

Teacher Directions

The activities in this unit are designed to take approximately 10 minutes per day.

Here is a schedule that I have created.

Monday: Teach a mini lesson using the PowerPoint

Tuesday: Practice the skill using the notebook activity

Wednesday: Incorporate writing using the writing activity

Thursday: Practice using a task card scoot*

Friday: Assess with the provided assessment

*The task card scoot MIGHT take your kids longer than 10 minutes.



Monday: Mini Lesson

Use this time to introduce the weekly grammar skill. Use the provided PowerPoint. The lesson does encourage collaboration. It is important that students have a shoulder partner to share with.

The slides do ask students to come up with additional examples. You can just record these on the board if you like.

Slides can be printed if you want to have an anchor chart/poster for your classroom.



Monday: Mini Lesson

PROVERBS

A **Proverb**:

- offers **advice** in an o
- is based on common s
- is poetic or colorful
- handed down
- unknown who said it .

Not So Wimpy Teacher © The Primary Gal

ADAGES, IDIOMS, & PROVERBS

You try!

What does the adage below mean?

Two heads are
better than one.

Not So Wimpy Teacher © The Primary Gal

Tuesday: Notebooks

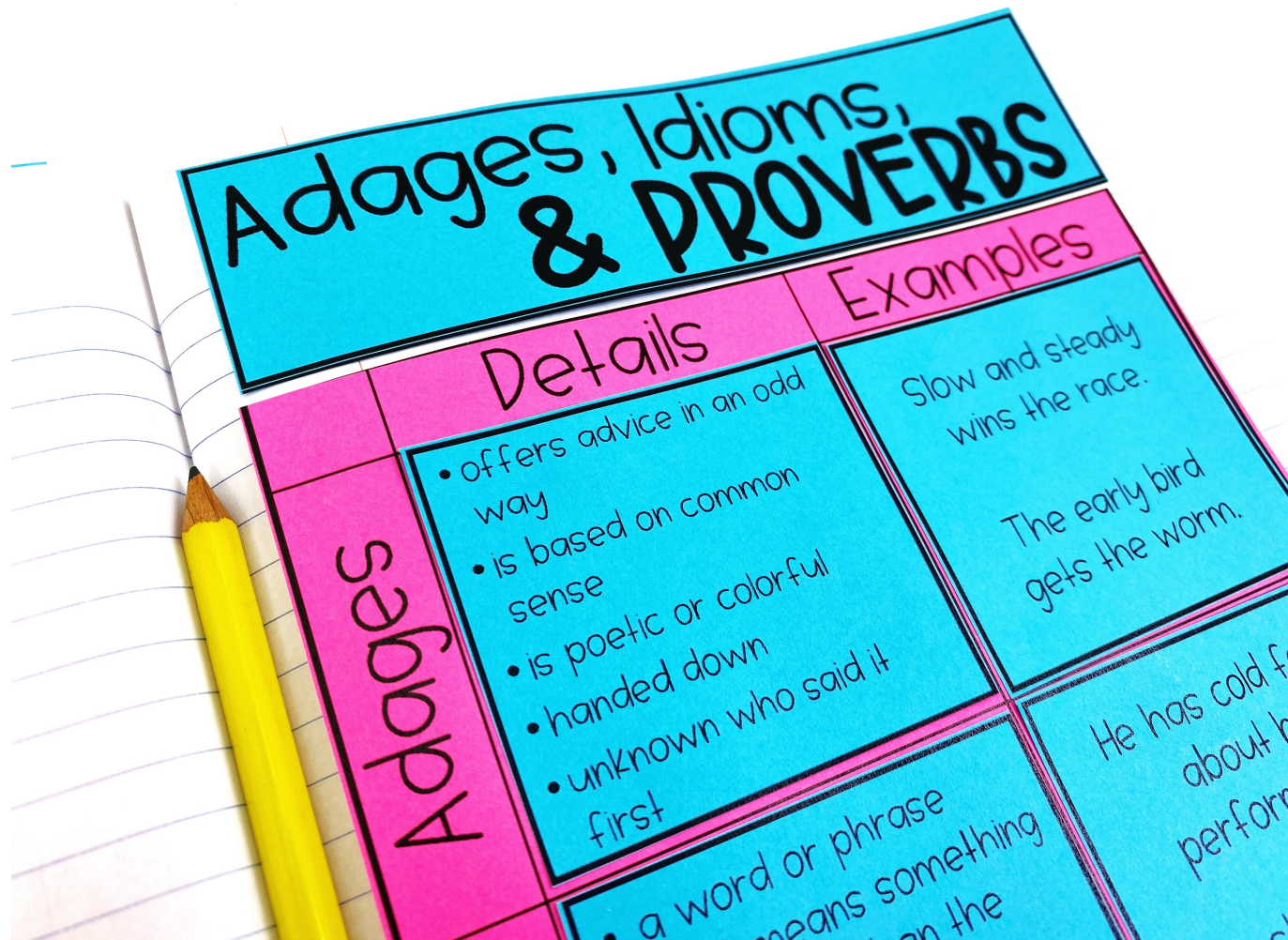
Students will use this time to complete a notebook activity. The notebook activity is great practice and will become a resource that they can look back on all year.

Students can work independently or with a partner.

