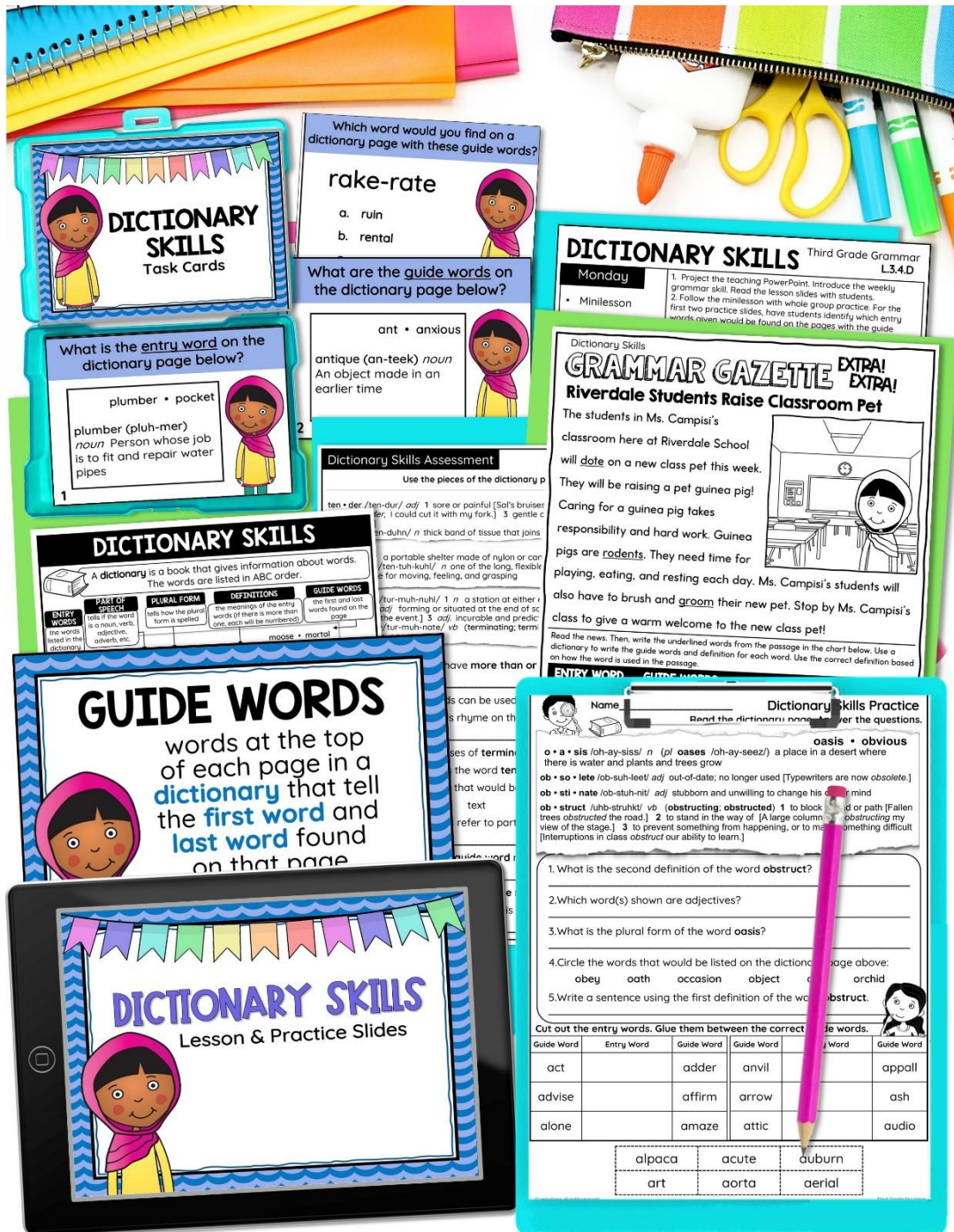


Teaching grammar just got easier!

