

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

DICTIONARY SKILLS <<

A **glossary** is like a dictionary, but shorter and pertains to a specific topic. You might see a glossary in:

- a science book
- textbooks
- nonfiction books

 Tell your partner why it would be helpful to have a glossary.

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DICTIONARY SKILLS <<<

Words in dictionaries and glossaries are arranged in **alphabetical order**.

record
surprise
tilt
vanish

 Tell your partner how you know these words are in alphabetical order.

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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

area - fair	gaze - leap
local - pale	poke - skill
The <u>center</u> of the doughnut was filled with grape jelly.	We played basketball at the <u>center</u> after school.

✂

insist	shelter	benefit
mention	The middle of something	A place where activities happen

Directions: Cut out the words and definitions at the bottom. Under the top four flaps, glue a word that comes between the guide words on the flap. Under the bottom two flaps, glue the definition that matches the underlined word.

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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

DICTIONARY SKILLS <<<

DICTIONARY SKILLS <<<

Write 2-3 sentences about a time you used alphabetical order. Include why alphabetical order was helpful.

Ex: Last week, I was looking for a book at the library. The titles were in alphabetical order. Knowing alphabetical order helped me find the book I want!

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Trade papers with partner and read each other's sentences.

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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.

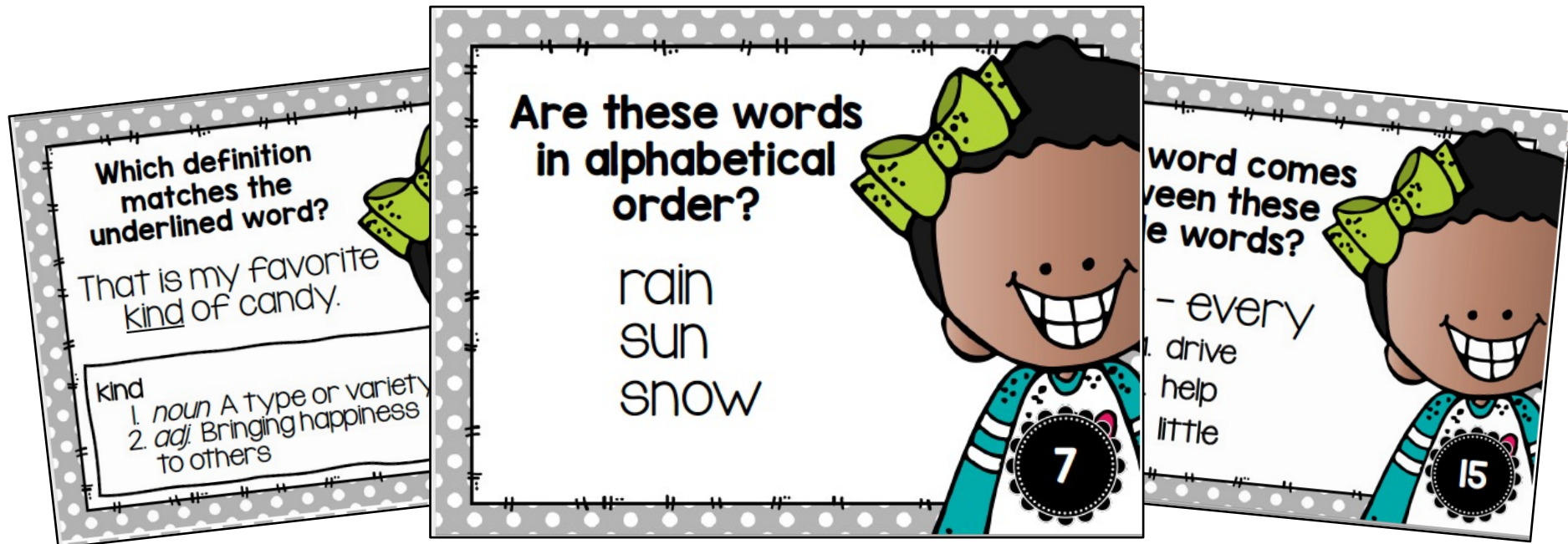
Spread the task cards around on the desks.

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



Friday: Assessment

dictionary skills

Name: _____

Write the words below in alphabetical order.

soil bold kind safe

1. _____
2. _____
3. _____
4. _____

Match the word on the left to the guide words it would come between on a dictionary or glossary page.

peer

insist

admire - expect

gather - measure

notice - revise

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

An answer key is included.

