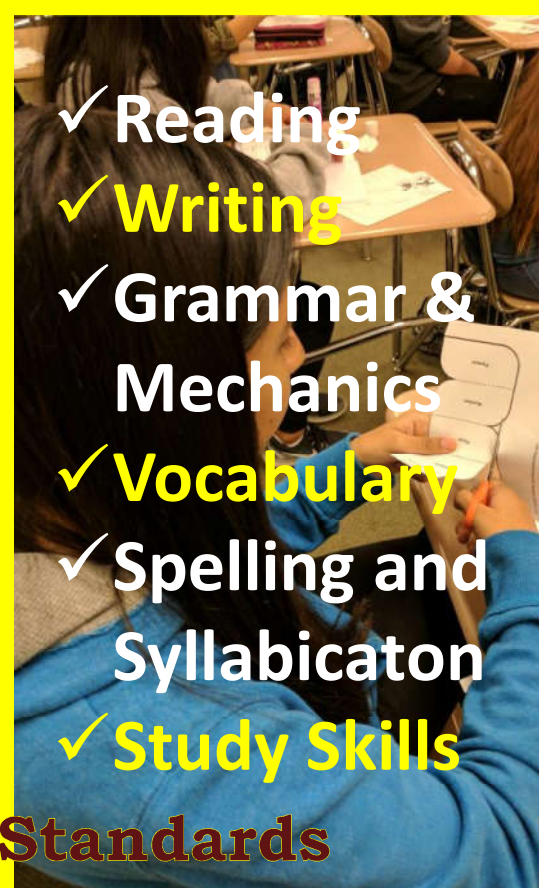
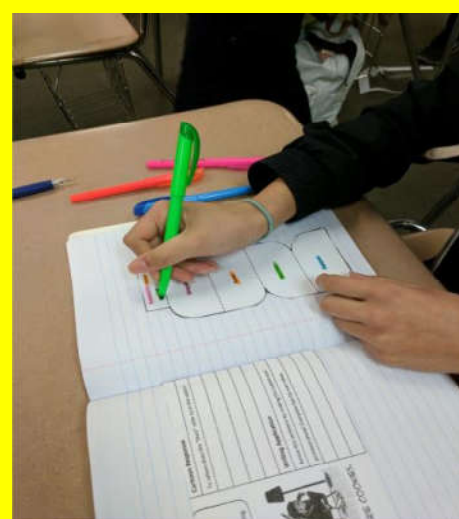
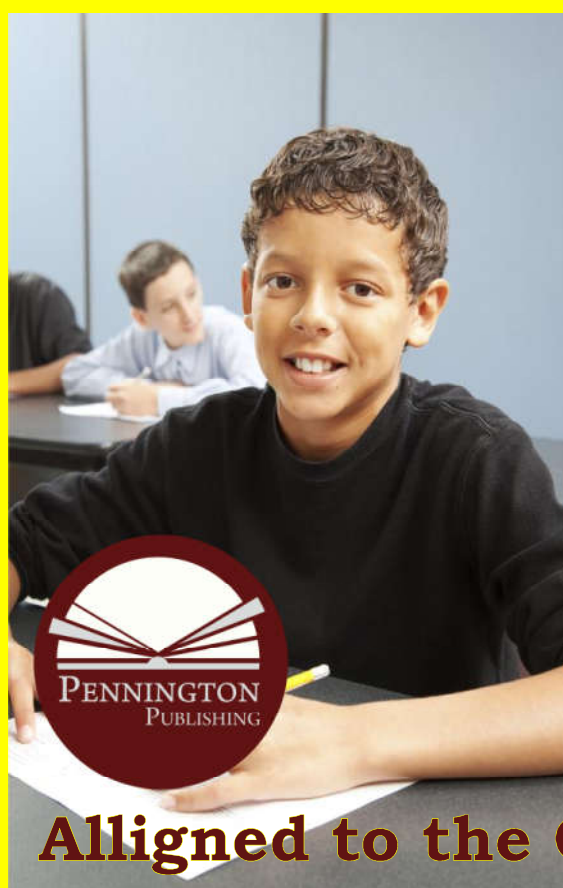
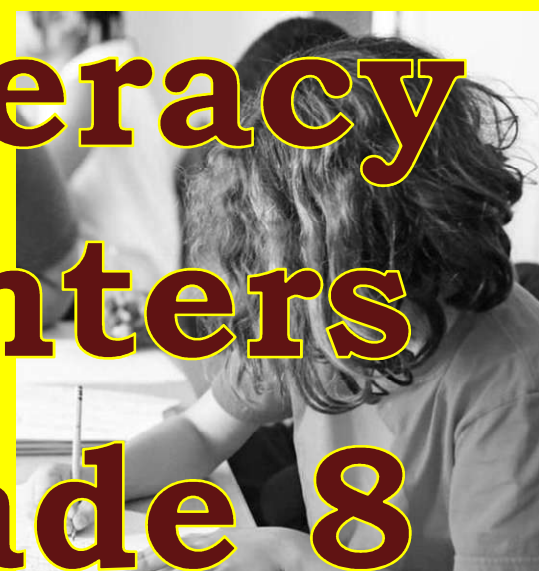