GET A FULL WEEK OF GRAMMAR PLANNED FOR YOU!

UNIT INCLUDES:

- 15-Minute daily routine
- Lesson plan
- Teaching PowerPoint
- Practice worksheet
- Reading passage
- Writing activity
- Center task cards
- Assessment
- Skill poster



Easily fit in daily grammar practice

Lessons & activities follow a consistent weekly routine

DICTIONARY SKILLS Third Grade Grammar L.3.4.D

Monday

- Minilesson

*Each day's lesson & activity is designed to take 15 minutes.

1. Project the teaching PowerPoint. Introduce the weekly grammar skill. Read the lesson slides with students.
2. Follow the minilesson with whole group practice. For the first two practice slides, have students identify which entry words given would be found on the pages with the guide words given. Slide the appropriate words between the correct guide words. The next two practice slides contain example dictionary pages. Work with students to answer the questions using the example pages. One of the practice activities can also be used on another day to help students review the skill.
3. Students work with a partner for the partner practice slide. Students use a journal, scrap paper, or whiteboards for the writing portion of the slide.

Tuesday

- Practice worksheet

1. Review the minilesson slides if needed. Project the Talk About It slide for students to review further.
2. Students complete the practice worksheet.

Wednesday

- Task Card Center

Students continue practice using task cards. Use the cards as a literacy center or place them around the room for students to "room the room" to complete with a partner. Another option is to spread the cards onto desks. Students complete the card and pass it on to the next student. Students can complete the cards in any order.

Thursday

- Writing Grammar Gazette

1. Students apply the weekly grammar skill to their writing. Choose the option you wish students to use. Easily differentiate for students who need more guidance with the word bank version.
2. Students write a short, 3-4 sentence news story about the picture that includes words in the weekly grammar skill. Students circle the target words in their writing or trade papers with a partner to find and circle them.

Friday

- Assessment
- Grammar Glossary

1. Students glue the Grammar Glossary pages into their notebooks for future reference. If you wish to extend the glossary and add a list generating activity, it can be done during your literacy center time or when time allows.
2. Students finish the week by taking the assessment.

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Third Grade Grammar

Daily Routine

Monday Minilesson | Group practice

Tuesday Partner practice & worksheet

Wednesday Center activity

Thursday Reading passage & writing activity

GUIDE WORDS

words at the top of each page in a **dictionary** that tell the **first word** and **last word** found on that page



Includes ready-to-use lesson plans

Day 1 Introduce the Skill

Minilesson & activity slides on PowerPoint

★ Teaching slides to introduce the skill

★ Interactive slides with moveable pieces to model & practice whole group

★ Partner slides to review & practice together

ANSWER THE QUESTIONS PRACTICE

canoe • capable

ca • noe /kuh-noo/ 1 *n* a narrow boat with pointed ends that you move through water with paddles 2 *vb* (canoeed; canoeing) to travel in or paddle a canoe [He once *canoeed* down the Nile.]

can • o • py /kan-uh-pee/ 1 *n* a piece of cloth or other material used as a cover, shade, or decoration 2 *n* a hanging cover or shelter [We sat in the garden under a canopy of green branches.] 3 *n* the upper level of a rainforest, consisting mostly of leaves, vines, and branches

- 1 What would the last word on this page be?
- 2 How do you pronounce the first entry word?
- 3 What is the third definition for the word canopy?



Using Guide Words

Which of the following words would we find on the dictionary page shown?



vacant • value

valley

vent



What is pronunciation?

The pronunciation is listed after the entry word. It tells how to say the word.

livid • local

liv • id /li-ved/ *adj* 1 very angry 2 dark bluish gray in color [*livid* bruises]

What are guide words?

Guide words are the words at the top of each page in a dictionary that tell the first word and the last word found on that page.

livid • local

liv • id /li-ved/ *adj* 1 very angry 2 dark bluish gray in color [*livid* bruises]

liz • ard /li-zerd/ *n* a reptile with movable eyelids, ears on the outside of the body, and usually four legs

The first word on this page is **livid**. The last word is **local**.

