

# 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

## Shades of Meaning

For example:

Good

Great

Amazing

Weak

Stronger

## Shades of Meaning

Select the best word to fill in the blank.

Connor was \_\_\_\_\_ when he finally got on the team after trying out for two years.

- A. glad
- B. thrilled

# Tuesday: Notebooks

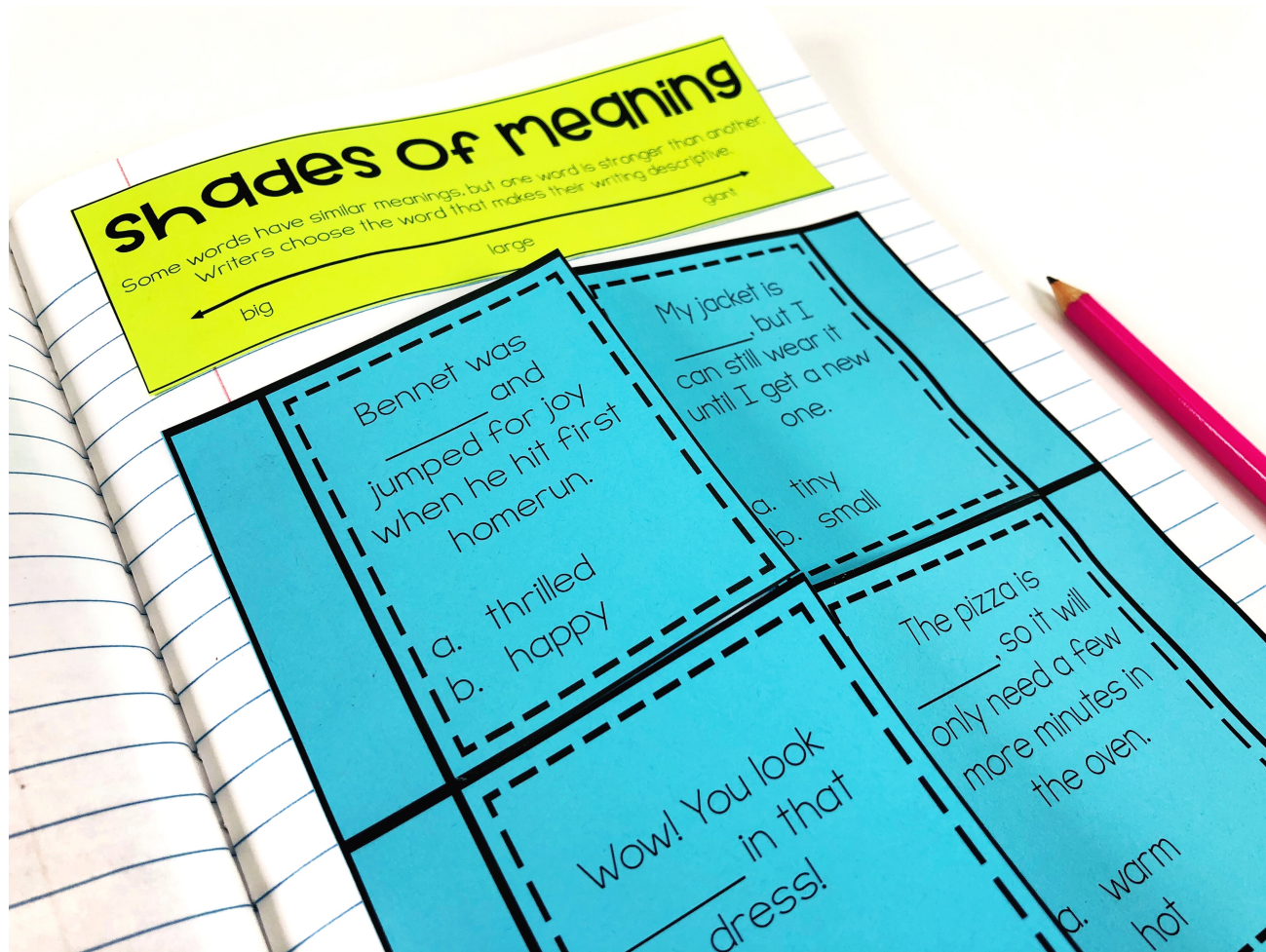
Students will use this time to complete a notebook activity. The notebook activity is great practice and will become a resource that they can look back on all year.

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

## Shades of Meaning

Use each of the words below in a sentence.

small

happy

like

## Shades of Meaning

Trade papers with your partner. Write a new sentence for each word using a stronger word with a similar meaning.

# 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

**Shades of Meaning**

Read the card and write the correct answer in the box. Name: \_\_\_\_\_

1.	2.	3.	4.	5.	6.
7.	8.	9.	10.	11.	12.
13.	14.	15.	16.	17.	18.
19.	20.	21.	22.	23.	24.

**Select the best word to fill in the blank.**

I already ate lunch, but I am still \_\_\_\_\_ and could eat a small snack.

- a. starving
- b. hungry

15

# Friday: Assessment

**shades of meaning**

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

Circle the best word to fill in the blank.

I _____ ice cream so much that I could eat it every day! a. like b. love	I will be _____ if I can't sit by my friend on the bus. a. devastated b. sad
He took a short nap because he felt a little _____. a. exhausted b. tired	I haven't eaten all day and now my stomach is growling and I am _____. a. starving b. hungry
I was _____ when my friend broke my pencil. a. furious b. bothered	The movie was _____, but I liked the book much better. a. good b. amazing

Today students will work independently to take an assessment.

The assessment is on a half sheet to save paper!

An answer key is included.

