

QUIZ

(Skills: Demonstrating Command of the Standards of English ~ Prepositional Phrases)

DIRECTIONS: Submit this individual assessment by the time posted for your class below. On Friday, September 18 (A) / Monday, September 21 (B), you were instructed to Google [ppt] **Prepositional Phrases Santa Ana School District** to access and view the PowerPoint presentation. Today, on notebook paper, respond to each of the quiz items below. **You may use the notes you compiled while viewing this PowerPoint presentation; however, electronic devices cannot be visible and cannot be used as you complete this quiz.** After you submit your quiz, read the highlighted information that begins on the back of this sheet and continues on the next sheet. After this activity, proceed to today's class work / guided practice.

1A and 1B - 8:20

2A - 9:55

3A - 11:20

(25 maximum points for each quiz item)

- 1. Define *phrase*.**
- 2. Clarify what a phrase cannot contain.**
- 3. Disclose the function(s) of a prepositional phrase.**
- 4. First, identify the prepositional phrase in the sentence below; enclose the prepositional phrase within quotation marks when You point it out in your response. Then fully explain the prepositional phrase's function in the featured sentence.**

We ate corn dogs and drank root beer floats after the baseball game.

- ❑ **FRIDAY, OCTOBER 9 (A) / MONDAY, OCTOBER 12 (B) is the last day to resubmit assignments for which you have low grades.**
- ❑ **You may resubmit only work assigned as of Tuesday, September 22 (A) / Wednesday, September 23 (B). The option to make up assignments ended with those dates. Therefore, you only have this opportunity to resubmit.**
- ❑ **You may resubmit assignments and/or re-take quizzes to improve your English grade.**
- ❑ **You are not permitted to submit any assignment if you did not submit it on its original due date.**
- ❑ **You must schedule an appointment to make up a quiz grade---a time convenient for you and for me.**
- ❑ **So, go to SchoolMax now, and compile a list of the assignments and quizzes you wish to make up.**

**ARE YOU PANICKING BECAUSE OF LOW GRADES?
STOP ASKING ME IF I GIVE EXTRA CREDIT SO YOU
CAN MAKE UP YOUR GRADE. EXTRA CREDIT WORK
IS NOT YOUR MIRACLE SAVE. THERE ARE NO
MIRACLES! FAILURE IS NOT AN OPTION ONLY IF
YOU TOTALLY COMMIT TO YOUR OWN SUCCESS!**

READ!

FOLLOW ALL ASSIGNMENT INSTRUCTIONS!

COMPLY WITH SYLLABUS GUIDELINES!

SUBMIT ALL ASSIGNMENTS ON TIME!

MANAGE YOUR TIME WISELY!

ASK QUESTIONS!

GET ORGANIZED!

STUDY!

YOU ARE THE ONLY

GUIDED PRACTICE / CLASS WORK

(Skill: Predicting Using Textual Evidence That Foreshadows Events and Plot Twists)

DIRECTIONS: This is an individual assignment. As you read Bradbury's "A Sound of Thunder" (*LOL* 72-81), take detailed notes creating a two-column Cornell note taking chart on notebook paper. Follow the model on the back of this sheet. If you do not finish reading "A Sound of Thunder" in the textbook today, access an online version of Bradbury's story. Complete your reading by Monday, September 28 (A) / Tuesday, September 29 (B).

■ **In the left column,** write word-for-word textual evidence from the story that you feel foreshadows events and plot twists you predict will happen later in the story. Follow the example below, including how I cited the quote. Note that the author’s last name and the quote’s page number are placed inside the parenthesis. Also, note that the end punctuation follows the closing parenthesis. This example displays how to parenthetically cite textual evidence.

■ **In the right column,** write what you think will happen based on the textual evidence you wrote in the left column. That’s right---**GUESS**, but make sure your guess is a **reasonable** one. Practice your prediction technique by writing what you think the quote I typed on the Cornell note taking model is foreshadowing. Write your **reasonable** guess in the right column of the chart you create.

After you finish this example, read the story. As you read, write more quotes, and alongside each quote you write, make your prediction.

TEXTUAL EVIDENCE	PREDICTION
“So be careful. Stay on the Path. Never step off” (Bradbury 75)!	

HOMEWORK

(Skill: Predicting Using Textual Evidence That Foreshadows Events and Plot Twists)

DIRECTIONS: This is an individual assignment. Prepare for a graded discussion on Wednesday, September 30 (A) / Thursday, October 1 (B) when we will discuss Bradbury's "A Sound of Thunder." We will begin with a discussion of the bulleted elements below.

- How accurate were the **predictions** you made on your Cornell note taking chart? Be sure to cover how your predictions either helped or misled you.
- What **theme** (or message) is Bradbury conveying through the story?

Once you finish "A Sound of Thunder," read Shirley Jackson's "The Lottery" (25-34) in your Collections text. Also, create a Cornell note taking chart for Jackson's story. As you read, chart the "details that reveal the purpose of the lottery and the villagers' reactions to it" (25)---textual evidence in the left column and the purposes associated with each quote in the right column. Also, "note any questions you have" (25).

HOMEWORK

(Skill: Mastering the MLA Works Cited Page)

DIRECTIONS: This is an individual assignment. Access the highlighted URL below, and read "MLA Works Cited Page: Basic Format" by Monday, September 28 (A) / Tuesday, September 29 (B).

<https://owl.english.purdue.edu/owl/resource/747/05/>

SUMMARY

(Skill: Predicting Using Textual Evidence That Foreshadows Events and Plot Twists)

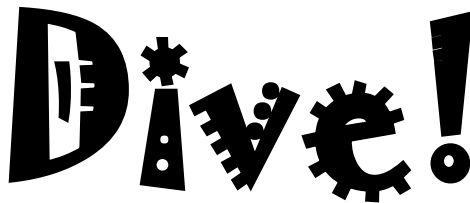
DIRECTIONS: This is an individual and a total-class assignment. Based on the textual evidence I provided on the Cornell note taking model, what did you predict?

HOMEWORK

(Skills: Reviewing and Reading Homework Assignments)

DIRECTIONS: Review the checklist below for your homework assignments' due dates. For specific assignment details, revisit the assignment sheets for the date the task was originally assigned.

- Your upcoming prepositional phrases test will be given on Monday, September 28 (A) / Tuesday, September 29 (B). You must write fifty prepositional phrases from memory---a different preposition and a different object of the preposition for each prepositional phrase. Will you write more than fifty?
- Read "MLA Works Cited Page: Basic Format" by Monday, September 28 (A) / Tuesday, September 29 (B).
- Bring your *Collections* literature textbook to class through Friday, October 9 (A) / Monday, October 12 (B).
- Prepare for our Wednesday, September 30 (A) / Thursday, October 1 (B) graded discussion of Bradbury's "A Sound of Thunder."



UNIT: Ourselves and Others

OBJECTIVES: Students will --

- demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.9-10.1)
- predict using textual evidence that foreshadows events and plot twists. (R.9-10.1)