

# 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

## TITLES OF WORKS

### "Quotation Marks"

Poems	"Go and Catch a Falling Star", "Sonnet 18"
Articles	"Kids with Cell Phones", "Social Media Fun"
Short Stories	"Sleeping Beauty", "Cinderella"
Chapters of Books	"Unearthed", "Unarmed", "Unexpected"
Newspaper Article	"Mayor to Seek Second Term"
Episode of a TV Show	"Teacher's Pet", "Kid Gloves"
Song from an Album	"Only Human", "Shallow"
Photographs	"Man Jumping in a Puddle", "The Steel"

Can you whisper a title of a poem, short story or other title that sound need to be in quotation marks?

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## ADAGES, IDIOMS, & PROVERBS

Explain it!

Two wrongs don't  
make a right.

Is this a proverb or an adage?

Discuss your thoughts with your neighbor.

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# Tuesday: Notebooks

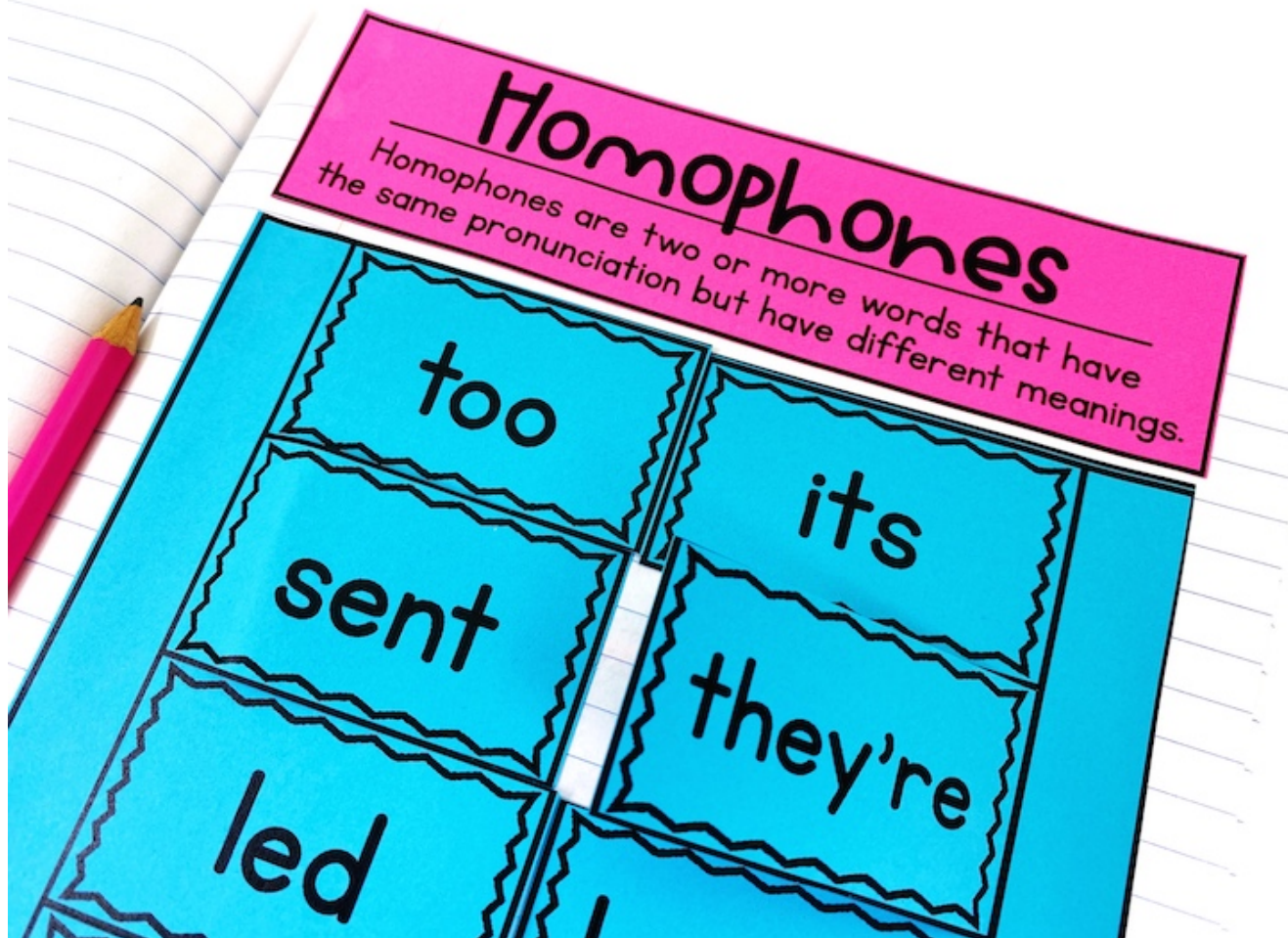
Students will use this time to complete a notebook activity. The notebook activity is great practice and will become a resource that they can look back on all year.