What is a dictionary?

A dictionary is a book that gives information about words. The words are listed in alphabetical order.

Have you ever come across a new word in a book or in conversation?



You can use a book called a **dictionary** to figure out what new words mean!



WHAT'S THE ENTRY? PRACTICE

GUIDE WORD 1	ENTRY WORD	GUIDE WORD 2
happen		hazy
healthy		helmet
hope		house
humble		hyper



Move the entry words between the correct guide words.

hunger hawk host hedge

What are entry words?

Entry words are the words listed on a dictionary page. They are separated into syllables.

livid • local

liv • id /li-ved/ *adj* 1 very angry 2 dark bluish gray in color [*livid* bruises]

What is a dictionary?



livid • local

liv • id /li-ved/ *adj* 1 very angry 2 dark bluish gray in color [*livid* bruises]

liz • ard /li-zerd/ *n* a reptile with movable eyelids, ears on the outside of the body, and usually four legs

Day 2 Partner & Independent Practice

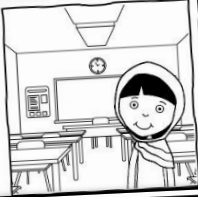
Extra!
Extra!

GRAMMAR GAZETTE

Dictionary Skills

GRAMMAR GAZETTE EXTRA! Riverdale Students Raise Classroom Pet

The students in Ms. Campisi's classroom here at Riverdale School will date on a new class pet this week. They will be raising a pet guinea pig! Caring for a guinea pig takes responsibility and hard work. Guinea pigs are rodents. They need time for



Read the news story or write your own. Follow the directions below the story.

Dictionary Skills
GRAMMAR GAZETTE EXTRA!
EXTRA!

Partner Talk practice slides



Name _____

Dictionary Skills Practice

Read the dictionary page. Answer the questions.

oasis • obvious
o • a • sis /oh-ay-siss/ n (pl **oases** /oh-ay-seez/) a place in a desert where there is water and plants and trees grow

ob • so • lete /ob-suh-leet/ adj out-of-date; no longer used [Typewriters are now *obsolete*.]

ob • sti • nate /ob-stuh-nit/ adj stubborn and unwilling to change his or her mind

ob • struct /uhb-struhkt/ vb (**obstructing; obstructed**) 1 to block a road or path [Fallen trees *obstructed* the road.] 2 to stand in the way of [A large column was *obstructing* my view of the stage.] 3 to prevent something from happening, or to make something difficult [Interruptions in class *obstruct* our ability to learn.]

1. What is the second definition of the word **obstruct**?

2. Which word(s) shown are adjectives?

3. What is the plural form of the word **oasis**?

4. Circle the words that would be listed on the dictionary page above:
obey oath occasion object odd orchid
5. Write a sentence using the first definition of the word **obstruct**.

Cut out the entry words. Glue them between the correct guide words.

Guide Word	Entry Word	Guide Word	Guide Word	Entry Word	Guide Word
act		adder	anvil		appall
advise		affirm	arrow		ash
alone		amaze	attic		audio

