

WARM-UP

(Skills: Identifying Personal Information)

DIRECTIONS: This is an individual and a total-class assignment. Using your electronic device, access the highlighted URL below, and read **The Prepositional Phrase** in order to respond to each of the bulleted questions at the bottom of this assignment box. If you don't have a personal electronic device with you today, please find someone with whom you can share.

<http://www.chompchomp.com/terms/prepositionalphrase.htm>

After you finish and after I check attendance, we will discuss this assignment. Then we will discuss the two **Diagnostic Previews** that were introduced on Tuesday's (A) / Wednesday's (B) assignment sheets. I have reprinted the diagnostic previews on today's sheets; they begin below. Starting next Monday (A) / Tuesday (B), you will take the actual diagnostic test so that I can assess your grammar, reading comprehension, and writing skills.

1. With what do **all** prepositional phrases begin?
2. With what do **all** prepositional phrases end?
3. What is an "**object of the preposition**"?
4. What are the two functions of a prepositional phrase?
5. What is the function of a prepositional phrase that answers the question ***which one?***
6. What is the function of a prepositional phrase that answers the questions ***how, when, or why?***
7. What part of a sentence can never be contained within a prepositional phrase?
8. In every sentence, with what part of speech must every subject agree?

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 on the back of this sheet at the top for the featured sentence beneath the bullets. After we discuss this preview, we'll review **Diagnostic Preview: Part Two.**

(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 at the bottom of this assignment box. 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, 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

(Skills: Analyzing Sentence Structure)

DIRECTIONS: This is an individual assignment. Remember to prepare for our Monday, August 31 (A) / Tuesday, September 1 (B) graded discussion: the analysis of the **grammatical structure** of the excerpt below from Herman Melville's quote. 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.**

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

HOMEWORK

(Skills: Composing and Upgrading a Persona-Poem)

DIRECTIONS: The final draft of this individual assignment must be submitted for grading. Who are you really?

Submit the descriptive, vivid, distinctive, and lively final draft of your persona poem on Wednesday, September 9 (A) / Thursday, September 10 (B).

Review the specific project details from Tuesday's (A) / Wednesday's (B) assignment sheets.

📁 Produce a masterpiece! One-of-a-kind! Unique! Offbeat! Outstanding!

Dive!

HOMEWORK

(Skills: Composing and Upgrading a Persona-Poem)

DIRECTIONS: The final draft of this individual assignment must be submitted for grading. Practice and strengthen your parallel structure skills by reading the introductory reading at the first highlighted URL below. After reading, complete the first interactive activity. The site will give you feedback for each response you enter, explaining whether it is correct or incorrect. For grading, print this activity's handout from the second URL below, and bring it to class next Wednesday, September 2 (A) / Thursday, September 3 (B). Be sure to include the correct answers on the printed handout.

<http://www.chompchomp.com/structure01/structure01.htm>

<http://www.chompchomp.com/handouts/structure01.pdf>

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 --

- demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.9-10.1)
- fill in a 4 x 6 index card in order to provide personal information. (I)
- examine and discuss class procedures, expectations, and rubrics for paragraphs and essays in order to ensure academic, attendance, and behavioral success. (TG)
- examine the CHFHS format for assignment headings and completion in order to ensure uniformity and understanding. (TG and I)