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

## CORRECTING SENTENCES

Write **two**  
sentence  
fragments.

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## CORRECTING SENTENCES

Trade papers with  
your partner.  
Can you correct their  
sentence fragments?

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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.

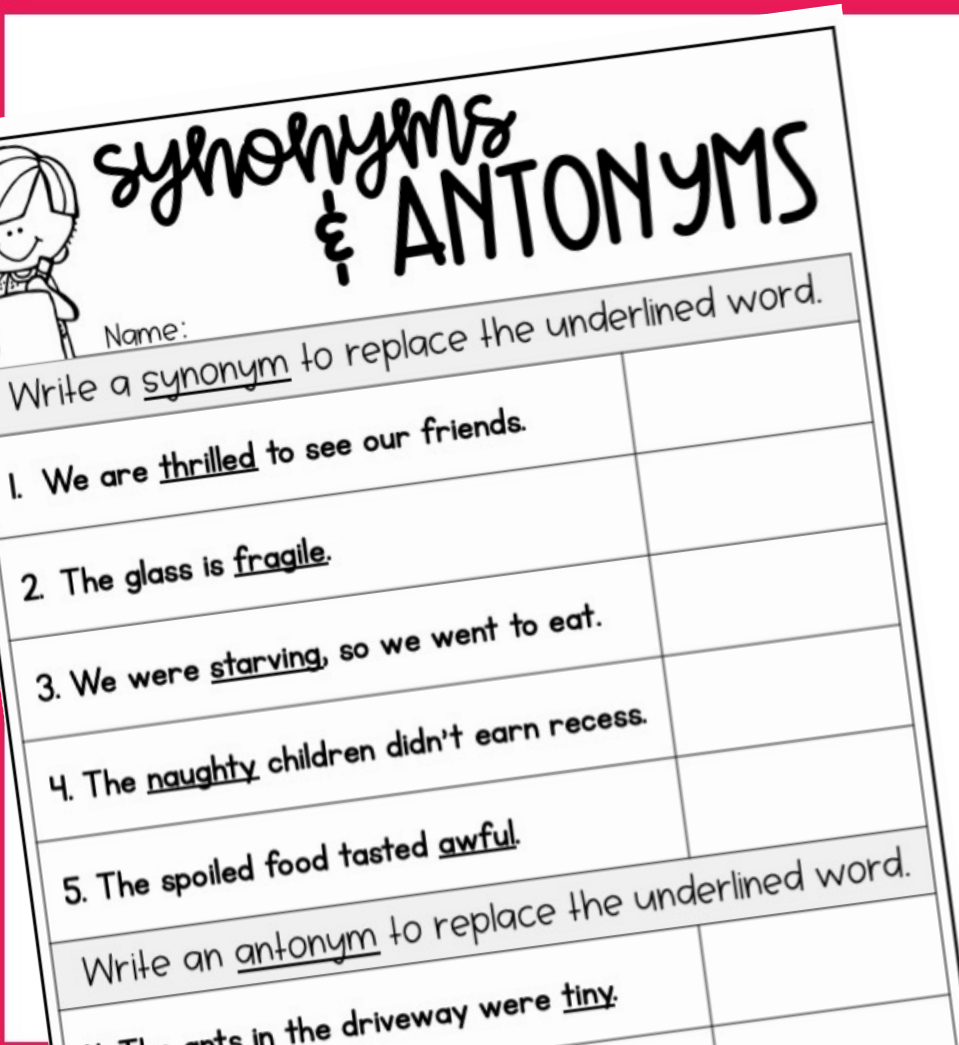
If needed, you can scoot with some of your lowest learners to offer support.

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





# Friday: Assessment



**synonyms & ANTONYMS**

Name: \_\_\_\_\_

Write a synonym to replace the underlined word.

1. We are <u>thrilled</u> to see our friends.	
2. The glass is <u>fragile</u> .	
3. We were <u>starving</u> , so we went to eat.	
4. The <u>naughty</u> children didn't earn recess.	
5. The spoiled food tasted <u>awful</u> .	

Write an antonym to replace the underlined word.

1. The ants in the driveway were <u>tiny</u> .	
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Today students will work independently to take an assessment. The assessment is on a half sheet to save paper!

An answer key is included.



BEST FOR 5<sup>th</sup> Grade



# grammar unit 2

TITLES OF WORKS

CORRECTING SENTENCES

HOMOPHONES

SYNONYMS & ANTONYMS

ADAGES, IDIOMS & PROVERBS

DICTIONARY SKILLS

ROOTS AND AFFIXES

UNIT 2 REVIEW