alpaca

acute

auburn

art

arts

aerial

TALK ABOUT IT

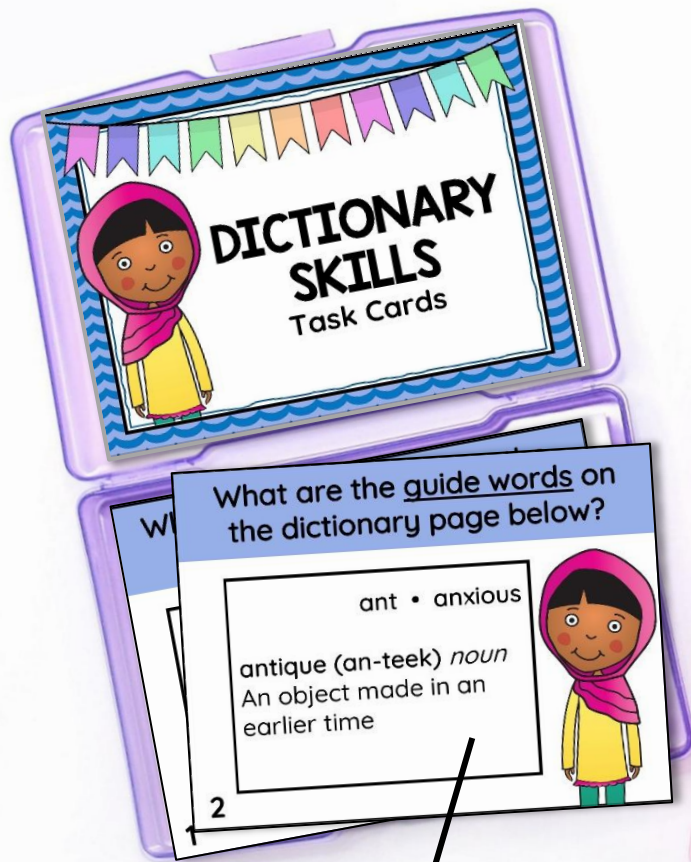
Review:

Tell your partner what guide words are.

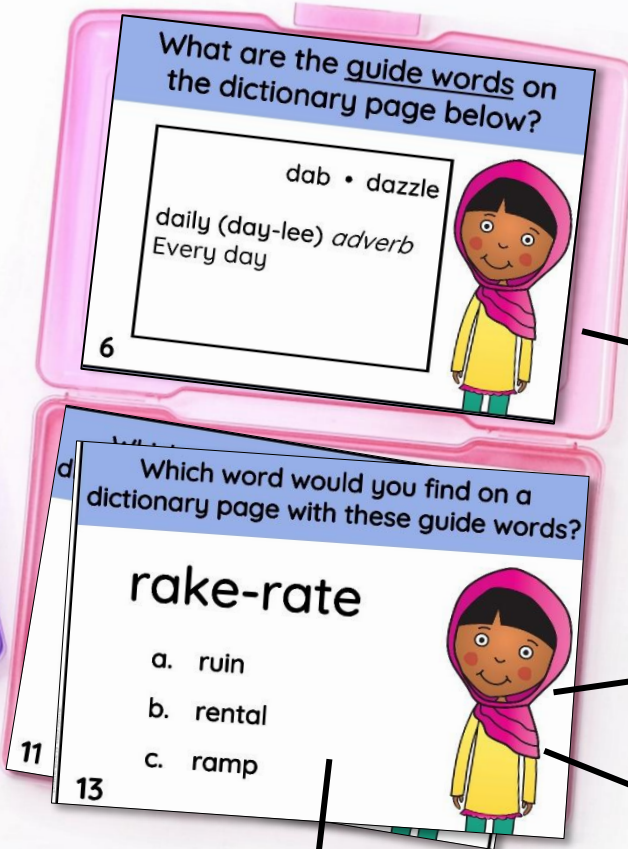
What word would you find on a page with the guide words coat and corn?

Worksheets for independent practice

Day 3 Center activity



as independent practice



as a grammar center

CHOOSE HOW YOU USE THEM!

for early finishers

for test prep

as a gallery walk

16 Task cards & recording sheet

Day 4 Apply the skill in writing

Easily differentiate with three formats to choose from

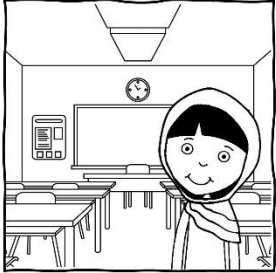
1. Students write a newspaper story using words in the target skill.