# Academic



# Literacy Centers Grade 8



- ✓ Reading
- ✓ Writing
- ✓ Grammar & Mechanics
- ✓ Vocabulary
- ✓ Spelling and Syllabication
- ✓ Study Skills



Aligned to the Common Core Standards

## FAQs

---

The Academic Literacy Centers have been designed to minimize or eliminate preparation, correction, behavioral problems, and clean-up time and to maximize flexible on-task learning.

- ✓ **Can I set up, tear down, and move these centers quickly?** Yes. Set up and tear down only take a few minutes. Perfect if you share a classroom or move to another classroom.
- ✓ **What supplies do I need to provide?** Just the paper copies. Use colored paper if you can. Also, scissors will be necessary for the vocabulary study cards. As explained in the overview, this is not an artsy-fartsy program designed to make your classroom look cute. Less supplies and art projects means easy and quick set up and clean up. You can maintain your organizational sanity and keep the custodian happy.
- ✓ **Are there literacy center signs?** Yes, they are provided in both color and black and white and are formatted for both pocket charts and center display.
- ✓ **Do the print materials stay in the center or do students have weekly packets?** Your choice. Either option works well.
- ✓ **Are there directions for each lesson and activity?** Yes. There are *longer* teacher directions and *shorter* student directions on the literacy center task cards (provided in both color and black and white).
- ✓ **Do the literacy centers have the same instructional procedures for each lesson and activity?** Yes. Read the directions and model the first activity or lesson for each literacy center once and your students will be able to work independently thereafter.
- ✓ **Are there answers for all the literacy center lessons and activities?** Yes, except for open-ended thinking, free-response questions.
- ✓ **How much correction is there?** Plenty, but your students *will do all the correcting*. Answers are provided with each task. Students learn from their own mistakes.
- ✓ **Are there unit tests?** Yes, biweekly tests are provided on the grammar, usage, mechanics, vocabulary, and spelling content and skills. Answers, of course.
- ✓ **Can I teach some of the activities whole class or assign them as homework?** Certainly, although your students will lose the benefits of cooperative learning.
- ✓ **What exactly is Common Core State Standard grade-level specific and what is not?** The sentence revisions (Writing Center), vocabulary worksheets (Vocabulary Center), spelling sorts (Spelling Sorts and Syllabication Center) each have separate grades 4, 5, 6, 7, and 8 lessons and activities. Other lessons and activities cover the breadth of the grades 4–8 Standards. The reading fluencies and comprehension worksheets are leveled at third, fifth, and seventh grade levels. Check out the instructional scope and sequence [HERE](#).
- ✓ **Can I add my own centers?** Yes, and I have six other remedial centers.

## **Table of Contents: Unit #1**

---

### **Literacy Center #1: Reading Fluency and Comprehension**

- Literacy center task cards
- Eight expository reading fluencies and corresponding comprehension worksheets: “The Ape,” “The Eagle,” “The Ibex,” “The Okapi,” “The Mule,” “The Rooster,” “The Woodpecker,” and “The Cow”
- Answers to the comprehension worksheets

### **Literacy Center #2: Sentence Revisions and Literary Response**

- Literacy center task cards
- Eight sentence revisions lessons, which include revising sentence structure, grammar application, and writing style
- Eight literary response activities, which include literary quotation mentor texts and writer response tasks with different rhetorical stance (voice, audience, purpose, and form)
- Answers to the sentence revisions

### **Literacy Center #3: Language Conventions**

- Literacy center task cards
- Eight grammar, usage, and mechanics lessons including online links for both grammar and mechanics content and/or skills (Internet access preferred with tablets, phones, or desktop access, but **not** necessary.)
- Answers

