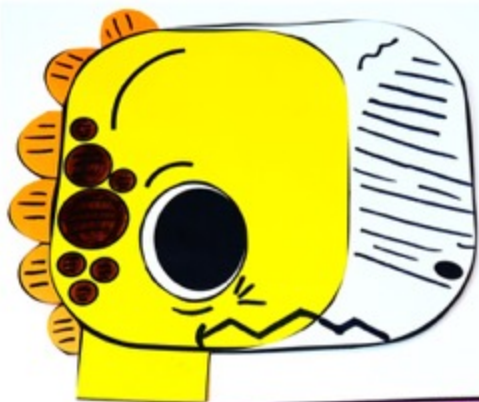


Rooted in Reading

Katie King & Amy Lemons



PENELOPE
 Penelope learned a lesson.
 She learned that if she wanted
 to have good days at school
 then she could not eat her
 classmates!



LET'S DESCRIBE

B

BEGINNING

TRAIT: nervous	TRAIT: curious	TRAIT: surprised
EVIDENCE: She was upset about starting school.	EVIDENCE: She wanted to know about her classmates.	EVIDENCE: She was surprised that her classmate ate her.

M

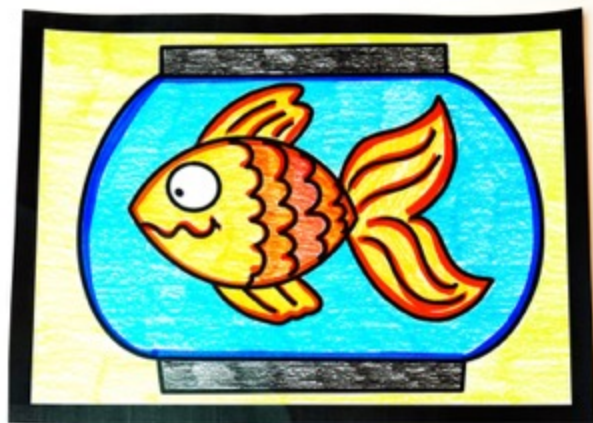
MIDDLE

TRAIT: lonely	TRAIT: determined	TRAIT: proud	TRAIT: impatient
EVIDENCE: No one wanted to be around her.	EVIDENCE: She wasn't going to let it ruin her day.		

E

END

TRAIT: scared	TRAIT: lovel	TRAIT: excited
EVIDENCE: She did not want to be her.		



CLASSROOM PETS
 Did you know that it is easy
 to take care of goldfish? They
 don't take a lot of work to
 have, but they are fun to
 watch!

LESSON PLANS

COMPREHENSION, VOCABULARY, GRAMMAR

WE DON'T EAT OUR CLASSMATES!

	READING	VOCABULARY	GRAMMAR
M	<p>Introduce the book of the week <i>We Don't Eat Our Classmates</i>. We will use this book for the whole week. Before reading, use a few of the question cards to set the stage.</p> <p>After Reading: Show students the digital anchor chart for Main Character. Discuss the word "problem" in the context of literature. Point how all of the other characters are included to help us get to know Penelope better (mom, dad, teacher, goldfish).</p> <p>Follow Up Activity: Have students glue the schoolhouse into their notebooks. There are two questions to answer. Students will write about Penelope and why she is having a hard time making friends at school.</p> <p>Students complete the fiction passage. There are 2 passages to choose from.</p>	<p>Show students the five vocabulary words for the week. There are two different vocabulary card options to choose from: cards with pictures or small cards with definitions.</p> <p>Introduce one word to the student. Locate the word in the story. Discuss the meaning of how it was used in the book.</p> <p>Students glue vocabulary words for that week to their spiral notebooks.</p>	<p>Warm-Up with the Daily Deep Dive: Introduce the Mentor Sentence for the week. Discuss what the students can learn from the sentence.</p>
	<p>Before Reading: Use the discussion cards as an introduction to rereading <i>We Don't Eat Our Classmates</i>. Review the digital anchor chart from yesterday before reading as well.</p> <p>After Reading: Show students the Digital Anchor Chart for Analyzing Illustrations. Look back several of the pictures and discuss how they added value to your reading. Ex. Penelope's first moment in the classroom, the children after Penelope ate them, the cafeteria scene, the playground.</p> <p>Follow Up Activity: Either as a whole group or in pairs, discuss the four different photographs and what you think it going on. Pass out the printable and have students complete. Feel free to read the short paragraph to your students if they are not independent readers yet.</p>	<p>Choose a vocabulary word to use today. Locate the word in the story.</p> <p>Students write a paragraph that describes the word.</p>	

WE DON'T EAT OUR CLASSMATES!

