

Quarter 4 Week 6 Assignment Sheet

Writing 8

Ms. Sandlin

Middle School Writing

5/14/24

Instructions: After completing/working on each day's assignment include a parent initial signature below.

Day One/Tuesday:
<ul style="list-style-type: none">- Catch up day. Any missed or behind work. <p style="text-align: right;">Parent Initial: _____</p>
Day One/Wednesday:
<ul style="list-style-type: none">- After reviewing the revision checklist your partner completed on your paper, edit the following:<ul style="list-style-type: none">- MLA formatting (headers, spacing, indent, font, etc.)- Add any missing paragraphs- Insert/adjust quotation formatting. Highlight all quotes.- Increase clarity (improve hook, improve diction of five words [underline]).- Clarify pronouns and antecedents- Highlight changes.- Complete the <i>prepositions practice</i> handout, referring to the slides printout for guidance. <p style="text-align: right;">Parent Initial: _____</p>
Day Two/Thursday:
<ul style="list-style-type: none">- Adjust Works Cited page. (5 entries)<ul style="list-style-type: none">- Insert a minimum of three <u>transition words</u> throughout your essay. Underline each transition word.- Adjust sentences so that you have at least one sentence that starts with a verb, one sentence that starts with an adjective, one sentence that begins with an adverb, and one sentence that begins with a preposition. Highlight these word starters in your final draft.- Check/correct spelling.- Improve two things about your introduction.- Complete the listening handout, based on the slides printout provided. <p style="text-align: right;">Parent Initial: _____</p>
Day Three/Friday:
<ul style="list-style-type: none">- Complete any remaining adjustments/corrections on your submitted essay. Verify that the essay (besides author background) is written in the present tense.- Adjust two things about your conclusion.- <u>Submit</u> your draft corrections on Google Classroom.- Complete #9 on the <i>works cited handout</i> from class practice, ordering each entry according to

alphabetical order. Email Ms. Sandlin with any questions.

Parent Initial: _____

Day Four/Monday:

- Complete the two *patterns of organization* handouts.

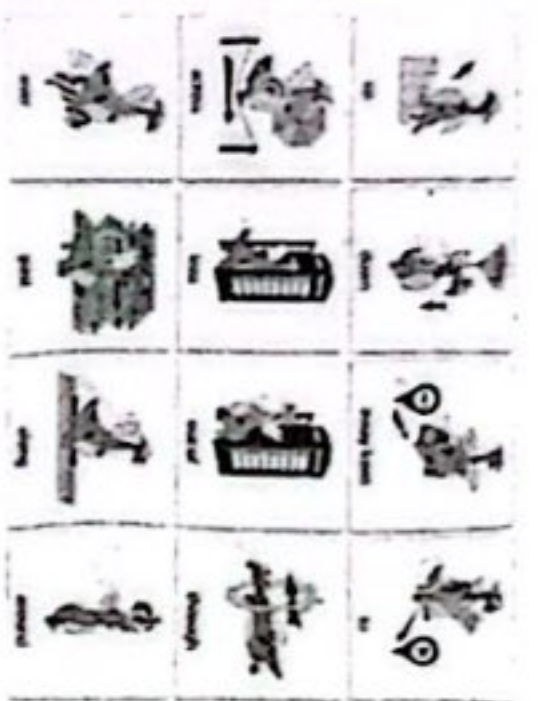
Parent Initial: _____

The weekly schedule has been broken down to maximize parent and student success. Parents: please oversee that student work is at individual/grade-level standard. Please sign below after checking students' daily work.

I have looked over each day's assigned work and verify its quality and completion.

Parent signature: _____ Date: _____

Questions? Contact Ms. Sandlin
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(509) 379-6846



Videos:

Song:

- <https://www.youtube.com/watch?v=1huz2cunY8PI8>

Other:

- <https://www.youtube.com/watch?v=XzhhcWhd4wckI&list=UL5Rc2iNMP5MfrnVY5ka1DA6A&index=392&v=7814>
- <https://www.youtube.com/watch?v=1huz2cunY8PI8> (Schoolhouse Rock)
- <https://www.youtube.com/watch?v=awL7qJSEKQ04> (Misused Preposition sample)



What are some prepositions in your first language?

