

### Student Notebook Work: Grades 4-5

Student daily work will contain all of these components by Lesson 7.

**Word dictation**, self-checked  
The words are from the last 4 lessons. Strike through the misspelled words and write them correctly in red. Score is the number done correctly by student over number of dictated.

Tuesday, October 9, 2012

15 16	affair	everything
	assist	examination
	supply	American
	course	coarse
	local	<del>niether</del> neither
	difference	several
	farther	examine
	particular	further

We <sup>DO</sup> ~~made~~ the wrong bus connection and <sup>DO</sup> ~~missed~~ an important meeting.

We <sup>DO</sup> ~~made~~ | connection  
~~missed~~ | meeting

New words were written during **Think to Spell®**

During **Word Talk**, parts of speech were identified and marked. Ideas for derivatives were discussed so students could make words by adding affixes during I-Work.

n.	con di tion	condition	condition
v./n.	shoul der	shoulder	shoulder
v.	ob ſerve	observe	observe
n.	cit i zen	citizen	citizen

neither neither neither  
 eitizen citizenship  
 condition conditional  
 observe observation  
 shoulder shouldering

1. My grandmother became an American citizen when she was twenty years old.
2. Is your shoulder still sore from the football injury?
3. Stop when the conditions are met.
- 4.

**Sentence dictation**, student edited (proofed)  
Teacher leads and models editing of dictated sentence; students use proofreader marks.

**Sentence dictation and TSI is part of language / grammar instruction.**

**Tactical Sentence Instruction**  
In this lesson, the teacher asked students to put hearts around the verbs, underline the simple subject, star the conjunction, and find the direct objects. Then they mapped the main idea of the sentence.

**I-Work**

- Copy new words in manuscript, then in cursive.
- Practice misspelled words 3X each.
- Write new words in alphabetical order, and add affixes to create new words.
- Create a sentence for each new spelling word; sentences must be one of each kind (declarative, interrogative, imperative, and exclamatory).

**NOTE:** This presentation of student work puts all student work in a single composition book. This reduces transition time and simplifies management as compared with the use of a Spelling Notebook and a Practice Journal referenced in the Johnny Can Spell teacher support books. If you prefer 3-ring binders, this work would be done on sheets of paper and stored in a binder.