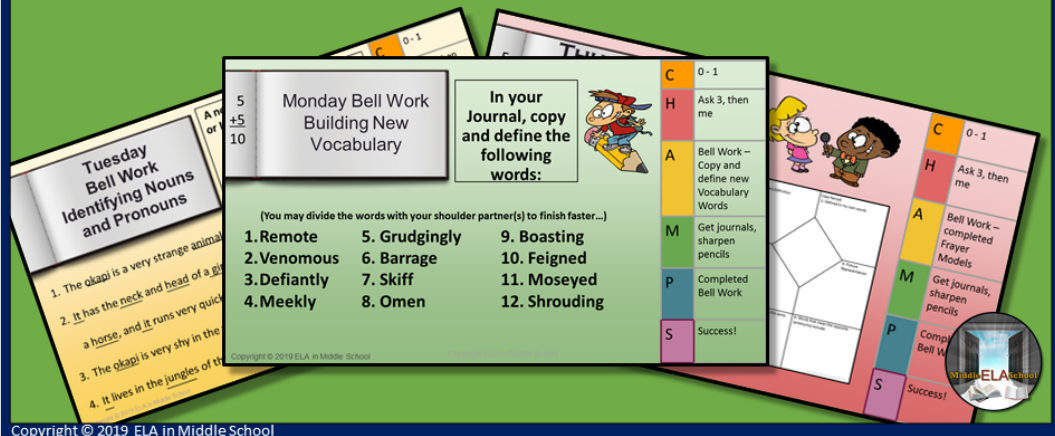


ELA Bell Work For 5th through 8th Grade

Focus on Grammar

Bell Work Part 1 Weeks 1 - 6




**Not sure where to begin?
Begin at the beginning!**

*Grammar is the foundation of
reading and writing! Bell work
is the perfect place to practice!*

Available in PPT and PDF formats!



This set takes you through the first six weeks of the new school year. Beginning with “Getting to know your students” activities, you quickly establish the expectations for the beginning of class for the rest of the year!

5 + <u>5</u> 10	Wednesday Bell Work Memory Quest	
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Using your lists from Tuesday, either below or next to them, write down:


1. Your shoulder partner's name (no asking or reading name plates!);
2. Your shoulder partner's answers to the lists! They should have shared with you yesterday.
3. When you are finished, put your right hand on your head until everyone is done.
4. Compare lists - who did better?
5. Turn in lists!

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Short but fun exercises help you and your scholars get to know each other, while focusing on learning!



The second week allows you to assess your student-scholars current knowledge in grammar and mechanics.

<p>5 +5 10</p>	<p>Monday Bell Work Parts of Speech</p>	<p>In your journal, define the following words or terms. If you do not know the term or word, leave it blank for now. The words or terms are:</p>		C	0 - 1
				H	Ask 3, then me
				A	Bell Work – Copy and define new Vocabulary Words
				M	Get journals, sharpen pencils
				P	Completed Bell Work
				S	Success!

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How much have they retained? Where do you need to immediately reteach?


In this first set, we focus on parts of speech and Nouns as Subjects and as Direct Objects. We also introduce Transitive vs. Intransitive Verbs.



Power Words Build Students' Vocabulary

By week 3, the routine is established.


Monday and Thursdays focus on new vocabulary words...

5 +5 10	Monday Bell Work Building New Vocabulary	In your Journal, copy and define the following words:		<table border="1"> <tr><td>C</td><td>0 - 1</td></tr> <tr><td>H</td><td>Ask 3, then me</td></tr> <tr><td>A</td><td>Bell Work – Copy and define new Vocabulary Words</td></tr> <tr><td>M</td><td>Get journals, sharpen pencils</td></tr> </table>	C	0 - 1	H	Ask 3, then me	A	Bell Work – Copy and define new Vocabulary Words	M	Get journals, sharpen pencils
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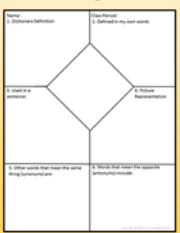
- | | | |
|------------------|--------------|---------------|
| 1. Envious | 5. Inference | 9. Manipulate |
| 2. Massive | 6. Notion | 10. Stifle |
| 3. Persistent | 7. Summary | 11. Sym |
| 4. Circumference | 8. Hobble | 12. Taur |

Each week your scholars will have 10 – 13 new Power Words to add to their vocabulary!