- Can you think of some prepositions that foreigners commonly confuse, in your first language, because they are similar/have a close meaning to the word that they are confusing?



What is the function of a preposition?

- Think about the distinctions of describing the location of something.
- Wording/description needs to be subtly different.
 - In, on, with, by, beside



Example:

- The tree fell **behind** the house.
- The tree fell **toward** the shed.
- The tree fell **on the upward trail**.
- Seeds and stains **from** the tree littered the lawn **in** front of our house.

Five Minute Timed-Write

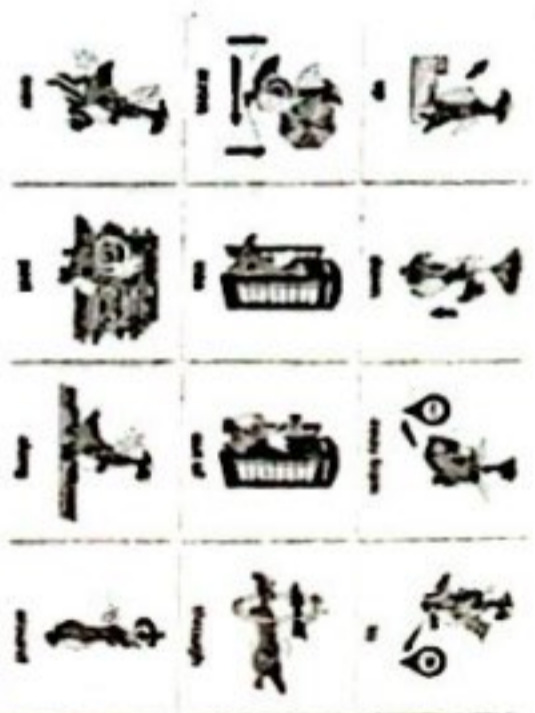
- Every word that you can think of in English that describes the placement/position/location of something.



Instructions: In the sentences provided on your handout, fill the blank provided with possible location-giving prepositions.

- 1) The car came to a screeching halt ten feet _____ the guardrail _____ the twenty-third ave. stoplight.
- 2) _____ the third drawer, you'll find the cooking utensils _____ tonight.
- 3) _____ the rest of the team is ready, will practice getting the balls _____ the net.

Prepositions are one of the most advanced/most commonly misused part of language for non-native speakers.

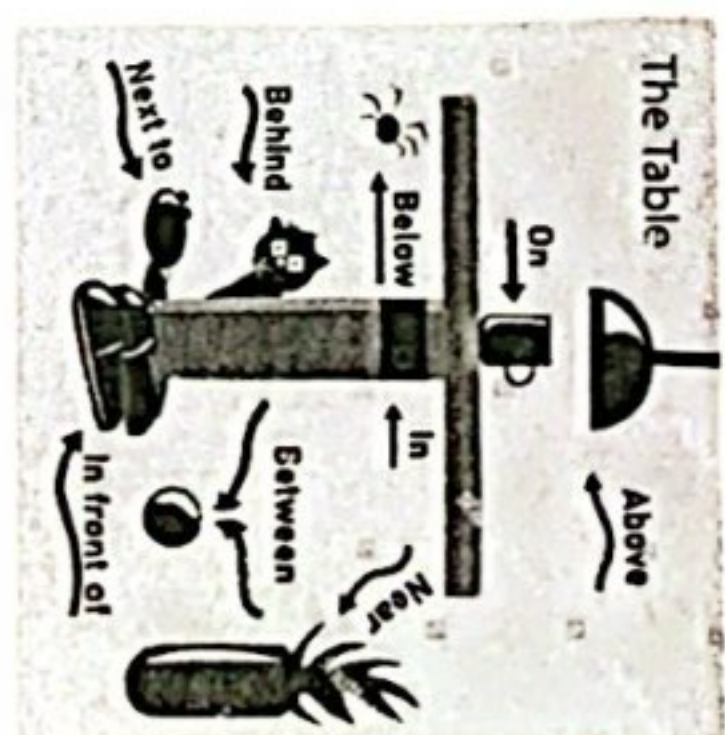


What about Prepositional Phrases?

