

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

UNIT 4 REVIEW <<<<<

Let's review our unit! We learned about

commas in letter writing

prefixes

suffixes

multiple meaning words

shades of meaning

dictionary skills

spelling patterns

UNIT 4 REVIEW <<<<<

We use **commas** when we write letters.

		Dear Franco,	March 4, 2015
		We arrived yesterday in Chicago, Illinois.	
		We went to the Museum of Science and Industry. Today, we are eating deep-dish pizza!	
		From,	
		Celeste	



Tell your partner four reasons we used commas in the letter above.

Not So Wimpy Teacher

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



April 22 2018

Dear Cleo
Happy Earth Day! Today we learned how to help the Earth. One thing we can do is _____ use things like glass jars. If you are _____ able to use them again, you can also recycle them. I mad a plel to take care of our planet! I'll be comeing up with more ways to help!

Sincerely
Bryce

January 15 2008

Dear Cedric
I hog you can come to my party next week! We will jump in the tall _____ bounce house you have ever seen! My mom said it would be help _____ if you bring your own gake to wear whil we jump. We will also be runing races in the park! Hope to see you there!

From
Shai

Unit four review

The big <u>wave</u> knocked me to the ground.	MULTIPLE MEANING WORDS	calf - grasp
The <u>fly</u> landed on my slice of pizza.		hollow - leap
happy	SHADES OF MEANING	pale - skill
damp		soil - zigzag

Spelling Patterns, Commas, Prefixes & Suffixes: On the flaps, add missing commas, prefixes, and suffixes. Under the flap, write the correct spelling of the underlined words.
Multiple Meaning Words: Under the flap, write the meaning of the underlined word.
Shades of Meaning: Under the flap, write another word with a similar meaning.
Dictionary Skills: Under each flap, write a word that would come between the guide words.

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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

UNIT 4 REVIEW <<<<<

Write a letter to a friend about your favorite subject or class in school. Make sure your letter includes:

- **commas** in the greeting and closing
- at least one word that uses a **prefix** or **suffix**
- proper **spelling**
- precise, interesting **word choice**

Not So Wimpy Teacher

UNIT 4 REVIEW <<<<<

Trade papers with your partner. Check their spelling and comma usage. Circle a word that could be replaced with a stronger word.

Not So Wimpy Teacher

Not So Wimpy Teacher

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

Choose the correct suffix.

Kara was the tall _____ student in Ms. Vogel's class.

ful/less/er/est

Which word comes between these guide words?

mention - shy

- a. feast
- b. luxury
- c. rumor



Which closing is correctly?

Ivan
an,
yan



Friday: Assessment

unit four review

Name: _____

Add a comma to each underlined part of the letter.
Then, circle the correctly spelled word in each word pair.

Dear Aunt Claire

June 6 2021

I just got (back/bake) from my trip to Hawaii! I
got to (rid/ride) my (bike/bick) down a volcano. It was
(amazeing/amazing)!

Love

Steve

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

hollow

depth

quaint

ally - either

grate - mild

next - slight

blank

Today students will
work independently to
take an assessment.

The assessment is on a
half sheet to save
paper!

An answer key is
included.