### **Literacy Center #4: Vocabulary and Word Games**

- Literacy center task cards
- Eight vocabulary worksheets including Multiple Meaning Words and Context Clues; Greek and Latin Word Parts; Language Resources; Figures of Speech; Word Relationships; Connotations; and Academic Language Words
- Answers
- Vocabulary study cards

### **Literacy Center #5: Spelling and Syllabication**

- Literacy center task cards
- Two spelling sorts based upon conventional spelling rules
- Two syllable worksheets
- Answers

### **Literacy Center #6: Study Skills**

- Literacy center task cards
- Self-assessment, study skills lesson, and reflection

## 6 Literacy Centers, 6 Groups, 3 Rotations, 4 Days per Week

Day 1							
Group 1	Reading	Writing	Language Conventions	Group 4	Vocabulary	Spelling & Syllabication	Study Skills
Group 2	Writing	Language Conventions	Reading	Group 5	Study Skills	Vocabulary	Spelling & Syllabication
Group 3	Language Conventions	Reading	Writing	Group 6	Spelling & Syllabication	Study Skills	Vocabulary
Day 2							
Group 1	Vocabulary	Spelling & Syllabication	Study Skills	Group 4	Reading	Writing	Language Conventions
Group 2	Study Skills	Vocabulary	Spelling & Syllabication	Group 5	Writing	Language Conventions	Reading
Group 3	Spelling & Syllabication	Study Skills	Vocabulary	Group 6	Language Conventions	Reading	Writing
Day 3							
Group 1	Reading	Writing	Language Conventions	Group 4	Vocabulary	Spelling & Syllabication	Study Skills
Group 2	Writing	Language Conventions	Reading	Group 5	Study Skills	Vocabulary	Spelling & Syllabication
Group 3	Language Conventions	Reading	Writing	Group 6	Spelling & Syllabication	Study Skills	Vocabulary
Day 4							
Group 1	Vocabulary	Spelling & Syllabication	Study Skills	Group 4	Reading	Writing	Language Conventions
Group 2	Study Skills	Vocabulary	Spelling & Syllabication	Group 5	Writing	Language Conventions	Reading
Group 3	Spelling & Syllabication	Study Skills	Vocabulary	Group 6	Language Conventions	Reading	Writing



## 7, 8, 9, or 10 Literacy Centers, 8 Groups, 4 Rotations, 4 Days per Week

Day 1									
Group 1	Additional Center(s)	Reading	Writing	Language Conventions	Group 5	Additional Center(s)	Vocabulary	Spelling & Syllabication	Study Skills
Group 2	Writing	Additional Center(s)	Language Conventions	Reading	Group 6	Spelling & Syllabication	Additional Center(s)	Study Skills	Vocabulary
Group 3	Reading	Language Conventions	Additional Center(s)	Writing	Group 7	Vocabulary	Study Skills	Additional Center(s)	Spelling & Syllabication
Group 4	Study Skills	Writing	Vocabulary	Additional Center(s)	Group 8	Language Conventions	Spelling & Syllabication	Reading	Additional Center(s)
Day 2									
Group 1	Additional Center(s)	Vocabulary	Spelling & Syllabication	Study Skills	Group 5	Additional Center(s)	Reading	Writing	Language Conventions
Group 2	Spelling & Syllabication	Additional Center(s)	Study Skills	Vocabulary	Group 6	Writing	Additional Center(s)	Language Conventions	Reading
Group 3	Vocabulary	Study Skills	Additional Center(s)	Spelling & Syllabication	Group 7	Reading	Language Conventions	Additional Center(s)	Writing
Group 4	Language Conventions	Spelling & Syllabication	Reading	Additional Center(s)	Group 8	Study Skills	Writing	Vocabulary	Additional Center(s)
Day 3									
Group 1	Additional Center(s)	Reading	Writing	Language Conventions	Group 5	Additional Center(s)	Vocabulary	Spelling & Syllabication	Study Skills
Group 2	Writing	Additional Center(s)	Language Conventions	Reading	Group 6	Spelling & Syllabication	Additional Center(s)	Study Skills	Vocabulary
Group 3	Reading	Language Conventions	Additional Center(s)	Writing	Group 7	Vocabulary	Study Skills	Additional Center(s)	Spelling & Syllabication
Group 4	Study Skills	Writing	Vocabulary	Additional Center(s)	Group 8	Language Conventions	Spelling & Syllabication	Reading	Additional Center(s)
Day 4									
Group 1	Additional Center(s)	Vocabulary	Spelling & Syllabication	Study Skills	Group 5	Additional Center(s)	Reading	Writing	Language Conventions
Group 2	Spelling & Syllabication	Additional Center(s)	Study Skills	Vocabulary	Group 6	Writing	Additional Center(s)	Language Conventions	Reading
Group 3	Vocabulary	Study Skills	Additional Center(s)	Spelling & Syllabication	Group 7	Reading	Language Conventions	Additional Center(s)	Writing
Group 4	Language Conventions	Spelling & Syllabication	Reading	Additional Center(s)	Group 8	Study Skills	Writing	Vocabulary	Additional Center(s)