If time permits, you can have students share an example that they have included in their notebook.



Tuesday: Notebooks



Wednesday: Writing

Today students will be taking their new language skill and incorporating it into their writing.

Simply use the PowerPoint provided to guide students as to what they should be writing.

Students will write independently, but then they will work with a partner to continue practicing their weekly skill.



Wednesday: Writing

ADAGES, IDIOMS, & PROVERBS

Write a short story with
at least three sentences.
Include an adage, idiom,
or proverb in your writing.

Not So Wimpy Teacher © The Primary Gal

ADAGES, IDIOMS, & PROVERBS

Trade papers with your
partner. Underline the
adage, idiom, or proverb
in their short story.

Is their phrase an adage, idiom, or proverb?

Not So Wimpy Teacher © The Primary Gal

Thursday: Task Cards

Today students will be practicing using task cards. Each student will need a recording sheet. You will need one set of the task cards for the class.

Spread the task cards around on the desks.

Students can start with the card closest to them and then scoot to the next card. It does not matter the order that they complete the cards and they can work at their own pace.

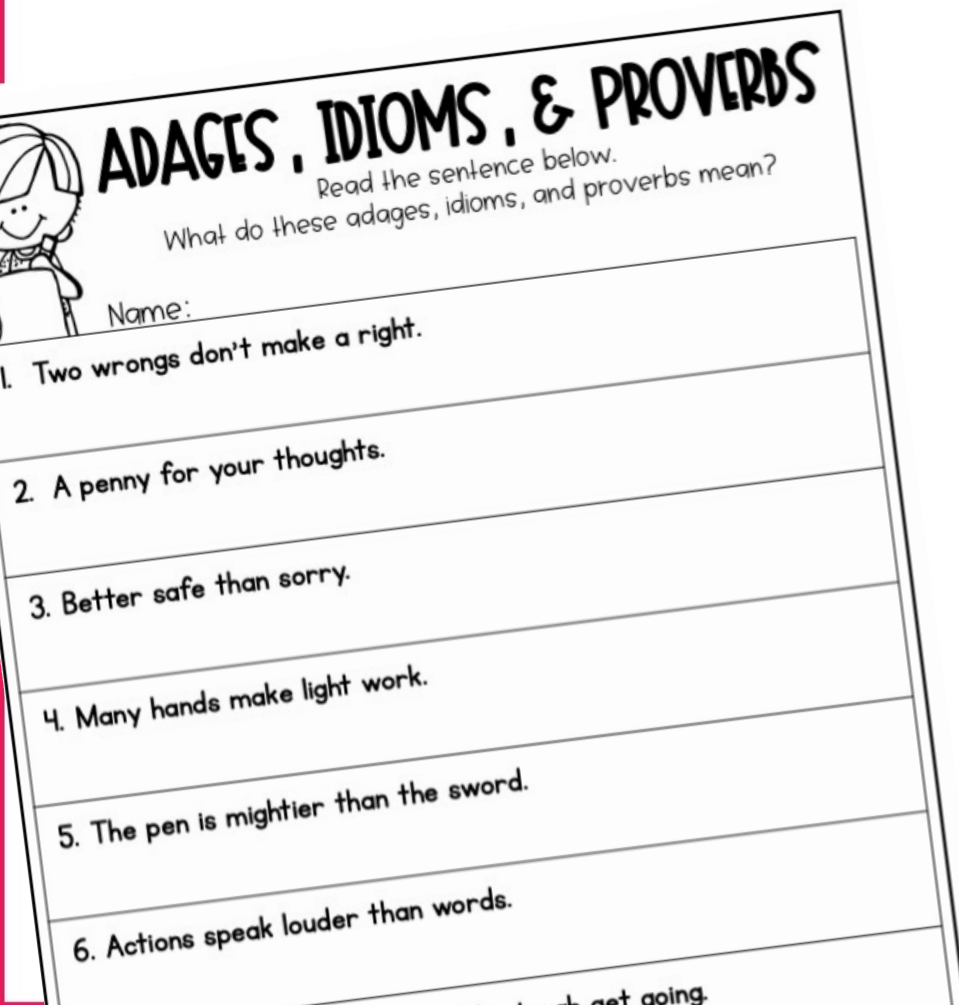
If needed, you can scoot with some of your lowest learners to offer support.

This can be a graded assignment or something that you discuss as a whole group.

Thursday: Task Cards

The image shows a stack of task cards and a worksheet. The top card features a cartoon boy and the text: "What does the idiom below mean? That was a blessing in disguise." A circular badge with the number "18" is on the bottom right of the card. The worksheet behind it is titled "Adages, Idioms, & Proverbs" and includes instructions: "Read the sentence on the task card. Write the meaning of the idiom, adage, or proverb." It has a "Name:" field and a list of 24 numbered lines for answers. A red pencil is positioned diagonally across the worksheet.

Friday: Assessment



ADAGES, IDIOMS, & PROVERBS

Read the sentence below.
What do these adages, idioms, and proverbs mean?

Name: _____

1. Two wrongs don't make a right.
2. A penny for your thoughts.
3. Better safe than sorry.
4. Many hands make light work.
5. The pen is mightier than the sword.
6. Actions speak louder than words.

_____ get going.

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

An answer key is included.

