

ELD 4

September 15th

Warm-Up

In your notebooks, compose a simple sentence about an action by someone or something that you see everyday at school.

Be ready to share.

“The students begin the assignment.”

Warm-Up

In your sentence, underline the nouns.

Think about:

What kind of _____ is it?

What does it look, sound, feel, or taste like?

“The students begin the assignment.”

Warm-Up

Think about:

What kind of _____ is it?

What does it look, sound, feel, or taste like?

“The students begin the assignment.”

Smart
Awake
Smiling
Happy
Wonderful

Interesting
Challenging
Short
Long
Amazing

Warm-Up

Now, add three adjectives you thought of to your sentences.

Where do these adjectives go?

Think about the punctuation you need when you put adjectives before nouns or after nouns.

Warm-Up

“The students begin the assignment.”

Smart
Smiling

Interesting

Warm-Up

“The students begin the assignment.”

Smart
Smiling

Interesting

“The smart students begin the interesting assignment.”

“The smart, smiling students begin the interesting assignment.”

“The students, smart and smiling, begin the interesting assignment.”

Main Ideas/Details

In your notebooks, create the following chart:

Paragraph #	Main Idea	Important Details (2)
1	<ul style="list-style-type: none">Jobs are complex and require collaboration. Collaboration is a career advantage.	<ul style="list-style-type: none">Collaboration is working effectively with othersCollaboration is necessary in almost all jobs.
2		
3		
4 & 5		

Activity: Ask & Answer

With your partner and using your chart, ask and answer the following questions:

Q. What is this text mainly about?

A. - This text is mainly about _____.

Q. What are the most important details in this text?

A. -One important detail in this text is...

-Another important detail in this text is...

Summary Sentence

Now, write a single sentence that summarizes the entire article. Use your chart to help you.

“The article, *The Collaborative Advantage*, focused on...”

New Word Routine

New Word Routine

Claim – Noun

Step 1. Copy word and part of speech (noun, verb, adjective, etc...) in your glossary

New Word Routine

Claim – Noun

Step 2. Rate your knowledge of the word.

- 1. I don't know the word at all.**
- 2. I recognize it, but I'm not sure of its meaning.**
- 3. I am familiar with it and can use it in a sentence.**
- 4. I know the word and can teach it to the class.**

New Word Routine

Claim – Noun

Step 3. Share your word knowledge with your partners..

- So _____, are you familiar with the word _____?
- No, I have never heard of the word _____.
- I'm unfamiliar with the word _____.
- I recognize _____. It has something to do with _____.
- Yes, it means _____.

New Word Routine

Claim – Noun

Step 5. Read and Record the Definition.

- An idea that someone is trying to convince someone else is true.
- It is one side of an argument.
- It is the main point in an argumentative essay.

New Word Routine

Claim – Noun

Step 6. Discuss Examples (Don't write anything yet).

1. _____ made the claim that _____ . I disagree and think that _____ .

The announcer made the claim that the Denver Broncos would win the Super Bowl this year. I disagree and think that the Seattle Seahawks will repeat and win again.

New Word Routine

Claim – Noun

Step 7. Listen to the examples given by your classmates. Choose the one that will help you best remember the meaning of the word.

Write down the example you have chosen in your glossary.