- "Prepositions are always part of a group of words called a prepositional phrase" (46).
- A prepositional phrase has a preposition and a noun--the object of the preposition.
 - There can be more than one object of a preposition.

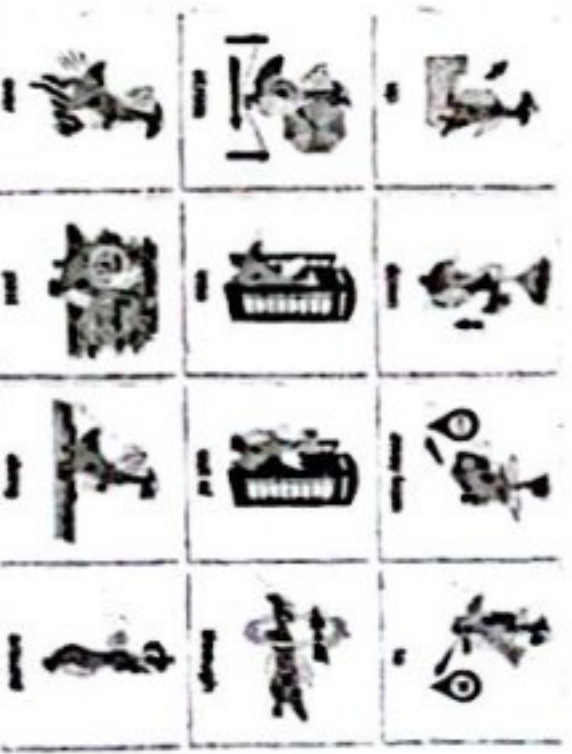
Examples:

- "The ice *in the lemonade* cooled the drink."
- "I saw the movie *with her*."
- "Shawn checked *under the couch and chair*."



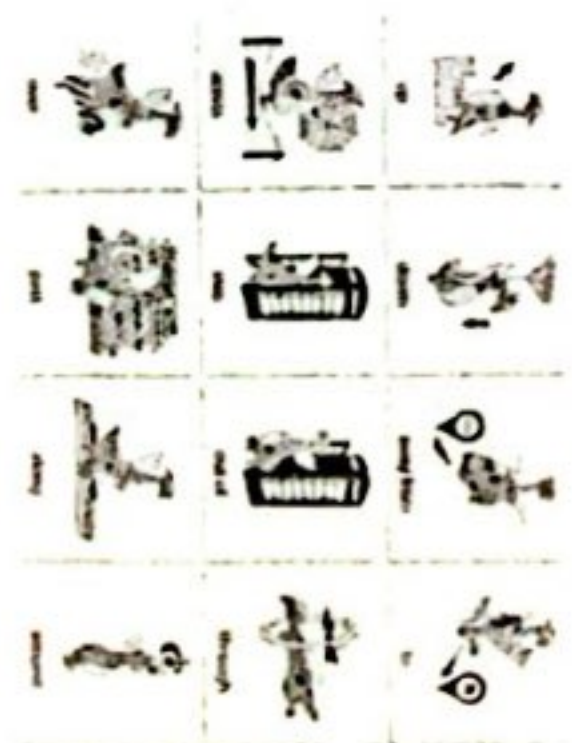
Object of a Preposition:

"Although a prepositional phrase can consist of as few as two words, it is usually longer because of the addition of words to modify the object of the preposition."

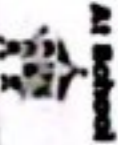
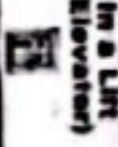

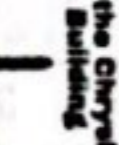


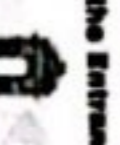


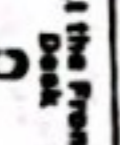

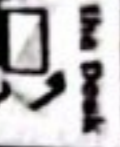

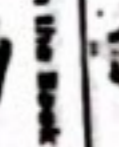
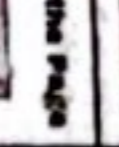


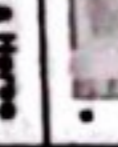


Preposition or Adverb?

