

WARM-UP

(Skills: Identifying Personal Information)

DIRECTIONS: Submit this individual assignment for grading today. How well can you follow directions? Let's find out on this very first activity. On the index card you will receive, **neatly print** the personal information designated below. Print each alphabet followed by the requested information. **If you make a mistake, ask for another card instead of scratching out errors.** Only two possible grades can be earned---100 or zero. **To earn a 100, your card must contain all required information, must be devoid of scratch-outs, and must be error-free.** When you finish, place the index card at the upper right corner of your desk. After that, proceed to today's Introductory Activity is next.

- A.** Your name
- B.** Your student **ID** number
- C.** Your address (street address, city, and zip code)
- D.** Your home telephone number
- E.** Your cell number
- F.** Your email address
- G.** First and last names of parents(s)/guardian(s)
- H.** Work number(s) of parent(s)/guardian(s)
 - I.** Cell number(s) of parent(s)/guardian(s)
- J.** Email address(es) of parent(s)/guardian(s)

INTRODUCTORY ACTIVITY

(Skills: Participating)

DIRECTIONS: This is an individual and a total-class assignment. First, closely examine Herman Melville's quote on the back of this sheet at the top. Then dive deeply into your thoughts, **and** jot down your interpretation of the quote on notebook paper that will be placed in the Classwork section of your notebook. When you finish, read and begin working on Homework #3. After I check attendance, we will discuss this Homework assignment and more.

*“I love all men [and women]
who dive.
Any fish can swim
near the surface,
but it takes a great whale
to go downstairs
five miles or more.”*

DIAGNOSTIC PREVIEW: PART ONE

(Skill: Analyzing Sentence Structure)

DIRECTIONS: This is an individual and a total-class assignment. On this sheet, perform each of the bulleted tasks below for the sentence at the bottom of this sheet. When you finish, proceed to **Diagnostic Preview: Part Two** on the back of this sheet.

(minus 4.3 points per error)

- ☐ Place parentheses around each prepositional phrase.
- ☐ Underline each preposition three times.
- ☐ Write **OOP** over each prepositional phrase's object of the preposition.
- ☐ Write **CONJ** (conjunction) or **MOD** (modifier) to correctly distinguish each one.
- ☐ Several lines have been provided for prepositional phrases on the back of this sheet. If a prepositional phrase is an adjective phrase, identify the word each phrase modifies on one of these lines. Use a separate line for each prepositional phrase.

- ☐ Write the part of speech of the word the prepositional phrase modifies on the same line as the word the phrase modifies. Use a dash to separate the line's answers.
- ☐ Underline the subject once.
- ☐ Underline the verb twice.
- ☐ Highlight each auxiliary/helping verb (if one is present in the sentence). If you do not have a highlighter, circle instead.
- ☐ Write **MV** over each main verb.
- ☐ Write ***action* or *linking*** to distinguish the type of verb. Write this information on the line at the end of the sentence.
- ☐ Write **PN** over each predicate nominative or **PA** over each predicate adjective (if one is present in the sentence).
- ☐ Write **DO, IO, or OC** over each direct object, indirect object, or objective complement (if one is present in the sentence).
- ☐ Place brackets [] around any words that are not verbs that intervene (separate) within verb phrases (if verb phrases are present).

**For many of us on the team, the fans weren't an
embarrassment. _____**

DIAGNOSTIC PREVIEW: PART TWO
(Skills: Correcting Errors in Grammar and Mechanics)

DIRECTIONS: This is an individual and a total class assignment. Follow the directions below to correctly respond to the example sentence. If the sentence is already correct, write nothing. If the original is not correct, rewrite your revised response on notebook paper that you should later place in the **Warm-up** section of your English notebook.

For the **EXAMPLE** sentence at the top of the next sheet, follow the requirements of standard English; that is, pay attention to grammar, word choice, sentence construction, and punctuation.

Part of the sentence is underlined. Below the **EXAMPLE** sentence, you will find five ways of phrasing the underlined part. Choice **A** repeats the original; the other four are different.

First, select the answer that best expresses the meaning of the original sentence. If you think the original is better than any of the alternatives, choose it; otherwise, choose one of the others. Your choice should produce the most effective sentence—clear and precise—without awkwardness, imbalance, or ambiguity. If you choose a response other than **A**, correctly rewrite your revised response on notebook paper.

EXAMPLE: Did you attend the closing exercises at Obama Middle School?
Its observance was a long ceremony and very tedious.

- A.** a long ceremony and very tedious.
- B.** a long ceremony and tedious.
- C.** a long ceremony but tedious.
- D.** a long ceremony and very boring.
- E.** long and tedious.

HOMEWORK # 1

(Skills: Returning the Agreement and the Computer Contract)

DIRECTIONS: Each of the bulleted documents below will be **graded**. Today, you will receive two copies of each bulleted document below.

☐ **Student/Parent/Teacher Agreement**

☐ **Computer Contract**

On Thursday, August 27 (A) / Friday, August 28 (B), return each document with both your parent's/guardian's signature along with your printed name **and** signature. To receive your two grades, **print and sign** your name on the two separate lines that have been provided on one **Agreement and** on one **Computer Contract**. No grade will be assessed if you fail to provide your name in both the printed **and** written forms. Today, you will receive two copies of each document; return the endorsed copy of each document to me, **and** place the other at the front of your English notebook.

