

5 Day Grammar and Usage Plan

• **WORD** **FORM**
NOUN

LANGUAGE SUPPORT

Have students complete the following sentence: John walks _____. Have volunteers pantomime the adverb used in the sentence.

DAILY LANGUAGE ACTIVITIES

Write each day's Daily Language Activities on the board or on Transparency 26. Have students orally revise the sentences by adding adverbs.

Day 1

1. The chains cracked.
2. Cinque thought he would be free.
3. He planned his escape.

Day 2

1. Cinque fired the alarm.
2. They tried to steer the ship.
3. People sat in the courtroom.

Day 3

1. Cinque tossed a line to him.
2. It was hard to sit in court every day.
3. John Quincy Adams carried a small book with him.

Day 4

1. Cinque tried to smile, but he was feeling ill.
2. Cinque would be home.
3. He was captured a year ago.

Day 5

1. The court had made such a ruling.
2. The prisoners walked in the dark.
3. He slept during the meeting.

• **WORD** **FORM**
NOUN

DAY 1 Introduce the Concept

Oral Warm-Up Read this sentence: Cinque moved quickly. Ask students to identify the word that describes how Cinque moved.

Introduce Adverbs Explain that sometimes adverbs are used to make descriptions clearer. Discuss:

Adverbs

- An adverb is a word that tells more about a verb, an adjective, or another adverb.
- An adverb can tell how, when, or where an action takes place.

Present the Daily Language Activity and have students revise the sentences orally. Then ask them to write the sentences, using different adverbs.



Assign the daily Writing Prompt on page 616C.

Adverbs

Write the adverb in the blank space next to the word it describes.

1. The court had made such a ruling.	_____
2. The prisoners walked in the dark.	_____
3. He slept during the meeting.	_____
4. The chains cracked.	_____
5. Cinque thought he would be free.	_____
6. He planned his escape.	_____
7. Cinque fired the alarm.	_____
8. They tried to steer the ship.	_____
9. People sat in the courtroom.	_____
10. Cinque tossed a line to him.	_____
11. It was hard to sit in court every day.	_____
12. John Quincy Adams carried a small book with him.	_____
13. Cinque tried to smile, but he was feeling ill.	_____
14. Cinque would be home.	_____
15. He was captured a year ago.	_____

DAY 2 Teach the Concept

Review Adverbs Have students identify the adverb in the following sentence: The crew sailed yesterday.

More About Adverbs Ask students to explain what an adverb does and to give examples. Then present the following:

- An adverb can describe an adjective or another adverb.

List the following adverbs: almost, fairly, quite, slightly, timidly, too, completely, hardly, really, so, very. Have volunteers use them in sentences.

Present the Daily Language Activity. Have students orally add an adverb to each sentence.



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Adverbs

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Macmillan Mcgraw Hill Reading Unit 6 Teachers Edition

Reading Unit 6

RJ Alexander



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This well rounded collection of research based reading intervention strategies will support and inform your RTI efforts The book also includes teacher friendly sample lesson plans and miniroutines that are easy to understand and adapt Many of the strategies motivate average and above average students as well as scaffold struggling readers Maximize the power of these interventions by using them across grade level teams or schoolwide Spotlight on Literacy: Pupil edition. Lvl.9, Unit 3. Teamwork. Teacher's planning guide, 1997 Reading textbook series organized by thematic units utilizes award winning unabridged trade book literature to teach reading and language arts competency to students grades K 6 *Eureka!*, 1997 Reading textbook series organized by thematic units utilizes award winning unabridged trade book literature to teach reading and language arts competency to students grades K 6

Resources for Teaching Middle School Science Smithsonian Institution, National Academy of Engineering, National Science Resources Center of the National Academy of Sciences, Institute of Medicine, 1998-04-30 With age appropriate inquiry centered curriculum materials and sound teaching practices middle school science can capture the interest and energy of adolescent students and expand their understanding of the world around them Resources for Teaching Middle School Science developed by the National Science Resources Center NSRC is a valuable tool for identifying and selecting effective science curriculum materials that will engage students in grades 6 through 8 The volume describes more than 400 curriculum titles that are aligned with the National Science Education Standards This completely new guide follows on the success of Resources for Teaching Elementary School Science the first in the NSRC series of annotated guides to hands on inquiry centered curriculum materials and other resources for science teachers The curriculum materials in the new guide are grouped in five chapters by scientific area Physical Science Life Science Environmental Science Earth and Space Science and Multidisciplinary and Applied Science They are also grouped by type core materials supplementary units and science activity books Each annotation of curriculum material includes a recommended grade level a description of the activities involved and of what students can be expected to learn a list of accompanying materials a reading level and ordering information The curriculum materials included in this book were selected by panels of teachers and scientists using evaluation criteria developed for the guide The criteria reflect and incorporate goals and principles of the National Science Education Standards The annotations designate the specific content standards on which these curriculum pieces focus In addition to the curriculum chapters the guide contains six chapters of diverse resources that are directly relevant to middle school science Among these is a chapter on educational software and multimedia programs chapters on books about science and teaching directories and guides to science trade books and periodicals for teachers and students Another section features institutional resources One chapter lists about 600 science

centers museums and zoos where teachers can take middle school students for interactive science experiences Another chapter describes nearly 140 professional associations and U S government agencies that offer resources and assistance Authoritative extensive and thoroughly indexed and the only guide of its kind Resources for Teaching Middle School Science will be the most used book on the shelf for science teachers school administrators teacher trainers science curriculum specialists advocates of hands on science teaching and concerned parents **Resources in Education** ,1994

Twice-told Tales ,1997 Reading textbook series organized by thematic units utilizes award winning unabridged trade book literature to teach reading and language arts competency to students grades K 6 **Reading and Reasoning** DOWNING,2013-11-11 I have written this book to put forward a new theory of reading the cognitive clarity theory But the book is not all theory I have tried to show how this theory can help students teachers and parents to improve children s education in reading at home and at school Although the cognitive clarity theory is new it is derived from other theories and from a wide range of educational linguistic and psychological research The cognitive clarity theory is thus a bringing together of the insights of many colleagues in these disciplines What the theory owes to these colleagues is clearly acknowledged as the evidence is presented But I must also be thankful for the experiences that have led me in this direction I worked as a school teacher for nearly ten years before I became an experimental psychologist During my years as a teacher I was often baffled by children s difficulties in learning to read Then only two or three years after qualifying in psychology I had the good fortune to be chosen to plan and conduct the first large scale experiment on children s reading in Britain

Spotlight on Literacy ,1997 Reading textbook series organized by thematic units utilizes award winning unabridged trade book literature to teach reading and language arts competency to students grades K 6

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