- "Because many words may be used either as prepositions or as adverbs, you may have difficulty in telling them apart. Remember that a preposition must appear with an object of the preposition" (46)



Words that can be prepositions or adverbs:

Prepositions of Place		
AT	IN	ON
At school 	In a lift (Elevator) 	On a bench 
At the Chrysler Building 	In a building 	On a wall 
At the entrance 	In a town/ in a country 	On a farm 
At the front Desk 	In an armchair 	On the desk 
At the top of the page 	In the bank 	On the page 
At a concert 	In London 	On a horse 

1. Around
2. Down
3. In
4. Off
5. On
6. Out
7. Over
8. Up

Name: _____

5. What is a prepositional phrase?

What are two things that every prepositional phrase has?

6.

7.

Write two sample sentences, each with a prepositional phrase. Label the preposition and the object of the preposition.

8.

9.

10. How many objects does a prepositional phrase have?

Name: _____

Name: _____

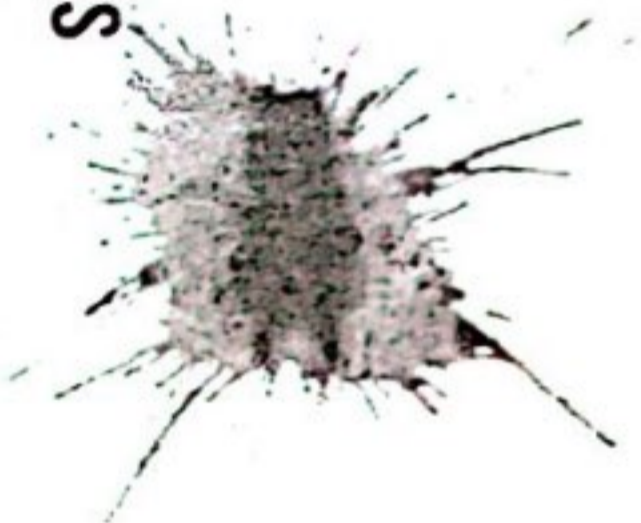
11. What other part of speech is a preposition sometimes confused with?

What are eight words that can represent either adverbs or prepositions?

- 12.
- 13.
- 14.
- 15.
- 16.
- 17.
- 18.
- 19.



