

Name _____

Directions: Match the two words and contractions.

they are ●	● she's
she is ●	● I'm
that is ●	● they're
I am ●	● we've
we have ●	● that's

he would ●	● they've
they have ●	● won't
who is ●	● he'd
will not ●	● it's
it is ●	● who's

Name _____

Directions: Match the two words and contractions.

they are ●	● she's
she is ●	● I'm
that is ●	● they're
I am ●	● we've
we have ●	● that's

he would ●	● they've
they have ●	● won't
who is ●	● he'd
will not ●	● it's
it is ●	● who's