	READING	VOCABULARY	GRAMMAR
W	<p>Before Reading: Use the remaining discussion cards to review <i>We Don't Eat Our Classmates</i>.</p> <p>After Reading: Show students the Digital Anchor Chart for Describing Characters. Use the whole class anchor chart to look at Penelope throughout the beginning, middle, and end of the book.</p> <p>Follow Up Activity: Have students complete the flip-flap to demonstrate understanding of how we can learn about what a character is like throughout the storyline.</p> <p>Introduce the Nonfiction passage for the week. There are two passages to choose from.</p>	<p>Review the two words that you have introduced to the class this week.</p> <p>Discuss a new vocabulary word. Locate it in the story. Discuss the meaning.</p> <p>Students complete a vocabulary journal prompt.</p> <p>Match It Up: Students match the words to their synonyms.</p>	<p>Warm-Up: Daily Deep Dive-continue discussing the sentence with students. Complete the task for the day.</p> <p>Continue reviewing and discussing the grammar focus for the week.</p> <p>Putting Verbs in Sentences:</p> <ol style="list-style-type: none"> Match a Verb: Students read the sentence and select the verb that would fit. Which Verb: Students read the sentences and choose the verb that would agree with the subject.
	<p>Read the Nonfiction Reader: <i>Classroom Pets</i>. Discuss what students learned about different classroom pet options and record facts on the anchor chart. Students can also use the flip-ups to record information learned about the pets.</p> <p>After Reading: Use the whole class anchor chart and/or the printable to record new information learned. Have students complete the goldfish directed drawing and write about a class pet they have had or a class pet they would like to have. There are many writing options to choose from.</p>	<p>There are three words left. Discuss all words, their picture, and the meanings. Choose one of the vocabulary prompts to complete in class. Students give the vocabulary prompt in their spirals and respond to the prompt.</p>	<p>Warm-Up: Daily Deep Dive-continue discussing the sentence with students. Complete the task for the day.</p> <p>Subject/Verb Scoot:</p> <ol style="list-style-type: none"> Subject or Verb: Students read the sentence. Students look at the underlined portion. Students decide if that is a subject or verb. Subjects and Verbs: Students read the sentences. Students identify the subjects and verbs.
T	<p>Students should complete the Comprehension Check.</p> <p>***Take students through the assessment as a class if needed. The assessment has two pages. You can choose to do both pages or just use the first page.</p> <p>To respond to our reading from this week, students will complete the Penelope craft. There are many reading response pages to choose from.</p>	<p>Discuss all of words from the week. Review the words using the picture or definition cards.</p> <p>Students complete either or both of the vocabulary pages. There are different options for you to choose from. These can be differentiated or you can pick the one that best suits your students.</p>	<p>Review and discuss subjects and verbs.</p> <p>Students take an assessment.</p> <ol style="list-style-type: none"> Subjects and Verbs: Students highlight the subjects and verbs in each sentence. Subject-Verb Agreement: Students choose the verb that completes the sentence.

ANALYZING ILLUSTRATIONS & CHARACTER TRAITS

COMPREHENSION

ACTIVITIES AND PRINTABLES

COMPREHENSION

Teaching Tips:

Main Character

Who is the story mostly about?

Many times the main character will face a problem.

Analyzing Illustrations

Mr. Pig heard a knock at the door.

Illustrators work hard to give us lots of clues about the characters and what is happening in the book.

Describing Characters

We can use characters' words, thoughts, and actions to help us describe a character.

When introducing the main character digital anchor chart, remind students of other characters that you have seen before. Discuss with students that although there are other characters in the book, Penelope is the only one who we learn a lot about and helps teach us a lesson as well.

Use the photographs along with this anchor chart to analyze illustrations or photographs. Illustrations help strengthen our comprehension!

After looking at this digital anchor chart, use the whole class anchor chart to dive into Penelope's character a little deeper.

Interactive Notebook Entries:

Use the flip-flaps to check for student understanding.

Who is the main character?
What problem does she have?

Penelope is the main character. Her problem is that she wants to make friends but she can't stop eating.

Impulsive! She eats, yikes! Soon as she meets them.

Penelope

MIDDLE

END

ANALYZING Illustrations

Jason is having a movie night with his parents. Then he goes to bed.