Listening Standards

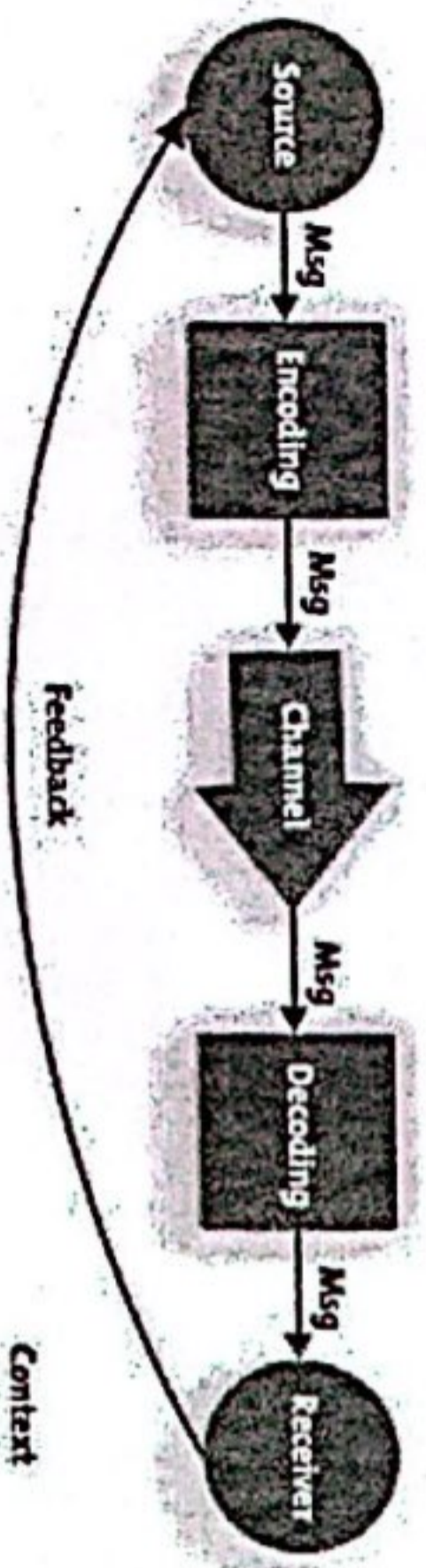


& CONSIDERATIONS

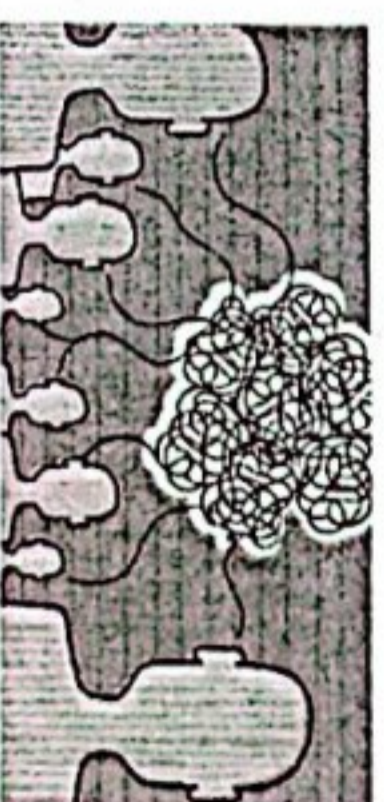
- Speaker:
- Listener:
- Message:
- Channel:
- Feedback:
- Noise:
- Distraction:



FORMULA...



How do a speaker and listener's background knowledge affect communication?



How does a listener's experience/opinions/values/beliefs affect communication?



How does time and place influence communication?



How does the relationship between speakers and listeners affect communication?



How does prior communication affect listening to a speech?



How do the purposes and goals for communication influence the listener?



How does the listener's emotional state affect their listening?



How does familiarity with the language affect communication?



How do communication conventions affect ability to listen?



WHAT ARE SOME BARRIERS TO LISTENING?

- Lack of prior experience/identification
- Prejudices/stereotypes
- Attitudes toward the speaker
- Emotional state



How do choice of words/how things are phrased influence the listener?

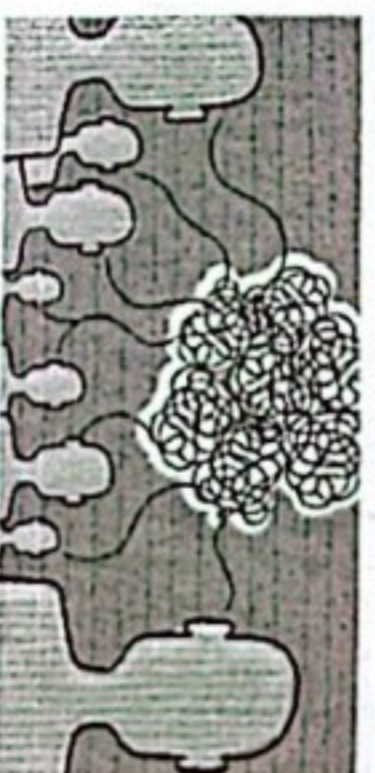


HOW CAN ONE MANAGE THESE BARRIERS, TO BE ABLE TO OVERCOME THEM AND ACTIVELY LISTEN?

- Activating prior knowledge
- Researching information related to the topic
- Taking inventory of emotional state
- Taking inventory of attitude toward the speaker
- Trying to keep these emotional states from interfering with listening.

HOW DO DISTRACTIONS AFFECT LISTENING?

