

ELA Bell Work For 5th through 8th Grade

Focus on

Grammar

Bell Work Part 4 Weeks 19 - 24



When the bell tolls, are your student-scholars toiling?

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

You get both PPT and PDF formats!



This set takes you through the fourth six weeks of the school year. Building on our successes from the first eighteen weeks, your students will continue growing as they develop better understanding of how words work!

Success is built upon success, and by maintaining a rhythm of routine our student-scholars can count on, we foster that success!

5 30	Tuesday Bell Work Collective Nouns	A Collective Noun is a noun that represents a group of similar nouns. For example, you are a class of students. Instead of naming you all individually, I would say, "The class is currently learning about collective nouns." The collective noun is singular, so we say "the class is", not "the class are". INSTRUCTIONS: Copy the following sentences and circle all Collective Nouns.	C 0-1
	1. The herd entered the barn to be milked, while the horses ate in their stalls.		H Ask 3, then me
	2. The choir sang at the Winter Program.		A Bell Work – Mini-lesson on Collective Nouns
	3. The congregation entered the church.		M Get journals, sharpen pencils
	4. The fleet sailed around the world, and each ship made the voyage.		P Completed Bell Work
Note and Notice: You do not need to say "of (what)" to be a collective noun. In fact, if we say "The herd of cows entered the barn", then "herd" is the subject, while "of cows" is a Prep Phrase describing the herd!		S Success!	

This set is in both PPT and PDF Format for your use as either a presentation or printable!

Each slide has a fully editable CHAMPS, time recommendation, and work product area!

In this installment, collective nouns, infinitives, infinitive phrases, gerunds, and gerund phrases wait to challenge your student-scholars!



Special “Note and Notice” sections appear on some slides when your student-scholars will see exceptions to rules, or for hints on how to identify different parts of speech.

5 $\frac{+5}{10}$	Tuesday Bell Work Collective Nouns	<p>A Collective Noun is a noun that represents a group of similar nouns. For example, you are a <i>class</i> of students. Instead of naming you all individually, I would say, “The <i>class</i> is currently learning about collective nouns.” The collective noun is singular, so we say “the class is”, not “the class are”.</p> <p>INSTRUCTIONS: Copy the following sentences and circle all Collective Nouns.</p>	C 0 - 1
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2. The choir sang at the Winter Program.
3. The congregation entered the church.
4. The fleet sailed around the world, and each ship made the voyage.


Note and Notice: You do not need to say “_____ of (what)” to be a collective noun. In fact, if we say “The herd of cows entered the barn”, then “herd” is the subject, while “of cows” is a Prep Phrase describing the herd!

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Power Words Build Students' Vocabulary

5 +5 10	MONDAY BELL WORK BUILDING NEW VOCABULARY	In your Journal, copy and define the following words or terms:		C	0 - 1
				H	Ask 3, then me
1. Considerable 5. Absolutely 9. Passage 2. Critical 6. Busily 10. Portion 3. Eager 7. Meadow 11. Resulted 4. Essential 8. Noble 12. Selected				A	Bell Work – Define Terms
				M	Get journals, sharpen pencils
				P	Completed Bell Work
				S	Success!
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	THURSDAY BELL WORK FRAYER MODELING		C	0 - 1								
			H	Ask 3, then me								
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.			A	Bell Work – Frayer Model								
			M	Get journals, sharpen pencils								
			P	Completed Frayer Model								
			S	Success!								
<table border="1" data-bbox="816 1199 1089 1549"> <tr> <td>Name:</td> <td>Class Period:</td> </tr> <tr> <td>1. Dictionary Definition</td> <td>2. Defined in my own words</td> </tr> <tr> <td>3. Used in a sentence:</td> <td>4. Picture Representation</td> </tr> <tr> <td>5. Other words that mean the same thing (synonyms) are:</td> <td>6. Words that mean the opposite (antonyms) include:</td> </tr> </table>					Name:	Class Period:	1. Dictionary Definition	2. Defined in my own words	3. Used in a sentence:	4. Picture Representation	5. Other words that mean the same thing (synonyms) are:	6. Words that mean the opposite (antonyms) include:
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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 -

How to teach Sentence Diagramming

I have a special way that I teach my students sentence diagramming. We do this in choral response when they are learning the new skill. After my students have started mastering the parts of speech, I have them come up and diagram the sentences on the board.

Let's say this is our sentence:

Jeffery bought Sue a rose and asked her to the dance, but she likes Greg.

I say: Find the first verb.

Choral response: Bought.

I say: Mark it. (Place a V above bought.) Ask the question, "Who or what bought?"

Choral: Who or what bought?

I say: Answer the question.

Choral: Jeffery.

I say: There is your subject. Mark it. (S above Jeffery.) Ask the question, "Jeffery bought what?"

Choral: Jeffery bought what?

I say: Answer the question.

Choral: a rose.

I say: There is your Direct Object, mark it (DO above rose). And bought is now a Transitive verb. (Put a T in front of the V.)

If they say "Sue" (and sometimes they do!) I ask if Jeffery bought Sue.

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- And I provide my scripted method of teaching Choral sentence diagramming!



We have included our “Frayer Model Sextant Foldable” at no additional cost!

Frayer Model Sextant Vocabulary Foldable



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Vocabulary Word

Tools for Scholars' Success

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**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 is NOW
available!**



INCLUDED IN THIS RESOURCE:

- ✓ PowerPoint Presentation that includes
 - ✓ 15 Slides of instructions and explanations for teacher implementation to ensure success.
 - ✓ Fully Editable daily bell work for 6 weeks.
 - ✓ Recommended CHAMPS on each daily slide (removable and editable).
 - ✓ Recommended time limits for each activity – including recommended review times – also editable.
- ✓ A print version PDF for those teachers, school, or districts without the technology for presentations.
- ✓ Answer keys
- ✓ Frayer Model PDF.
- ✓ Teacher notes at the bottom of slides where necessary.



INCLUDED IN THIS RESOURCE:

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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