Jason and his parents decided to watch a movie. Jason wasn't very excited about the movie his parents picked. They went to bed after it was over.

The movie, Jason's class, can't tell he wants to watch because he is looking between his fingers.

Who is the main character?
What problem does she have?

Name: _____

ANALYZING Illustrations

Directions: Write what you learned from the text along with the picture is added in, what do you know now?

Jason and his parents decided to watch a movie. Jason wasn't very excited about the movie his parents picked. They went to bed after it was over.

BEGINNING	MIDDLE	END
Describing Penelope	Describing Penelope	Describing Penelope

Main Character

Who is the story mostly about?

Many times the main character will face a problem.

Analyzing Illustrations

Mr. Pig heard a knock at the door.

Illustrators work hard to give us lots of clues about the characters and what is happening in the book.

- *Look at the characters' faces.
- *Check out the action around the main character.
- *Sometimes even the colors used are meant to be a clue!

Describing Characters

We can use characters' words, thoughts, and actions to help us describe a character.



COMPREHENSION

DIFFERENTIATED QUESTIONS & PASSAGES

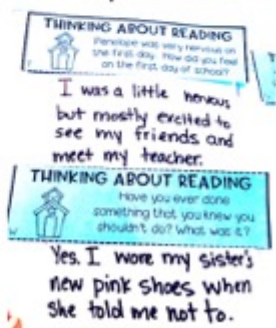
COMPREHENSION

Nonfiction Reader and Activities:

CLASSROOM PETS: The scaly, the fluffy, and the furry!



Use question cards and journal responses to help facilitate group discussions that allow students to dive deeper into the text.



Rooted in Reading

WE DON'T EAT OUR CLASSMATES!
by: Ryan T

THINKING ABOUT READING
Thinking About Reading VERSION 1: Students cut out and glue into spirals. Students respond to the question.

THINKING ABOUT READING
Penelope was very nervous on the first day. Draw how you felt on the first day of school.

THINKING ABOUT READING
Write three things that Penelope loves.

THINKING ABOUT READING
Thinking About Reading VERSION 2: Students cut out and glue into spirals. Students respond to the question.

THINKING ABOUT READING
Penelope was very nervous on the first day. How did you feel on the first day of school?

THINKING ABOUT READING
Have you ever done something that you knew you shouldn't do? What was it?

Name: _____

COMPREHENSION

Directions: Circle the correct answer or write.

- Why was Penelope surprised when she entered the classroom?
 - a. Her mom was her teacher
 - b. No one was nice to her
 - c. Her classmates were all humans
 - d. She was much shorter than all of it
- Where did Penelope save Griffin a seat?
 - a. Next to her on the carpet
 - b. On the school bus
 - c. During art class
 - d. On her plate
- Penelope even tried to eat the slugs.
 - a. True
 - b. False
- How do the kids feel about Penelope?
 - a. They love her
 - b. They feel like they need her to
 - c. They are scared of her
 - d. All of the above
- By the end of the book Penelope's classmates again.
 - a. True
 - b. False

6. When Penelope is lonely on the playground, how does the illustrator help you know that it's how the kids?

7. How does Penelope finally learn a lesson?

8. Describe one of the characters in *We Don't Eat Our Classmates*. Make sure to provide evidence from the text.

9. Brady was making cereal for breakfast. Use the illustration to help you figure out what happened and how he felt.

Name: _____

Reading Comprehension

Directions: Read the passage and answer the questions.

Max loves school.
Max loves recess.
Max loves to play with Wes.
They play ball.
Ron wants to play.
They all play ball together.

What is one thing that Max loves?

What do Max and Wes do together?

How was Max a good friend?

Circle the word **loves**. Read 3 times.

Name: _____

Tyrannosaurus Rex

Directions: Read the passage and answer the questions.

The T-Rex lived many years ago.
It was 40 feet long and weighed 11,000 pounds. This dinosaur stood on two back legs. They had claws and large teeth. The T-Rex was a predator that hunted other animals.

Write something that you learned about the Tyrannosaurus Rex.

Name: _____

playground nerves

Directions: Read the passage and answer the questions.

The morning had gone well. Their teacher Ms. Tabb had worked really hard to make every child feel welcome on the first day of school. After leaving the cafeteria in the afternoon, the kids threw their lunch boxes into a slippy bin and ran for the slide. There their lunch boxes were a slippy bin with the same kids on the playground. Several of the kids picked up with the same kids from the year before. They didn't even stop a beat. The basketball game went on almost as if it was the next quarter, but then there were the kids who didn't know roll the next year. But then there were the kids who didn't know roll the next year. But then there were the kids who didn't know roll the next year.