A template for the Frayer Model “Sextant” is included!

5	THURSDAY BELL WORK FRAYER MODELING		<table border="1"> <tr><td>C</td><td>0 - 1</td></tr> <tr><td>H</td><td>Ask 3, then me</td></tr> <tr><td>A</td><td>Bell Work – Complete Frayer Model for vocabulary words</td></tr> <tr><td>M</td><td>Get journals, sharpen pencils</td></tr> <tr><td>P</td><td>Completed Bell Work</td></tr> <tr><td>S</td><td>Success!</td></tr> </table>	C	0 - 1	H	Ask 3, then me	A	Bell Work – Complete Frayer Model for vocabulary words	M	Get journals, sharpen pencils	P	Completed Bell Work	S	Success!
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S	Success!														

Take a Frayer Model Sextant Sheet. In the DIAMOND, put your vocabulary word. In space 1, copy the dictionary definition. In space 2, define the word in your own words. In space 3, use the word in a sentence. In space 4, draw a picture to represent the word. In space 5, list 3-5 antonyms. In space 6, list 3-5 synonyms.



Getting started with class takes less time when your scholars know what to expect each day!



Diagramming sentence structure helps
developing writers understand how
words work together -

...While Tuesdays and Wednesdays are for Grammar and Mechanics

Wednesday Bell Work Identifying Parts of Speech

INSTRUCTIONS:
Copy the following sentences.
Put an N above nouns, a P above
pronouns, a V above all verbs, an
Adj above any adjectives and an
Adv above all adverbs.

1. The dense fog shrouded the sparse bushes at the side of the road.
2. The piglet wallowed in the mud pit until the boy sullenly picked it up and
carried it home.

...Wednesdays will
have sentences for
your scholars to
diagram.

Tuesday Bell Work: Verb Tenses using the New Vocabulary Words

Copy the following
sentences using the
correct tense of the
verb in parenthesis.

1. Tomorrow we will (muster) mustered, musters, mustering)
the courage to ask for an extension on our projects.
2. He (wallow, wallowed, [wallows] wallowing) in the mud as if
he is a pig!
3. Whenever I hit my thumb with a hammer working around
the shop, I (wince, winces, wincing) from the pain.
4. After a lightening storm, fire often (smolder, smoldered,
[smolders] smoldering) undetected.

Tuesdays may have
verb tenses,
punctuation, or
identifying parts of
speech...

And how punctuation also brings
meaning!

Shall we eat Grandma?

or

Shall we eat, Grandma?



**ELA in Middle School will
be releasing the remaining
Focus on Grammar
Bell Work for the Year in
6 week increments!**

**We will continue with the
Functions of Nouns, Verb
Types, and Prepositions
and Prepositional Phrases.**

**Future sets will also
include days for Read and
Respond, moving towards
more creation than simply
observing and answering.
A Bundle for the complete
year will be offered at
a later date!**



INCLUDED IN THIS RESOURCE:

- ✓ PowerPoint Presentation that includes
 - ✓ 9 Slides of instructions and explanations for teacher implementation to ensure success.
 - ✓ Fully Editable daily bell work for 6 weeks, to include a “Getting to know your class” first week set.
 - ✓ Recommended CHAMPS on each daily slide (removable and editable)
 - ✓ Recommended time limits for each activity – including recommended review times – also editable.
 - ✓ Teacher notes at the bottom of slides where necessary.



ELA in Middle School is
proud to display the
artwork of Ron
Leishman's Digital
Toonage in this product!



Thank you for considering this product!

To contact me, please email:
elainmiddleschool@gmail.com

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