

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

>>>>>>>>>> Review

What do these prefixes and suffixes mean?

	Meaning	Example
re	again	rewrite
pre		
dis and un		
ful		
less		
ly		

Not So Wimpy Teacher

>>>>>> Review

you try:

for recess said Mrs. Garcia
he yelled be careful!

What is for dinner I asked

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



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.



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.

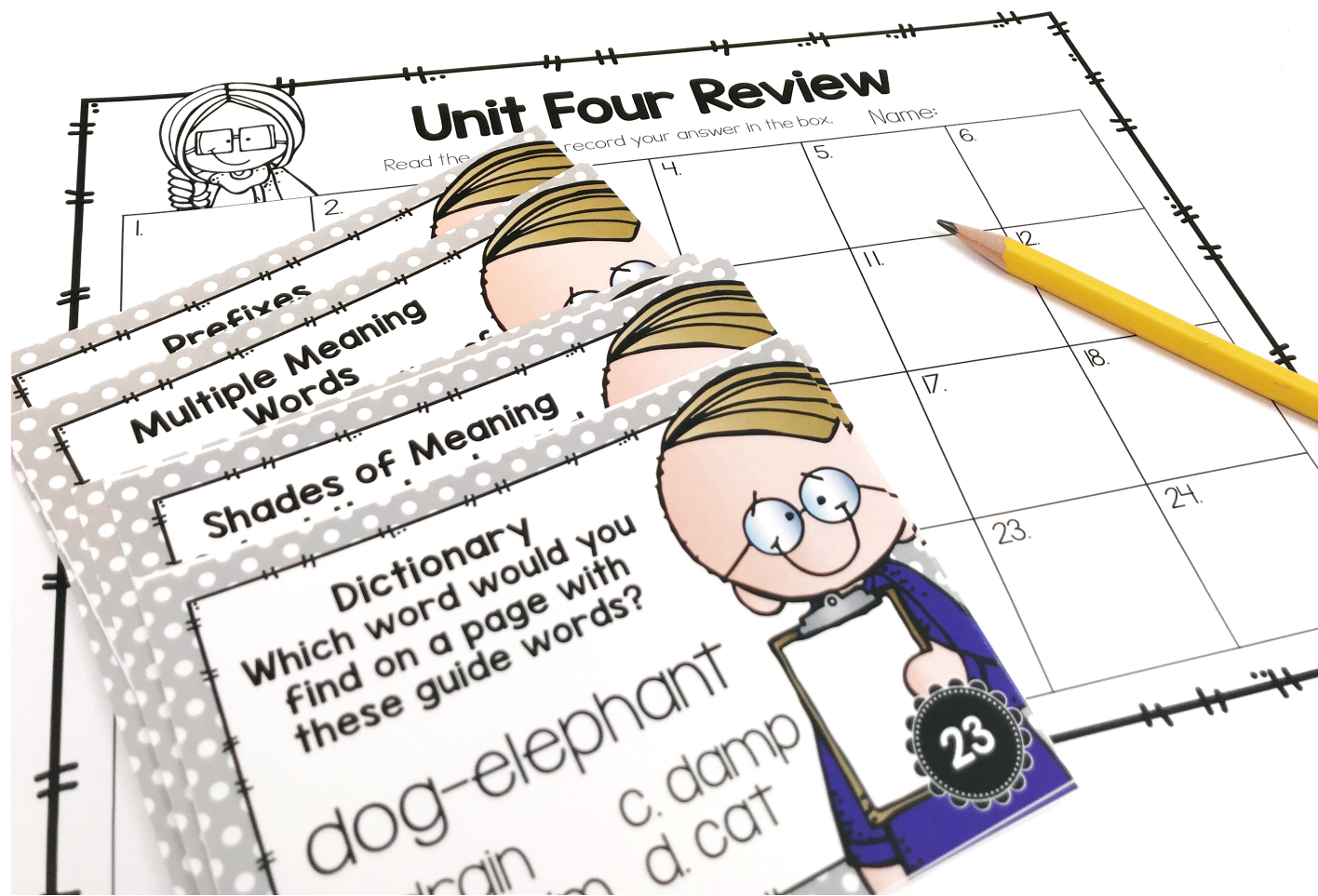
Spread the task cards around on the desks.

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



Friday: Assessment

Unit 4 review

Name: _____

Circle the correct answer.

1. Which dialogue is correct?

- a. She said "eat your dinner."
- b. She said, "Eat your dinner."

2. Which dialogue is correct?

- a. "I love dogs!" she exclaimed.
- b. "I love dogs." she exclaimed!

3. Add the correct comma.

Mr. and Mrs. Olson
4380 Washington Ave.
Phoenix AZ 85016

4. Add the correct commas.

Pizza Hut is on 702 Main
Street Gas City IN 46933.

5. Which prefix means again?

pre
re

6. Which suffix means without?

less
ly

8. _____ of ribbon for

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

An answer key is included.

