

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

CONTEXT CLUES

Four common types of context clues are synonyms, antonyms, definitions, and

Whisper the four common types of context clues to your partner.

Not So Wimpy Teacher

CONTEXT CLUES

Context clues are hints given by an author to help the reader determine the meaning of new or difficult words.

Tell the definition of context clues to your partner.

Not So Wimpy Teacher

Tuesday: Notebooks

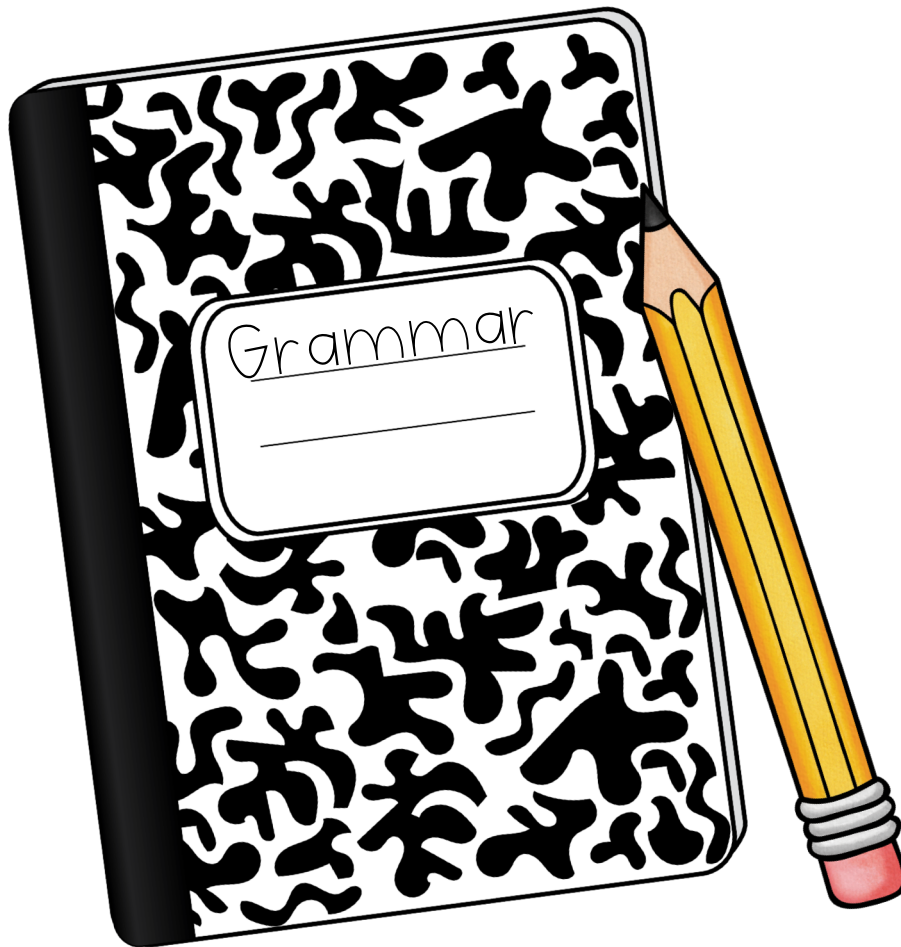
Students will use this time to complete a notebook activity. The notebook activity is great practice and will become a resource that they can look back on all year.

Students can work independently or with a partner.

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



Tuesday: Notebooks



Context Clues		
Context clues are hints given by the author to help a reader determine the meaning of a new or difficult word.		
Context Clue Type	Definition of the Context Clue Type	Example of the Context Clue Type
Synonym		
Antonym		
Example		
Definition		

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

CONTEXT CLUES

Trade papers with your partner. Underline the context clue your partner provided in their sentence.

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TEXT CLUES

Use the words below in a sentence sure to use a context clue that a reader determine the meaning of the difficult word.

Autonomy (noun):
the quality or state of being independent or ideas being their own

Accuracy (noun):
the quality or state of being correct or precise

Equivalent (adjective): equal in value, amount, function or meaning

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Thursday: Task Cards

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

Spread the task cards around on the desks.

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

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

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

Thursday: Task Cards

Use context clues to determine the meaning of the underlined word in each sentence.


We made a blueprint of the building, outlining all the floors.

a. a building
b. a design plan
c. floors

Use context clues to determine the meaning of the underlined word in each sentence.

The door required force to open. A baby wouldn't be able to open it.


a. strength
b. weakness
c. action




Use context clues to determine the meaning of the underlined word in each sentence.

The picture had horizontal lines going from left to right.

a. parallel to the horizon
b. slanted
c. slanted down



Friday: Assessment



CONTEXT CLUES

Circle the best definition for the underlined word based on the context clues in the sentence.

Name: _____

1. There was no <u>bias</u> in the experiment. Each participant was blindfolded so they didn't affect the results.	a. problem	b. fairness
	c. unfairness	d. difference
2. The group's <u>cohesion</u> is outstanding. Everyone is working well and sticking together.	a. togetherness	b. separation
	c. brokenness	d. conflict
3. My friend's words weren't <u>audible</u> in the large crowd. It was too loud to hear anything.	a. able to be seen	b. able to be heard
	c. understandable	d. confusing
4. The assembly line was <u>efficient</u> , functioning in the best way possible as to not waste any time or effort.	a. productive	b. wasteful
	c. timely	d. multifunctional
5. Our boss told us to <u>brainstorm</u> ideas, so the group got together to bounce ideas off each other.	a. similar	b. different
	c. strange	d. abnormal
6. The zoo has a <u>diverse</u> set of animals, including mammals, birds, insects, and fish.	a. to act out	b. brain freeze
	c. creativity	d. to think of
7. I went back on my <u>word</u> about my favorite movie <u>genre</u> is thriller. I love movies that they are so scary and		

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

An answer key is included.

