

# 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.





# 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**

**INFERENCE**  
I avoid eating celery because I am allergic.  
I eat many other veggies instead.

**DEFINITION**  
We like to purchase, or buy, fruits and  
veggies from local farmers.

**EXAMPLE**  
Some foods make you drowsy. For example,  
pasta and turkey can make you sleepy.

**ANTONYMS**  
I used to detest avocados, but now I love  
them!

**SYNONYMS**  
Potatoes and squash are similar. They taste  
much the same.

Directions: Under each flap, tell the meaning of the underlined word.  
Give the context clue or explain how you knew its meaning.

Not So Wimpy Teacher

Not So Wimpy Teacher

# 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 <<<<<

Here is an example for the following writing activity.

1. I wear my **coodabee** when it's cold outside.
2. Mom asks me to hang up my **coodabee** on the clothesline when I get home from school.
3. One day I left my **coodabee** on the playground at recess.

What do you think a **coodabee** is?

## CONTEXT CLUES <<<<<<<<<<

Write at least three sentences to give clues about the meaning of

**rumyooper**

\*it can mean whatever you want it to mean.

# 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.

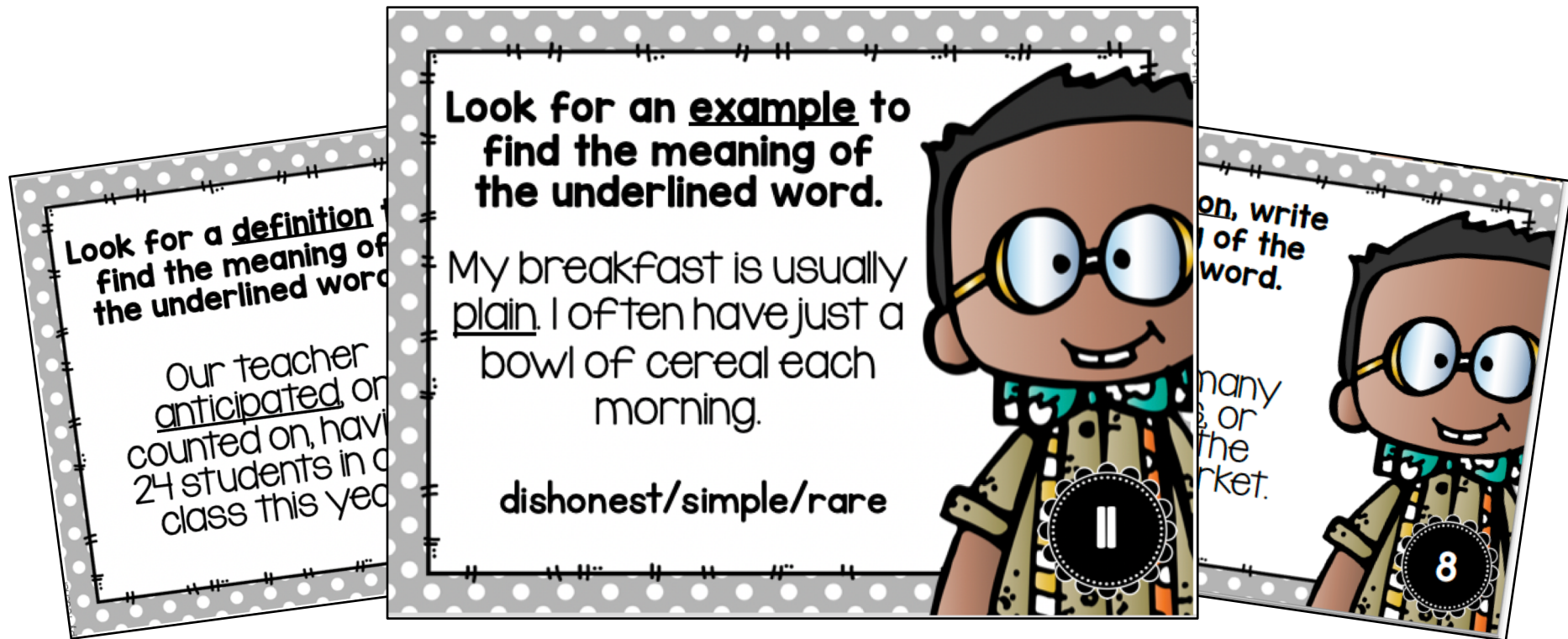
Students can start with the card closest to them and then scoot to the next card. It does not matter the order that they complete the cards and they can work at their own pace.

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



Look for a definition to find the meaning of the underlined word.

Our teacher anticipated our class this year.

Look for an example to find the meaning of the underlined word.

My breakfast is usually plain. I often have just a bowl of cereal each morning.

dishonest/simple/rare

on, write of the word.

many or the market.

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# Friday: Assessment

## Context Clues

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

Match the sentence with the context clue strategy.

1. I played with my adorable rabbit. I can't believe how cute he is!

Antonym

2. Mom organized the pantry. For example, she grouped the cans, pasta, and snacks together.

Definition

3. Even though I was drowsy, I did my best to stay awake.

Synonym

4. I noticed, or paid attention to, a new student in class.

Example

Circle or highlight the context clue that is the same as the underlined word.

Today students will work independently to take an assessment.

The assessment is on a half sheet to save paper!

An answer key is included.