# Literacy Centers Group Norms

# be **HEROIC!**

BE	<b>H</b> ard-working	Do your best work on each lesson or activity. Work the whole time.
BE	<b>E</b> ngaged	Do your fair share of the work. Complete your assigned leadership role.
BE	<b>R</b> esponsible	Do all parts of the lesson or activity for each literacy center. Focus on your learning and that of others in your group.
BE	<b>O</b> rganized	Keep all lesson or activity materials where they belong. Clean up neatly and completely.
SHOW	<b>I</b> nitiative	Begin the literacy center lesson or activity as soon as you sit down. Encourage others to complete their assigned leadership roles.
BE	<b>C</b> ollaborative	Work together in quiet voices and practice kindness. Help without doing others' work.

## Literacy Centers

# LEADERSHIP ROLES

### Reader

Read the lesson or activity out loud in a quiet voice. Pause to allow the group to think and respond. Re-read sections if necessary.

### Clarifier

Refer to the task card to begin the lesson or activity and help the group perform its tasks. Ask the teacher if help is needed on the directions.

### Task Manager

Write down the beginning and ending times. Manage how much time should be spent on each part of the lesson or activity. Make sure that every part is completed and done well.

### People Manager

Keep all group members focused on the lesson or activity and talking in quiet voices. Make sure every student contributes and performs their leadership roles. Ask the teacher for help if the group needs it.

## Reading Literacy Center Task Card: Reading Fluency and Comprehension

1. The Clarifier picks up the task card, and the Task Manager passes out the *cold* and *hot* color pencils and erasers. The Task Manager notes the ending time for this literacy center. The People Manager makes sure that everyone in the group has the reading fluency article and reminds students to write their names on the page.
2. The Clarifier points to the **boldfaced** pronunciation words in the upper right corner of the article and says, "Ready, begin." The group reads the words together out loud and repeats any words which are mispronounced. The Clarifier asks the teacher if unsure of the pronunciation.
3. The Task Manager sets the timer for two minutes. The Reader reads the article title and then says, "Ready, begin." The Task Manager starts the timer and students read the article in quiet voices (slightly louder than a whisper) at their own individual paces until the timer rings. When the timer rings, the students place a finger on their ending word.
4. Students look to the left column of their finger for the word count. Students add on the number of words on the line up to their finger to determine their cold or hot timings. The People Manager tells the students to record their cold timings quickly and neatly in the lower right box. The other boxes are for your teacher's use.
5. The People Manager makes sure that everyone in the group has the reading comprehension article and reminds the group to write their names on the page.
6. The Reader reads the article title and then the first SCRIP question. Next, the Reader begins reading the article in a quiet voice until someone in the group says, "Stop," because the the first SCRIP question has been answered or the related information has been read.
7. Students discuss how to word the answer and write the answer in the spaces provided below the SCRIP question. The Clarifier turns over the task card and reads the suggested answer. Students revise their answers if necessary.
8. When the Reader finishes a sentence in which a **boldfaced** vocabulary word appears, the Reader stops and students discuss the meaning of the word from surrounding **SALE** (Synonym, Antonym, Logic, Example) context clues. Students discuss how to word each definition and write the vocabulary words and their definitions in the article margins.
9. Continue these steps until the article is read, the SCRIP questions are answered, and the vocabulary words are defined. The Task Manager gets the answers from the teacher and students self-correct and revise their answers.
10. Follow the same directions (#3) for the hot timing and use the hot pencil to record your score on top of cold timing. If you read fewer words on this hot timing than you did on your cold timing, simply draw a line across the bar at the correct spot.



