

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 <<<

Sometimes words can be similar or mean slightly different things. We call this **shades of meaning**.

Genna was **nice** to the new student.

Genna was **friendly** to the new student.



Tell your partner which pink word you like better and why.

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SHADES OF MEANING <<<

What words have **similar meanings** to the words below?

small

misicule

hot

scorching

?

?

pretty

stunning

?

?

glad

overjoyed

?

?

strong word and share it in a sentence with your partner.

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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



Shades of meaning

Katherine Johnson was a smart mathematician who worked at NASA and helped send astronauts to the moon.

The blue whale is a big animal. Its tongue weighs as much as an elephant!

We talked quietly in the library so we wouldn't disturb the other people looking for books.

My mom makes good chocolate chip cookies. Everyone always asks her for the recipe because they are so good.

My brother was mad when I dropped his phone and broke the screen.

Directions: Under each flap, write a word that has a similar meaning to the underlined word in each sentence.
Ex: I ran to the finish line = sprinted

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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

SHADES OF MEANING <<

Choose a pair of words below
write one sentence for each word
Your sentences should demonstrate
shades of meaning.

happy - overjoyed

big - massive

old - ancient

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SHADES OF MEANING <<<

Trade papers with your
partner. Circle the words
with similar meanings.

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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

Select the best word to fill in the blank.

We went to recess because there was only a _____ of rain.

- A. downpour
- B. drizzle

Select the best word to fill in the blank.

Ms. Davidson _____, "Look out!" when the ball came toward me.

- A. yelled
- B. said



Select the best word to fill in the blank.

_____ quietly so we _____ the baby.



Friday: Assessment

shades of meaning

Name: _____

Match each word on the left with a word on the right that has a similar meaning.

cold

nice

toss

ate

laugh

chuckle

gobbled

freezing

friendly

throw

Circle the word that best completes each sentence.

1. It started pouring rain while I was walking home, so my clothes were (damp/drenched).
2. Terrence was (exhausted/tired) after running a mile

Today students will work independently to take an assessment.

The assessment is on a half sheet to save paper!

An answer key is included.