- How did you feel on the first day of school?
- How would you describe Emerson?
- How can you make sure everyone is included?

Name: _____

Tyrannosaurus Rex

Directions: Read the passage and answer the questions.

The most popular dinosaur is most likely the T-Rex or the rex roamed what is now known as western North America. Its name means "Tyrant Lord King" in Latin. From head to tail the T-Rex was about 40 feet long and weighed up to 11,000 pounds. He was not the largest meat eating dinosaur though, that title belongs to the Spinosaurus. The T-Rex stood on two powerful back legs and had two short clawed arms. Its large teeth, forward facing eyes, and pointed head shape are some of the main reasons that scientists know that they believe that this was the only way they think that the T-Rex hunted but also took advantage of carcasses that they could find.

What is your favorite fact that you learned about the T-Rex?

NONFICTION READER

Why Pets?

Animals are great teachers and friends for children. They can be easily incorporated into math and science lessons. Kids learn a lot of responsibility through taking care of animals. It helps them understand that people who care for animals have a greater awareness of feelings—both in humans and animals. Studies also show that 40% of children prefer to be consoled by being with an animal rather than talking to a peer or adult about their problems. When a child who struggles in school is entrusted to be in charge of an animal, they often have an increase in self-esteem and academic performance.

Fish

Although fish are not a hands-on pet, they are great for the classroom. The water and slow movement of the fish is very relaxing for children. Studies show that students who are very fidgety, feel calmer when watching fish. Their care is simple and straightforward. Once a feeding and cleaning schedule is established, children can be expected to maintain the routine.



Corn Snakes

Once corn snakes become used to their settings, they are calm and easily-handled. It costs about 150 dollars to set up a corn snake in your classroom and only about ten dollars a month after that. They only need to be fed once every week or two weeks. For the day before and the day after, snakes should not be handled. Right before they eat, they cannot be handled and right after they eat, a corn snake can upset their stomachs and regurgitate their food.

CLASSROOM PETS: the scaly, the fluffy, and the slimy!



Rabbits

Rabbits are smart, social, and affectionate so they can make great pets for children. Some rabbits are more skittish than others so they may bite or scratch when trying to get away. Rabbits need fresh air, exercise, and human interaction every day. Their cages require a good amount of ventilation, so be prepared to take care of their cages. Rabbits are loving and sweet animals that require dedicated owners to give them the best care and deserve love and respect.

Bearded Dragons

Although they look a little scary and downright terrifying, bearded dragons are actually very gentle. Because their natural environment is the desert, they have adapted to dry habitats. They got their name from the flap of skin under their chin that makes them look like a dragon when it is inflated. Bearded dragons can be kept as pets by children, but do not ever handle them by their tails!



Glue under the middle title only. Lift up flaps to write.

Rats

People tend to be scared of rats, but they are actually excellent pets. They are smart, very clean, and social. Rats learn quickly and recognize their owners by sight and smell. They love to cuddle. They can be trained to solve puzzles and do basic tricks. And unlike snakes and frogs, who often times carry diseases like Salmonella, rats are very careful about their grooming and can even be litter trained!



By putting one of their favorite treats in their hand and letting them crawl up on it. In order for hamsters to get exercise, they will need a wheel or a ball to roll around in and outside of the cage. Sometimes kids are disappointed by hamsters when they notice that they aren't very active in the middle of the day. They get most of their exercise out in the early morning or right before bed.



ANCHOR CHART

WITH 3 WAYS TO DIFFERENTIATE

ANCHOR CHART

LET'S DESCRIBE

Let's Describe Penelope
Chart Option 1
Students describe the main character.

ROOled•Reading

ANCHOR CHART

LET'S DESCRIBE

Let's Describe Penelope
Chart Option 2
Students describe the main character and provide text evidence.

ROOled•Reading

ANCHOR CHART

LET'S DESCRIBE

B BEGINNING
M MIDDLE
E END

Let's Describe Penelope Anchor Chart
Option 3:
Students describe the main character throughout the story and provide text evidence.