## **Writing Literacy Center Task Card: Sentence Revisions and Literary Response**

1. The Clarifier picks up the task card and will ask the teacher any questions about directions. The Task Manager writes down the ending time for this literacy center. The People Manager makes sure that everyone in the group has the sentence revision activity and reminds students to write their names on the page.
2. The Reader reads the sentence revisions Lesson Focus out loud in a soft voice, and the Task Manager helps the group summarize the Key Idea(s) of the lesson on the lines provided in the second column.
3. After each student has completed the summaries, the Reader reads the Example(s), and the Clarifier asks students to explain how each example relates to the Lesson Focus.
4. The Reader reads the sentence revision task, and students complete this task individually.
5. Upon completion, the Clarifier asks students to share their sentence revisions. The Task Manager gets the answers from the teacher and students self-correct and revise their answers.
6. Next, students turn their papers over to the back and the Reader reads the Literary Quotation and the Definition/Explanation/Reflection.
7. The Task Manager reads each of the Observation, Interpretation, and Application questions. *Observation* is What do you see? *Interpretation* is What does it mean? *Application* is How can this be used? The Task Manager pauses after each question and the Clarifier asks for responses. The People Manager encourages all students to respond.
8. After completing discussion, students complete the Revision and Draw tasks individually. If time remains, the Clarifier asks students to share their responses.

## Language Conventions Literacy Center Task Card: Grammar, Usage, and Mechanics

1. The Clarifier picks up the task card and will ask the teacher any questions about directions. The Task Manager writes down the ending time for this Literacy Center. The People Manager makes sure that everyone in the group has the GUM worksheet and reminds students to write their names on the page.
2. The Reader reads the Mechanics Notes in the right column out loud in a soft voice and stops at the Example(s). Students look at the back of their worksheet and copy down the example(s) **for that section only**. The Clarifier asks students how the examples relate to the mechanics rule. Continue to follow these steps for the rest of the Mechanics Notes.
3. Next, students complete the Practice sentences individually in the left column for the mechanics section by crossing out and revising errors or underlining words according to the worksheet directions. Upon completion, students look at the back of their worksheet to self-correct and revise their answers if necessary.
4. Continue to follow these steps (#s 2 and 3) for next section of the GUM worksheet.
5. Upon completion, the Task Manager reads the Writing Application task out loud. Students complete this sentence or sentences individually.
6. When finished, the Clarifier asks the group to share the Writing Application sentences. Students *borrow* from each other to revise their sentences if necessary.

## Vocabulary Literacy Center Task Card: Odd-Numbered Vocabulary Worksheets

1. The Clarifier picks up the task card, and the Task Manager passes out the *cold* and *hot* color pencils and erasers. The Task Manager notes the ending time for the literacy center. The People Manager makes sure that everyone in the group has the reading fluency article and reminds students to write their names on the page.
2. The Clarifier points to the **boldfaced** pronunciation words in the upper right corner of the article and says, "Ready, begin." The group reads the words together out loud and repeats any words which are mispronounced. The Clarifier asks the teacher if unsure of the pronunciation.
3. The Task Manager sets the timer for two minutes. The Reader reads the article title and then says, "Ready, begin." The Task Manager starts the timer and students read the article in quiet voices (slightly louder than a whisper) at their own individual paces until the timer rings. When the timer rings, the students place a finger on their ending word.
4. Students look to the left column of their finger for the word count. Students add on the number of words on the line up to their finger to determine their cold or hot timings. The People Manager tells the students to record their cold timings quickly and neatly in the lower right box. The other boxes are for your teacher's use.
5. The People Manager makes sure that everyone in the group has the reading comprehension article and reminds the group to write their names on the page.
6. The Reader reads the article title and then the first SCRIP question. Next, the Reader begins reading the article in a quiet voice until someone in the group says, "Stop," because the the first SCRIP question has been answered or the related information has been read.
7. Students discuss how to word the answer and write the answer in the spaces provided below the SCRIP question. The Clarifier turns over the task card and reads the suggested answer. Students revise their answers if necessary.
8. When the Reader finishes a sentence in which a **boldface** vocabulary word appears, the Reader stops and students discuss the meaning of the word from surrounding **SALE** (Synonym, Antonym, Logic, Example) context clues. Students discuss how to word each definition and write the vocabulary words and their definitions in the article margins.
9. Continue these steps until the article is read, the SCRIP questions are answered, and the vocabulary words are defined. The Task Manager gets the answers from the teacher and students self-correct and revise their answers.
10. Follow the same directions (#3) for the hot timing and use the hot pencil to record your score on top of cold timing. If you read fewer words on this hot timing than you did on your cold timing, simply draw a line across the bar at the correct spot.