2. Students who need more guidance use the word bank version.

3. Students read the article and circle words in the target grammar skill.

Dictionary Skills
GRAMMAR GAZETTE EXTRA!
Riverdale Students Raise Classroom Pet

The students in Ms. Campisi's classroom here at Riverdale School will dote on a class pet this week. They will love a guinea pig! Caring for it takes responsibility and hard work. Guinea pigs are rodents. They need time for playing, eating, and resting each day. They also have to brush and groom their hair. The class will give a warm welcome to the

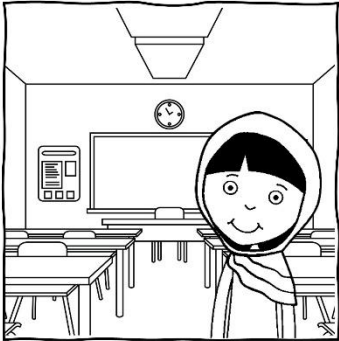


3

Dictionary Skills
GRAMMAR GAZETTE EXTRA!
EXTRA!


Title _____

Written by _____



1

Dictionary Skills
GRAMMAR GAZETTE EXTRA!
EXTRA!



2

Use the picture for a news story. Circle 3 words to look up in the dictionary. Write the words you circled on the back of your paper. You can use the words to help you or use your own words.

Riverdale School students
play groom rodent

Day 5 Assessment

Dictionary Skills Assessment Name _____

Use the pieces of the dictionary page below to answer the questions.

tender • terminate
ten • der /ten-dur/ *adj* 1 sore or painful [Sal's bruises were still *tender*.] 2 soft [The steak was so *tender*, I could cut it with my fork.] 3 gentle and kind [She gave the new baby a *tender* kiss.]
ten • don /ten-duhn/ *n* thick band of tissue that joins muscle to a bone or other body part

tent/tent/ *n* a portable shelter made of nylon or canvas supported by poles and ropes
ten • ta • cle /ten-tuh-kuhl/ *n* one of the long, flexible limbs animals such as the octopus and squid use for moving, feeling, and grasping

ter • mi • nal /tur-muh-nuhl/ 1 *n* a station at either end of a transportation line [an airport *terminal*] 2 *adj* forming or situated at the end of something [We made the *terminal* payment for the event.] 3 *adj* incurable and predicted to lead to death
ter • mi • nate /tur-muh-nate/ *vb* (terminating; terminated) to stop or to end [We decided to *terminate* our agreement.]

1. Which entry word(s) have **more than one** definition?

2. How many entry words can be used as **nouns**? _____
3. Which **two** entry words rhyme on this page?

4. What are the verb tenses of **terminate**? _____
5. What part of speech is the word **tender**? _____
6. Circle the words below that would be found on this dictionary page.
term tether text tepid tenor teleport
7. Which **two** entry words refer to parts of the body?

8. What does the **second guide word** mean?

9. How many entry words have **three syllables**? _____
10. Would the word **terrace** be on this page? Why or why not?

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Students take an easy-to-grade assessment

With simple questions to determine if students can:

- ★ identify the skill
- ★ generate examples
- ★ apply the skill in writing

What teachers are saying...



“This is a fabulous resource. and my students love the presentation slides!” -Rachelle W.



“Great quality and super useful! I appreciate the effort that went into creating this. It is definitely worth it!” -Paris T.



“A well-thought-out resource that my students really enjoyed. It was effective and easy to implement. It saved me a ton of planning time. Highly recommend!” -Shea S.



“My students love these unit. They are easy to use and low prep. I like how it provides differentiation and make my lessons much more engaging! with the curriculum. Great resource!” -Jordan R.

Why do teachers love these units?

THIRD GRADE GRAMMAR



Minilesson
PowerPoint
Task Cards
Passage
Writing
Worksheet
Assessment

Dictionary Skills

Linda Kamp

> [Click here](#) <
to see more
3rd Grade units!

- ★ Easy to implement 15-minute daily routine
- ★ Ready-to-use lessons and activities
- ★ The no-fluff tasks fit easily into your schedule
- ★ Students practice and apply the skill in a variety of ways
- ★ Partner talk engages all students
- ★ Easy to grade activities
- ★ No prep required-Just make copies-Perfect for a sub!