ROOled•Reading

ANCHOR CHART TEMPLATES FOR WE DON'T EAT OUR CLASSMATES

ANCHOR CHART TEMPLATES FOR WE DON'T EAT OUR CLASSMATES

ANCHOR CHART TEMPLATES FOR WE DON'T EAT OUR CLASSMATES

ANCHOR CHART TEMPLATES FOR WE DON'T EAT OUR CLASSMATES

LET'S DESCRIBE

ROOled•Reading

ANCHOR CHART TEMPLATES FOR WE DON'T EAT OUR CLASSMATES

BEGINNING
MIDDLE
ENDING

ROOled•Reading

ANCHOR CHART TEMPLATES FOR WE DON'T EAT OUR CLASSMATES

TRAIT:
EVIDENCE:

TRAIT:
EVIDENCE:

TRAIT:
EVIDENCE:

ROOled•Reading

ANCHOR CHART

FOR THE NONFICTION READER

ANCHOR CHART

CLASSROOM PETS

CORN SNAKES

FACT: Corn snakes are non-venomous.

FACT: They are used in classrooms because they are easy to handle.

HAMSTERS

FACT: Hamsters are small rodents.

FACT: They are popular pets because they are cute and easy to care for.

BEARDED DRAGONS

FACT: Bearded dragons are lizards.

FACT: They are called 'bearded dragons' because of the spiky skin on their necks.

FISH

FACT: Goldfish are common pets.

FACT: They are easy to care for and can live in a small tank.

RABBITS

FACT: Rabbits are mammals.

FACT: They are popular pets because they are cute and easy to care for.

RATS

FACT: Rats are mammals.

FACT: They are popular pets because they are intelligent and easy to care for.

Classroom Pets Anchor Chart:
Students write facts about the animals after reading the Nonfiction Reader titled Classroom Pets.

Rooted in Reading

CLASSROOM PETS

ANCHOR CHART TEMPLATES FOR WE DON'T EAT OUR CLASSMATES

CORN SNAKES

FISH

BEARDED DRAGONS

RABBITS

RATS

HAMSTERS



ANCHOR CHART TEMPLATES FOR WE DON'T EAT OUR CLASSMATES

FACT:

FACT:

FACT:

FACT:


FACT:

FACT:

DIRECTED DRAWING

WITH DIFFERENTIATED WRITING PROMPTS

drawing



CLASSROOM PETS
Did you know that it is easy to take care of goldfish? They don't take a lot of work to have, but they are fun to watch!

Which **CLASSROOM PET** would you choose? **WHY?**
I would choose a goldfish for a classroom pet because you can watch them swim all day. You also get to feed them and they are easy to take care of.

Students draw a goldfish to display with their writing. There are different writing page options to choose from.

Rooted in Reading

Which **CLASSROOM PET** would you choose? **WHY?**

CLASSROOM PETS

Did you know that it is easy to take care of goldfish? They don't take a lot of work to have, but they are fun to watch!

Which **CLASSROOM PET** would you choose? **WHY?**

Which **CLASSROOM PET** would you choose? **WHY?**

Name: _____

Which **CLASSROOM PET** would you choose? **WHY?**

CLASSROOM PETS

Name: _____



READING RESPONSE CRAFT

WITH DIFFERENTIATED WRITING PROMPTS

CRAFT



PENELOPE
Penelope learned a lesson.
She learned that if she wanted
to have good days at school
then she could not eat her
classmates!

We Don't Eat Our CLASSMATES!
Penelope wanted to have a
good first day of school, but she ate
her classmates. Walter bit her finger,
so she decided it wasn't fun to be someone's
snack. She ended up making friends.

What finally **CAUSED PENELOPE** to
CHANGE her behavior? **WHY** do
you **THINK** this **WORKED**?
Penelope got bit by Walter. She realized
what it felt like to be someone else's
snack. I think it worked because
Penelope realized it was better to have
friends than to eat them.

Students make Penelope.
Choose one of the writing pages
for students to complete a
reading response.

Rooted in Reading

What finally **CAUSED PENELOPE** to
CHANGE her behavior? **WHY** do you
THINK this **WORKED**?

We Don't Eat Our CLASSMATES!

We Don't Eat Our CLASSMATES!

PENELOPE
Name: _____

What finally **CAUSED PENELOPE** to
CHANGE her behavior? **WHY** do
you **THINK** this **WORKED**?

What finally **CAUSED PENELOPE** to
CHANGE her behavior? **WHY** do
you **THINK** this **WORKED**?

VOCABULARY

WITH DIFFERENTIATED CARDS & ASSESSMENTS

VOCABULARY

WE DON'T EAT OUR CLASSMATES' VOCABULARY

nervous	feeling worried or scared of what might happen
delicious	having a very pleasant or nice taste
surprised	shocked or amazed
determined	a feeling that causes you to try to do something that is difficult
lonely	feeling sad because you are not with others

MATCH IT UP!