- Making changes to the physical setting
- Looking at, re-directing self to speaker.



What are ways to re-focus on a message?

- FOCUSING ATTENTION
- TAKING NOTES
- MAKING CONNECTIONS TO PRIOR KNOWLEDGE
- MAKING CONNECTIONS TO PRIOR EXPERIENCE
- ASKING HIMSELF/HERSELF/THE SPEAKER* QUESTIONS.
- ANTICIPATING THE FUTURE DIRECTION (END GOAL) OF THE COMMUNICATION
- ANALYZING FORMAT (ORGANIZATION) OF PRESENTATION



L3.1-2.6

- LISTENING FOR CONTEXT CLUES
- INTERPRETING NONVERBAL CLUES
- DISTINGUISHING MAIN IDEAS AND DETAILS
- LISTENING FOR TRANSITIONS
- NOTING SEQUENCE AND ORGANIZATION OF IDEAS
- IDENTIFYING-THINK OF EXAMPLES
- DETERMINING NEED FOR FURTHER INFORMATION AND/OR RESEARCH
- SUMMARIZING
- VISUALIZING
- DETERMINE SIGNIFICANCE/POSSIBLE USES OF INFORMATION



Analyze & critique speaker's implicit and explicit purposes for speaking.



• REFLECT

Using criteria to establish speaker's credibility



Distinguish facts from opinion



Details relevance to thesis?



What does the speaker know, believe, and feel about a topic?



• Gestures to demonstrate degrees of agreement/disagreement

DETERMINE AGREEMENT/DISAGREEMENT



Consider implications of what was not said.