## **Spelling and Syllabication Literacy Center Task Card: Spelling Sorts**

1. The Clarifier picks up the task card and will ask the teacher any questions about directions. The Task Manager writes down the ending time for this literacy center. The People Manager makes sure that everyone in the group has the spelling sort worksheet and reminds students to write their names on both pages.
2. The Reader reads the Spelling Rule out loud and the Spelling Rule Directions in a soft voice.
3. The Clarifier helps the group to brainstorm placement of the spelling words listed in the left column into the categories in the right column. Students should select the placements considering the best possible answers which match the words' sounds or spelling patterns.
4. Upon completion, the Reader turns the worksheet over to the back and reads the spelling sort category and its spelling sort words.
5. The Task Manager tells students to turn their worksheets over to the back and to circle the bolded spelling patterns in the words they sorted correctly.
6. Students self-edit and revise, according to the answers. The Clarifier helps students understand why the answers best match each spelling sort category.
7. The Clarifier helps the group brainstorm six other words which match the spelling pattern. Students write these in the spaces provided and discuss where each word would fit into the spelling sort categories.

## **Syllable Worksheets**

1. The Clarifier picks up the task card and will ask the teacher any questions about directions. The Task Manager writes down the ending time for this literacy center. The People Manager makes sure that everyone in the group has the syllable worksheet and syllable answers and reminds students to write their names on the page.
2. The Reader reads the title, syllable rule, and directions. Students work collaboratively to divide the words into syllables, according to the rule, with / marks and write the accent mark ( ' ) above the primary vowel accent.
3. The Reader reads the title, directions, and syllable rule. Students work collaboratively to neatly print the syllable words in the spaces provided with syllable divisions and accent marks.
4. Upon completion, students self-correct and revise, according to the answers. The Clarifier helps students understand why the answers best match each spelling sort category.



## **Study Skills Literacy Center Task Card: Self-Assessment, Study Skills Lesson, and Reflection**

1. The Clarifier picks up the task card and will ask the teacher any questions about directions. The Task Manager writes down the ending time for this literacy center. The People Manager makes sure that everyone in the group has the study skills self-assessment, lesson, and reflection and reminds students to write their names on both pages.
2. Students silently read the self-assessment individually and rate themselves for each of the five statements.
3. Students total up the point values and circle the numerical range which matches their total under the Results column.
4. Students individually complete the Already Know and Want to Know sections.
5. Upon completion, the Clarifier asks students to share their responses in the Already Know and Want to Know sections.
6. The Reader reads the study skills lesson out loud in a quiet voice. Students say, "Stop," when they wish to clarify or discuss any part of the lesson. The Clarifier should ask the teacher if students have questions about any part of the lesson.
7. Upon completion of the lesson, students complete the reflection individually.
8. When finished, the Clarifier asks students to share any of the ten answers which were unclear and left unwritten. Students self-correct and revise if necessary.

## “The Ape” Reading Fluency #1

8	The ape is a very interesting animal. One	<b>orangutan</b> <b>Sumatra</b> <b>Borneo</b> <b>omnivore</b> <b>endangered</b> <b>species</b>	
16	type of ape is the orangutan. Male orangutans		
25	can weigh as much as two normal size humans.		
32	Females weigh about half as much. Orangutans		
41	have long, strong arms and their hands and feet		
50	are shaped like hooks. They are shaggy and have		
52	red hair.		
59	Orangutans used to live all over Southeast		
73	Asia. Now they only live in a few rain forests on the islands of		
83	Sumatra and Borneo. Orangutans swing from tall trees to move		
96	around. It is warm where these animals live, but not too warm. There		
111	is a lot of rain there, so trees and plants grow very tall and big.		
121	Orangutans are <i>omnivores</i> , since they eat some birds and small		
133	mammals. However, they mostly eat plants, like fruit and leaves, instead of		
148	meat. Their diet consists of mostly fruit. The fruits they tend to prefer have a		
164	lot of sugar in them. One fruit that they like in particular are figs. Figs come		
179	from trees and they are easy for orangutans to pick and eat. Orangutans also		
189	eat lots of young leaves from many trees in their habitat.		
200	Unlike many other animals, orangutans are single adults, so they have		
213	no family structure. Mother orangutans raise their children one at a time. The		
230	baby rides on its mother’s back for three years at the start of its life. There, it		
242	learns how to pick food and protect itself from danger. Female orangutans		
255	usually have one baby every six years. Older male orangutans may fight each		
264	other for the attention of the available female orangutans.		
282	The territory of an adult orangutan is not clearly established, as is the case with many animals. Often,		
298	orangutan territories will overlap. However, this does not mean that orangutans are social animals. They limit		
316	their social interaction to feeding, mating, and calling each other. Only rarely will orangutans get in fights with		
333	each other over food or territory. In these fights, the apes will demonstrate their strength by destroying		
346	branches, charging at each other, and biting each other until one gives up.		
362	Due to deforestation of the rain forest (cutting down trees for grazing or farmland), orangutans are		
381	becoming more and more endangered with each day. Palm oil farmers have cut down much of the forest on		
399	Sumatra and Borneo. Some people even capture orangutans to use them as pets in their homes. Orangutans are		
413	already on international endangered species lists, and their habitat has been increasingly threatened by		
422	humans, mainly through the deforestation of the rain forest.		
	Total Number of Words Read	Total Number of Words Read	
	- Total Number of Mistakes	- Total Number of Mistakes	
	= Total Number of Words Read	= Total Number of Words Read	