DELICIOUS	yummy
APPETITE	hungry
SURPRISED	shocked
NERVOUS	worried
DELICIOUS	yummy

appetite	a desire to eat
lonely	feeling sad because you are not with others
determined	a feeling that causes you to try to do something that is difficult
surprised	shocked or amazed
delicious	having a very pleasant or nice taste

Name: _____

VOCABULARY

Match the vocabulary word to the correct picture.

	lonely	delicious	determined
	delicious	determined	surprised
	surprised	nervous	

1. The strawberry ice cream was delicious.

2. I am determined to make a good grade on the test.

3. Sam was lonely because no one would play with him.

5. Penelope was nervous at starting school.

6. Were you surprised that snowed this morning?

Name: _____

WE DON'T EAT OUR CLASSMATES!

Use the words below to complete the sentences.

1. Do you get _____ being by yourself all day?

2. Esther lost her _____ for dinner because she ate too many snacks.

3. The thought of joining a new soccer team made Jade very _____.

4. The ice cream was so _____ that Roberta was licking her lips.

5. Zane walked into the party and was _____ to see his friends from out of town.

6. Our team was _____ to win the championship game.

NERVOUS feeling worried or scared of what might happen. Why was Penelope nervous?

Penelope was nervous because she wasn't sure what school would be like.

SURPRISED shocked or amazed. Write a time you have been surprised.

I was surprised when my mom picked me up from school early to take me to Disney World!

DELICIOUS having a nice taste. Write about the most delicious food you have ever tasted.

The most delicious food I have ever tasted is a bionic ice cream sundae. It was yummy!

LONELY feeling sad because you are not with others. How can we help those that feel lonely?

If people are lonely, we can be nice to them. We can invite them to play with us.

nervous
feeling worried what might happen

delicious

surprised

determined

lonely

appetite

NERVOUS feeling worried or scared of what might happen. Why was Penelope nervous?

NERVOUS feeling worried or scared of what might happen. Why was Penelope nervous?

NERVOUS feeling worried or scared of what might happen. Why was Penelope nervous?

NERVOUS feeling worried or scared of what might happen. Why was Penelope nervous?

MATCH IT UP!

	yummy
	shocked
	lonely
	worried
	surprised

Name: _____

VOCABULARY

Match the vocabulary word to the correct picture.

	lonely	delicious	determined
	delicious	surprised	determined
	surprised	nervous	

1. _____

2. _____

3. _____

4. _____

5. _____

Name: _____

WE DON'T EAT OUR CLASSMATES!

Use the words below to complete the sentences.

1. Do you get _____ being by yourself all day?

2. Esther lost her _____ for dinner because she ate too many snacks.

3. The thought of joining a new soccer team made Jade very _____.

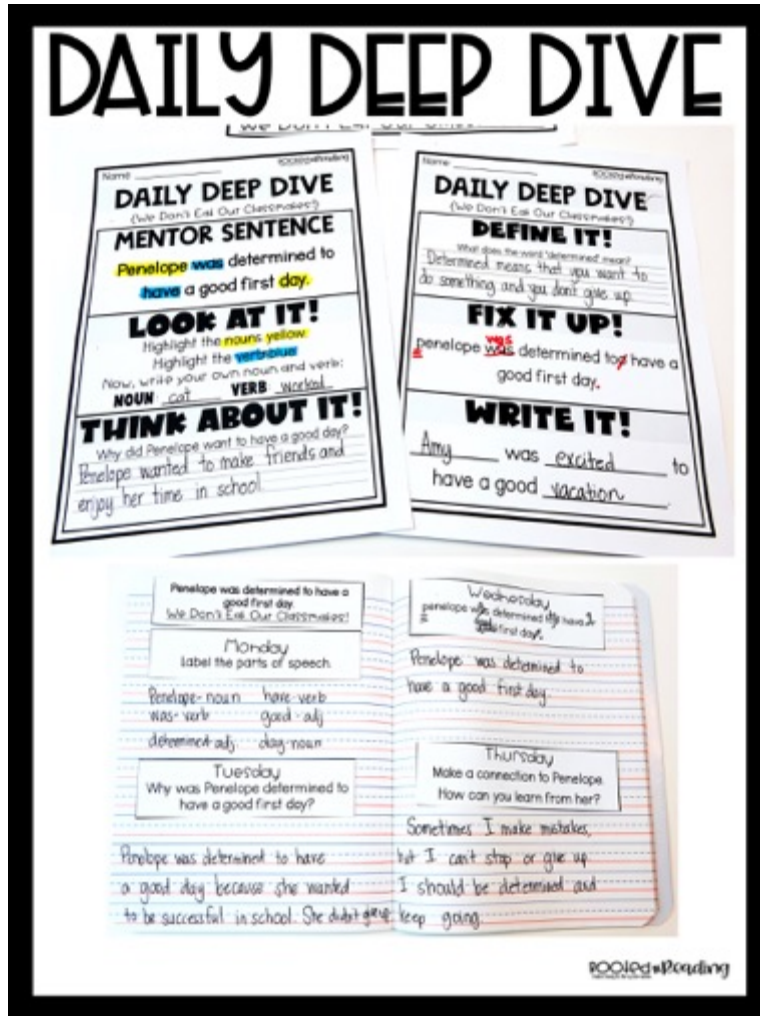
4. The ice cream was so _____ that Roberta was licking her lips.

