

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

ROOTS & AFFIXES

unhappily
prefix

A prefix is added to the beginning of a word.

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SIMILES & METAPHORS

You decide!
Simile or Metaphor?

When we have a sub,
this classroom is a zoo.

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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

Dictionary Skills

Alphabetical Order, Dictionary Entries, & Guide Words

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

make /meɪk /

pronunciation

make-mock

guide words

1. *verb* to bring into existence by shaping or changing material

- I am going to make a cake for her birthday.

2. *noun* the style or manner that something is made

- What is the make and model of your vehicle?

part of speech

meat /mit /

animals used for food

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

HOMOPHONES

Write one sentence that includes a set of homophones.

Example: Can you **hear** the teacher over **here**?

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HOMOPHONES

Write one sentence on separate pieces of paper with your partner. **Circle** the **homophones** in their sentence.

Did they use their homophones correctly?

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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

Complete Sentences & Fragments

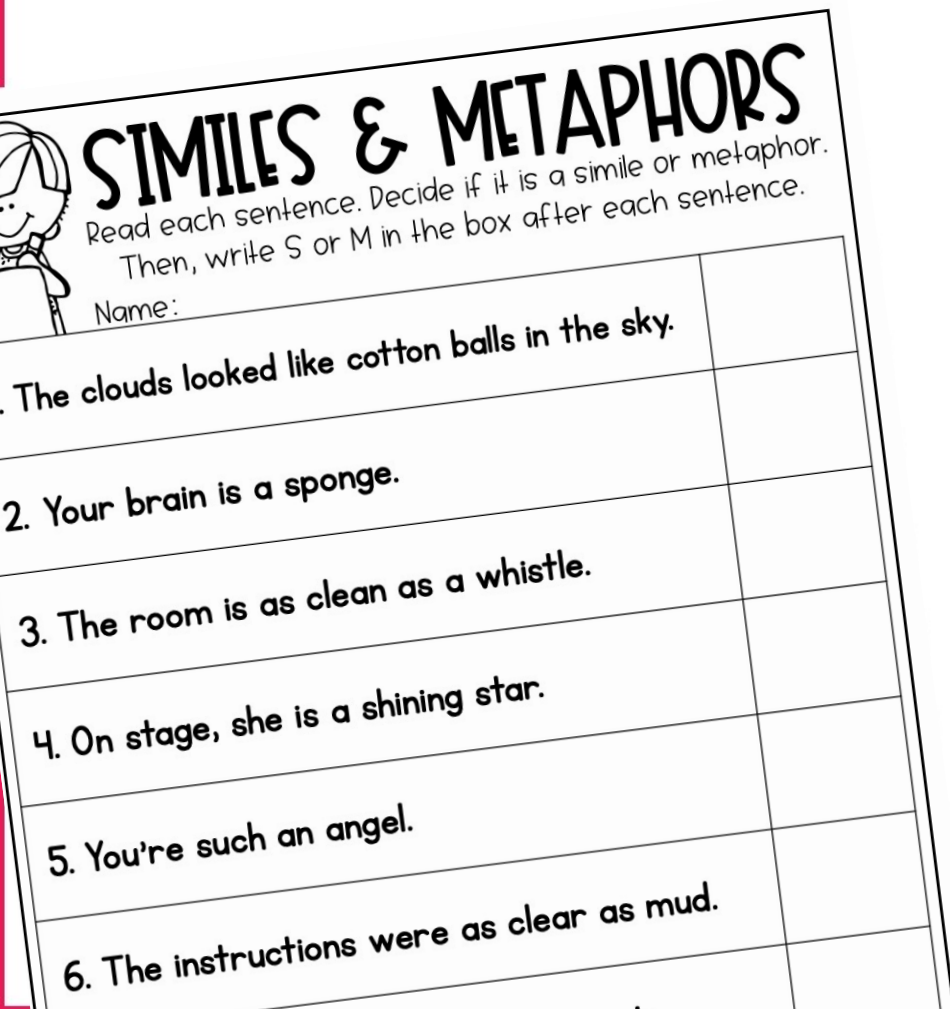
Are the words below a sentence or a fragment?

The table in the room.

23

| Number | Sentence or Sentence Fragment | Classification |
|--------|-------------------------------|-------------------|
| 1. | complete sentence | complete sentence |
| 2. | complete sentence | complete sentence |
| 3. | sentence fragment | sentence fragment |
| 4. | complete sentence | complete sentence |
| 5. | complete sentence | complete sentence |
| 6. | sentence fragment | sentence fragment |
| 7. | complete sentence | complete sentence |
| 8. | sentence fragment | sentence fragment |
| 9. | complete sentence | complete sentence |
| 10. | complete sentence | complete sentence |
| 11. | sentence fragment | sentence fragment |
| 12. | complete sentence | complete sentence |
| 13. | sentence fragment | sentence fragment |
| 14. | complete sentence | complete sentence |
| 15. | complete sentence | complete sentence |
| 16. | sentence fragment | sentence fragment |
| 17. | complete sentence | complete sentence |
| 18. | complete sentence | complete sentence |
| 19. | sentence fragment | sentence fragment |
| 20. | complete sentence | complete sentence |
| 21. | complete sentence | complete sentence |
| 22. | sentence fragment | sentence fragment |
| 23. | complete sentence | complete sentence |
| 24. | complete sentence | complete sentence |

Friday: Assessment



SIMILES & METAPHORS
Read each sentence. Decide if it is a simile or metaphor.
Then, write S or M in the box after each sentence.

Name: _____

| | |
|--|--|
| 1. The clouds looked like cotton balls in the sky. | |
| 2. Your brain is a sponge. | |
| 3. The room is as clean as a whistle. | |
| 4. On stage, she is a shining star. | |
| 5. You're such an angel. | |
| 6. The instructions were as clear as mud. | |

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 4th Grade



grammar unit 2

CAPITALIZATION

COMPLETE SENTENCES

HOMOPHONES

SYNONYMS & ANTONYMS

SIMILES & METAPHORS

DICTIONARY SKILLS

ROOTS AND AFFIXES

UNIT 2 REVIEW