## “The Eagle” Comprehension Worksheet #2

The eagle is a huge bird. One type of eagle is the bald eagle. This bird of prey has a large yellow beak shaped like a hook and a pure white head. Its body is brown with a white tail. Female bald eagles are much bigger than males.

Bald eagles live all over North and South America. They make their nests near rivers, ponds, and lakes. There they can find many fish. Bald eagles build the biggest nests of any bird in America. Mostly, the birds stay away from people. Some birds move their nests frequently.

Bald eagles eat whatever they can find. But, mostly they eat fish. Some of their favorite meals are trout and salmon. To catch fish, bald eagles swoop down over the water and grab the fish with their feet, called **talons**. If the fish is too heavy for the eagle to carry, it might have to swim in the water. Many eagles aren't able to swim very well. Sometimes, bald eagles will steal their food from other birds that are smaller.

At about five years old, bald eagles find mates. They pick partners as their mates for life. Sometimes, if the pair cannot have a baby, they will find new partners. Babies are hatched from eggs in their nests, which are made out of twigs and branches. Nests are usually in trees near open water. Mother and father eagles will take turns watching the eggs while the mate finds food or adds on to the nest.

The bald eagle is also an important symbol of the United States of America. It is known as the national bird of the United States. In 1782, the Continental Congress named the bald eagle as the national bird. Ben Franklin once wrote that he thought that it was a bad choice. He said the bald eagle was too cowardly to **symbolize** the nation. Instead, he suggested the turkey. Today, the bald eagle appears on official seals of the United States on the backs of several coins. It was on the back of the quarter until 1999, with its head turned towards an olive branch.

The bald eagle used to be a common sight in the United States. But, over the nation's history, this eagle's population has slowly decreased. This decrease is due to hunting and the use of pest spray by farmers. Many farmers used to spray DDT to reduce pests on their crops. This spray, when breathed by eagles, made them unable to have babies. Fortunately, the bald eagle population has begun to increase since DDT was **banned** as a pest spray. The bald eagle was officially removed from the list of endangered species in 1995.

### Interpret



(1) Why might bald eagles move their nests so often?

---

---

### Re-think



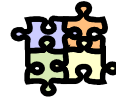
(2) Why might eagles be poor swimmers?

---

---

---

### Connect

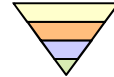


(3) Why would the location near water be important?

---

---

### Summarize



(4) Summarize the selection of the bald eagle as the national bird.

---

---

### Predict



(5) Why might the future of the bald eagle be safer than that of other endangered species?

---

---

---

# Sentence Revision #1

## Delete the Unnecessary “here” and “there” Words

### Lesson Focus

Our sentence revision task is to delete the unnecessary “here” and “there” words. The unnecessary “here” and “there” words begin sentences or clauses and follow with “to be” verbs (*is, am, are, was, were, be, being, and been*). The “here” and “there” + “to be” verb constructions are frequently followed by a noun or pronoun and a relative clause beginning with *that, which, or who*.

To eliminate the unnecessary “here” and “there” words, place the subject of the sentence at the beginning. These “here” and “there” words are not adverbs. For example, I like living both *here* and *there*.