5. Zane walked into the party and was _____ to see his friends from out of town.

6. Our team was _____ to win the championship game.

DAILY DEEP DIVE

WITH 2 DIFFERENTIATED OPTIONS



DAILY DEEP DIVE

LOOK AT IT!
Students highlight speech and write new blanks.

THINK ABOUT IT!
Students read the question and write their answers.

FIX IT UP!
Students edit the sentence using the mentor sentence.

WRITE IT!
Students put their own words in the blanks to create a new sentence.

DEFINE IT!
The sentence may have a word that is new to you. If so, students will write the definition of that word.

MENTOR SENTENCE:

Penelope was determined to have a good first day.

DAILY DEEP DIVE
(We Don't Eat Our Classmates!)

MENTOR SENTENCE
Penelope was determined to have a good first day.

LOOK AT IT!
Highlight the nouns yellow. Highlight the verbs blue. Now, write your own noun and verb.
NOUN: _____ VERB: _____

THINK ABOUT IT!
Why did Penelope want to have a good first day?
Penelope wanted to make friends and enjoy her time in school.

Name: _____

DAILY DEEP DIVE
(We Don't Eat Our Classmates!)

DEFINE IT!
What does the word "determined" mean?
Determined means that you want to do something and you don't give up.

FIX IT UP!
penelope was determined to have a good first day.

WRITE IT!
_____ was _____ to have a good _____.

Penelope was determined to have a good first day.
We Don't Eat Our Classmates!

Monday
Label the parts of speech.

Tuesday
Why was Penelope determined to have a good first day?

Wednesday
penelope was determined too have a good first day?

Thursday
Make a connection to Penelope. What can you learn from her?

GRAMMAR

FOCUS: SUBJECTS & VERBS
OR SUBJECT-VERB AGREEMENT
{2 OPTIONS FOR EACH
ACTIVITY}

SUBJECT

The subject of a sentence tells you WHO or WHAT

VERB

The verb of a sentence tells you THE ACTION that is happening.

Penelope **made** friends.

SUBJECT-VERB agreement

Using the **CORRECT FORM OF THE VERB** so that it **MATCHES** the **NOUN** in the sentence

INCORRECT: Penelope **eat** apples.
CORRECT: Penelope **eats** apples.

GRAMMAR

Monday: Put sentences together and identify the subjects and predicates.

Four rats	run into the bushes.
Subj	✓
My cat	climbs the tree.
Subj	✓
The snakes	slither on the ground.
Subj	✓
The fish	swims in the water.
Subj	✓

Mrs. Noodleman	asks Penelope to stop.
Subj	✓
Walter	bites Penelope.
Subj	✓
Penelope	wants to have friends.
Subj	✓
The friends	play together at recess.
Subj	✓
The children	do not want to be eaten.
Subj	✓

Tuesday: Sort it Out! Students sort the sentences based on the categories shown.

SORT IT OUT!	
SUBJECTS	VERBS
Mrs. Brown walks to the store.	The dogs bark.
My cat meows.	The girls play soccer.
The pizza tastes yummy.	My friend talks to me.

SORT IT OUT!	
CORRECT	NOT CORRECT
Lions roar loudly.	She go to the bank.
The frogs jump into the pond.	Jeff help his mother.
The players go to the field.	He want to sing.
The birds chirp.	Donna cook breakfast.
They like to swim.	Lions roar loudly.