HOMEWORK # 2

(Skills: Analyzing Sentence Structure)

DIRECTIONS: **This is an individual assignment.** To prepare for our first graded discussion, thoroughly analyze the **grammatical structure** of the highlighted sentence below. Discover as much as you can about each word's part of speech **and** the functions of the words, phrases, **and** clauses as they are used in this excerpt from Herman Melville's quote. For this assignment, I want to know what you know **and/or** what new information you can find out about this sentence's **grammar and sentence structure---not about the meaning of the quote.** First, write the quote. Then prepare to explain what you already know **and/or** what you learn while researching Melville's quote. Complete this assignment by Monday, August 31 (A) / Tuesday, September 1 (B). For grading, you must participate; **avoid repeating what someone else has already said!**

"I love all men [and women] who dive."

HOMWORK # 3

(Skills: Composing and Upgrading a Persona-Poem)

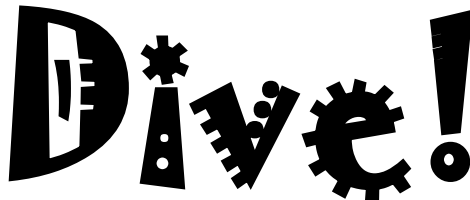
DIRECTIONS: The final draft of this individual assignment must be submitted for grading. Who are you really? Begin by creating the rough draft of a **persona-poem** to introduce the *real* you. Therefore, on notebook paper, begin each line with the ***Whose* or *Who*** phrase as illustrated on the back of this sheet. Avoid writing the numbers for each line, such as ***Line #1***, etc. Begin your rough draft now. What are you waiting for. Be sure to generate a creative title for your persona-poem. For your title and your poem, use words that are –

descriptive, vivid, distinctive, and lively.

Then by Wednesday, September 9 (A) / Thursday, September 10 (B), upgrade your persona poem into its final creative design, and submit your masterpiece for grading. (Submit only your final draft---not the rough draft.) You may also orally present in class for extra credit. **Type your final draft.** If you'd like to create a format that is not typed, seek approval from me ahead of time.

Also, for your final draft, ensure that your poem requires only one sheet of paper; therefore, you may omit some of the lines from the original assignment. However, be sure to begin with your first name and end with your last name.

- ☐ Choose any font and any size you like as long as it is readable and fits on one page.
- ☐ Make your poem's final draft "presentation worthy" by making it vivid, distinctive, and lively!
- ☐ Create a stylish and original layout---an artful conception that incorporates color, graphics, clip art, illustrations, etc. You may also choose to create a **3-D** persona poem. Would you like a closer look at some of the ones on display in the classroom?
- ☐ Produce a masterpiece! One-of-a-kind! Unique! Offbeat! Outstanding!



- Line #1:** Whose first name is _____.
- Line #2:** Whose parents gave me this name because _____.
- Line #3:** Who is AKA (also known as) _____.
- Line #4:** Who is (Use vivid, distinctive, illustrative, and lively words.).
- Line #5:** Who is the sister or brother of _____.
- Line #6:** Whose favorite sport is _____ and whose favorite team is _____.
- Line #7:** Who _____ for fun on the weekends.
- Line #8:** Who would grab (what one THING) to save in the midst of a fire.
- Line #9:** Who loves (three ideas and/or people).
- Line #10:** Who feels (three or less ideas).
- Line #11:** Who needs (three or less ideas).
- Line #12:** Who gives (three or less ideas).
- Line #13:** Who fears (three or less ideas).
- Line #14:** Who would like to see _____.
- Line #15:** Who understands _____.
- Line #16:** Who wonders about _____.
- Line #17:** Who shares _____.
- Line #18:** Who pretends _____.
- Line #19:** Who is known for saying, “_____.”
- Line #20:** Who hopes _____.
- Line #21:** Who tries _____.
- Line #22:** Who models _____.
- Line #23:** Who has enjoyed (what book) the most in the past two years.
- Line #24:** Who has enjoyed (what movie) the most in the past two years.
- Line #25:** Whose favorite school subject is _____.
- Line #26:** Who likes (what best) about high school.
- Line #27:** Who hopes the teacher does _____.
- Line #28:** Who hopes the teacher does *not* _____.
- Line #29:** Who is a resident of _____.
- Line #30:** Whose last name is _____.

If you finish early, proceed to Diagnostic Preview: Part I, which is the assignment that follows Melville’s quote.

SUMMARY

(Skill: Identifying What Was Learned Today)

DIRECTIONS: Submit this individual assignment for grading today. Respond to the highlighted question below on an index card, and submit your card for grading as you leave class today. Get a card from the stack near the purple bin. Remember to include specific information and to avoid vagueness. Write your heading on the back of your index card. **If you fail to elaborate and supply examples, fifty points (-50) will be deducted for your inadequately corroborated response.**

What did you learn today?

UNIT: The First Days: Ensuring Academic, Attendance, and Behavioral Success

OBJECTIVES: Students will --

- 📄 fill in a 4 x 6 index card in order to provide personal information. (I)
- 📄 interpret a Herman Melville quote in order to highlight the importance that individual and group participation play in academic, attendance, and behavioral success. (I and TG)
- 📄 analyze the grammatical structure of a selected sentence in order to diagnose prior knowledge and to improve English proficiency. (I)
- 📄 examine and discuss class procedures, expectations, and rubrics for paragraphs and essays in order to ensure academic, attendance, and behavioral success. (TG)
- 📄 identify errors in sentences in order to increase proficiency in grammar and mechanics. (I and TG)
- 📄 examine the CHFHS format for assignment headings and completion in order to ensure uniformity and understanding. (TG and I)