• REFLECT

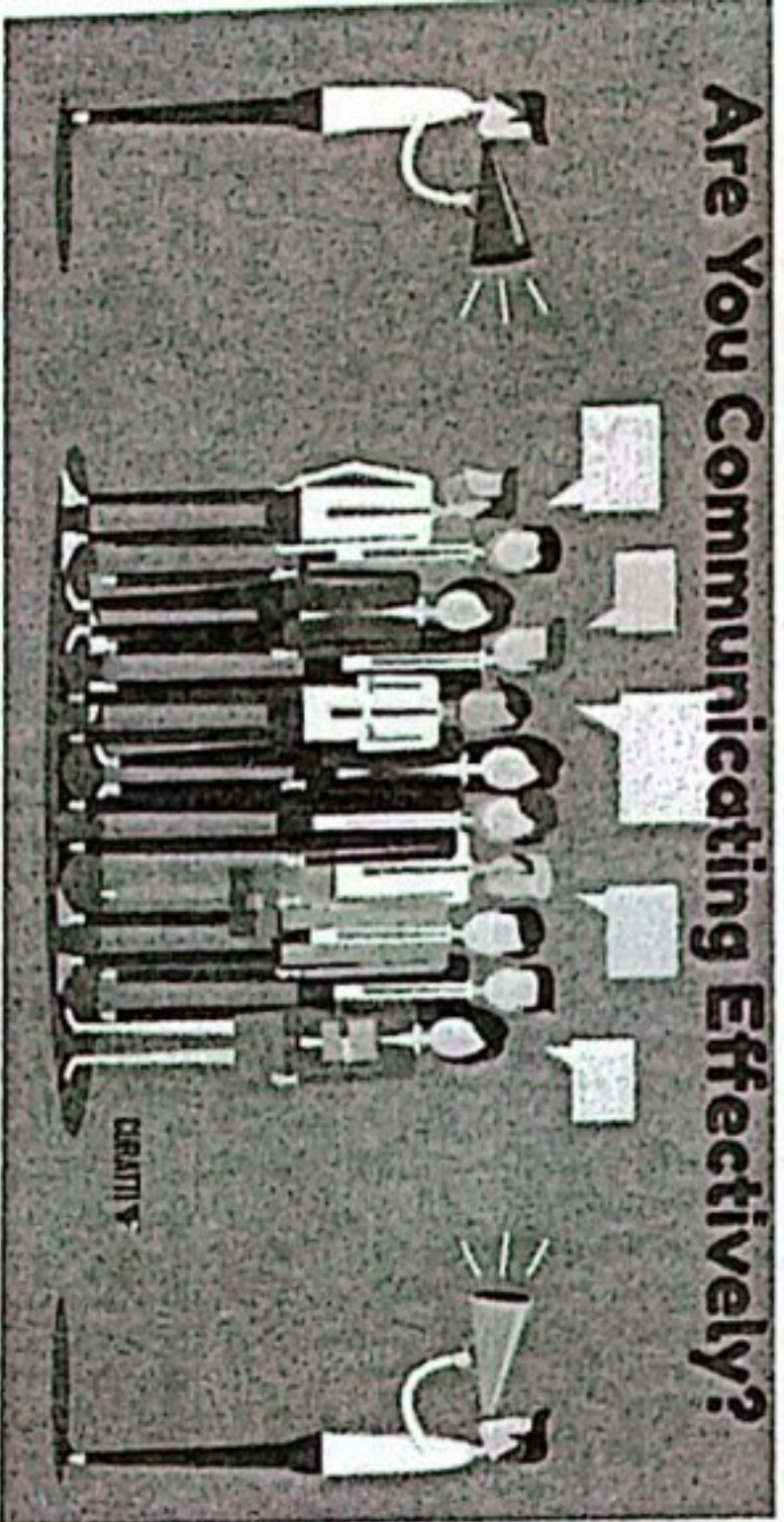


USE VERBAL/NONVERBAL STRATEGIES TO RESPOND
EMPATHETICALLY:

- Spend more time listening than talking.
- Allowing the speaker to finish their thoughts
- Adjusting posture/body language
- Maintaining eye contact
- Using facial expressions
- Nodding
- Short vocalization



Are You Communicating Effectively?



Name: _____

Listening Handout

1. What are four barriers to listening?
- 2.
- 3.
- 4.
2. What are five things that you can do to manage these barriers?
- 5.
- 6.
- 7.
- 8.
- 9.
3. What are seven ways that you can re-focus on a message?
- 10.
- 11.
- 12.
- 13.
- 14.
- 15.
- 16.
4. What are seven verbal or nonverbal cues that you can give to a speaker to represent empathetic listening?
- 17.
- 18.
- 19.

Name: _____

20.

21.

22.

23.

What is the difference between a description format of organization and a definition format? Include an example of each to distinguish in your response.

Question 2

/12

- A. Response to the question "What is love?"
- B. A documentary on the civil war or a period of medieval history
- C. A plan discussed in Congress, outlining a response to unemployment numbers.
- D. A Tale of Two Cities, The Brothers Karamazov, Anna Karenina, Things Fall Apart, The Strange Case of Dr. Jekyll and Mr. Hyde, Pride and Prejudice, Holes
- E. Analysis of differences between and similarities shared by a strain of the annual flu and the Coronavirus
- F. Analysis of the features of parametrium

- 1. Narrative
- 2. Chronological
- 3. Description
- 4. Definition
- 5. Comparison/Contrast
- 6. Problem/Solution

Match the different patterns of organization gone over as a class with the example that best corresponds with their definition below.

Match the different patterns of organization gone over as a class with the example that best corresponds with their definition below.

Question 1

/10

Question 4

A chronological method of organization lays out text/content according to the order that it occurs.

True
 False

/1

Question 3

A process analysis format of organization goes step-by-step through how to do something.

True
 False

Ex. Credit:

Name:

/1

Language and Composition
Unit Three
Patterns of Organization

Instructions: Formulate one to two paragraphs below on one of the following topics: 1.) War, or 2.) Corruption, or 3.) a student selected topic, organized as a cause and effect pattern of organization.

Features: "Sometimes, if you are writing about a particular problem, you might find that your argument is pointing out the particular root causes of that problem. You might even be identifying the effects. If this is what you find, then the pattern of organization to use would be cause-effect. There are two main ways to structure this kind of pattern. You can have two main sections identifying all of the causes in one section and all of the effects in the other. Alternatively, you could separate each section or paragraph by the cause and its subsequent effect."