Sentences Set One: Cut apart and Put together.

The fish	slither on the ground.
Four rats	climbs the tree.
The snakes	swims in the water.
My cat	run into the bushes.

Sentences Set Two: Cut apart and Put together.

The friends	wants to have friends.
Mrs. Noodleman	bites Penelope.
Penelope	help Penelope feel better.
Her parents	play together at recess.
The children	asks Penelope to stop.
Walter	do not want to be eaten.

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SORT IT OUT!

Cut out the sentences at the bottom. Sort the cards into the two categories.

SORT IT OUT!	
SUBJECTS	VERBS
Mrs. Brown walks to the store.	The dogs bark.
My friend talks to me.	My cat meows.
The girl soccer.	The play.

SORT IT OUT!

Cut out the sentences at the bottom. Sort the words into the two categories.

SORT IT OUT!	
CORRECT	NOT CORRECT
The frogs jump into the pond.	Jeff help his mother.
The birds chirp.	They like to swim.
Donna cook breakfast.	Lions roar loudly.
	He want to sing.
	She go to the bank.

GRAMMAR

FOCUS: SUBJECTS & VERBS
OR SUBJECT-VERB AGREEMENT
{2 OPTIONS FOR EACH
ACTIVITY}

WHICH VERB?

Name: _____

The students _____ a book.

The birds _____ in the morning.

They _____ around the track.

Mr. Jordan _____ a book to us.

He _____ to the park.

Rob _____ with his guitar.

walk
sing
read
walks
sings
reads



MATCH A VERB

Name: _____

Beth _____ a penny.

Bees _____ honey.

The team _____ the game.

My teacher _____ hello.

They _____ in the pool.

Wolves _____ at the moon.

GRAMMAR

Wednesday: Match a Verb or Which Verb?

MATCH A VERB

Beth finds a book.

Bees make honey.

The team wins the game.

My teacher says hello.

They swim in the pool.

Wolves howl at the moon.

WHICH VERB?

The birds sing in the morning.

They walk around the track.

Mr. Jordan reads a book to us.

He walks to the park.

Rob sings with his guitar.

Thursday: Subject or Verb? or Subject and Verbs

SUBJECT OR VERB?

1	The team	7	Verbs
2	Singer	8	The dog
3	Swims	9	Classmate
4	Subject	10	Verb
5	Alan	11	She
6	Mr	12	Open

SUBJECTS & VERBS

1	We	attract
2	Mr. Dodson	sings
3	Zoe	reads
4	Samuel	walks
5	My mom	reads
6	The kids	play
7	The monkeys	climb
8	Hippus	eat
9	Mrs. Smith	reads
10	She	reads
11	She	reads
12	She	reads

SUBJECT OR VERB?

Read the sentences. Write if the underlined word is a subject or verb.

1	7
2	8
3	9
4	10
5	11
6	12

SUBJECT OR VERB?

The chicks chirp.

My sister _____

We eat dinner.

Alan drives a car.

The boat is in the lake.

We watch school.

My dad cleans.

My family watches a movie.

The children go to the park.

Sanai walks her dog after work.

My mom runs a mile.

Mr. Dodson works at the post office.

My class ate pizza for lunch.

Mr. Dodson works at the post office.

at grass.

Mrs. Smith reads a book to the class.

his _____

Gus talks on the phone to his uncle.

GRAMMAR

WITH 2 DIFFERENTIATED ASSESSMENTS

GRAMMAR

Friday: Assessment

Name: _____

SUBJECTS AND VERBS

Highlight the subject yellow. Highlight the verb blue.

1. Hal likes pizza.
2. Birds eat worms.
3. They play outside.
4. Lou goes to the library.
5. Rabbits hop all around.
6. The children drink juice.
7. We learn at school.
8. Ria watches a movie.
9. Whales swim in the ocean.
10. I love my teacher!

SUBJECT-VERB AGREEMENT

Circle the correct verb.

finish, finishes work at 9 o'clock.

2. Mr. Bateman (go, goes) to the office.
3. Hens (take, takes) care of their chicks.
4. The babies (sleep, sleeps) for three hours.
5. Mateo (ring, rings) the doorbell at the house.
6. They (eat, eats) waffles for breakfast.
7. Mrs. Newman (drink, drinks) coffee every morning.
8. Cheetahs (run, runs) very fast to catch their prey.
9. The planes (fly, flies) out of the airport.
10. The children (sing, sings) a new song.