### Key Idea(s)

---

---

---

---

---

---

---

---

---

---

### Example

Here (There) are four friends who work for the company.

***This sentence can be better revised as...***

Four friends work for the company.

### Combine these sentences into one by deleting the unnecessary words:

Here was their rudeness. There was shouting in the early hours of the morning by them which woke everyone.

### Sentence Revision

---

---



# Literary Response Lesson #1

---

## Literary Quotation

“All would live long, but none would be old.”

Benjamin Franklin (1706 – 1790)

**Definition/Explanation/Reflection:** Growing old presents both opportunities and challenges.

**Observation:** What do you see? What do you feel? What seem to be the key words?

**Interpretation:** How would you put this into your own words? What does this mean? What doesn't this mean? What does this suggest? Why does the author say this?

**Application:** How can this be used? How could this thought affect something else? What conclusions can be drawn from this? Do you agree with this? How does this apply to you?

**Revision:** How else could this have been written? Revise this to reflect your point of view or ideas. Create something new to say about this subject.

---

---

---

---

**Draw:** Create a visual to summarize or respond to the literary quotation: A cartoon, a symbol, a graphic organizer, cut-outs from a printed computer image or magazine, or? Use the back if you wish.

# GUM Consonant Doubling Spelling Rule and Adjectives #4

## Practice

Listen to the **Consonant Doubling Doodle** song at <http://bit.ly/2bP2tHm>.

**Correct these sentences:**

1. The students rejected the new cafeteria menu and stoped buying the school lunches.
2. Mr. Jones permitted 30 minutes for the test, but accidentally allowed us 40 minutes to finish.

## Practice

Check out the **Parts of Speech Song** to practice the definition of an adjective at <http://bit.ly/29aK4EV>.

**Correct these sentences:**

1. It was morning early when I fell asleep on soft two pillows.
2. I don't want to leave until I get my prize well-deserved, but we have to go in five short minutes.

**Identify the adjectives in these sentence:**

3. It's a crazy idea, but it's the only real approach that works.
4. After ten weeks delay we were frustrated, but now we see that it takes more time than we thought to get better.

## Mechanics Notes

**Consonant Doubling Doodle** (to the tune of "Yankee Doodle")

**Double the last consonant when adding on an ending**

*Yankee Doodle went to town 'a riding on a pony*

**if these three do all agree (on this you'll be depending):**

*Stuck a feather in his cap and called it macaroni.*

**Is the accent at the end?**

*Yankee Doodle keep it up!*

**With a vowel then consonant?**

*Yankee Doodle da-an-dy*

**Does the ending you must add begin with a vowel?**

*Mind the music and the step and with the girls be handy.*

**Examples:** \_\_\_\_\_

## Parts of Speech Notes

An adjective modifies a noun with Which one? How many? or What kind? When using more than one adjective to modify the same noun in a sentence, follow this order of adjectival functions: Which One-How Many-What Kind.

**Examples**

**Which One:** \_\_\_\_\_

**How Many:** \_\_\_\_\_

**What Kind:** \_\_\_\_\_

Place adjectives before nouns, even when they are compound adjectives. A compound adjective joins two or more adjectives with a hyphen (-) to modify a single noun or pronoun. Don't use a hyphen if you can use the word *and* between the two adjectives.

**Examples:** \_\_\_\_\_

Don't use redundant adjectives. Redundant means something that is unnecessary or repetitive.

**Examples:** \_\_\_\_\_

**Writing Application:** Write a sentence or two with one of your own consonant doubling spellings, one Which One? adjective, one How Many? adjective, and one What Kind? adjective.

## GUM Consonant Doubling Spelling Rule and Adjectives #4

### Practice

Listen to the **Consonant Doubling Doodle** song at <http://bit.ly/2bP2tHm>.

**Correct these sentences:**

1. The students rejected the new cafeteria menu and stoped buying the school lunches.
2. Mr. Jones permitted 30 minutes for the test, but accidentally allowed us 40 minutes to finish.

### Practice

Check out the **Parts of Speech Song** to practice the definition of an adjective at <http://bit.ly/29aK4EV>.

**Correct these sentences:**

1. It was morning early when I fell asleep on soft two pillows.
2. I don't want to leave until I get my prize well-deserved, but we have to go in five short minutes.

**Identify the adjectives in these sentence:**

3. It's a crazy idea, but it's the only real approach that works.
4. After ten weeks delay we were frustrated, but now we see that it takes more time than we thought to get better.

**Writing Application:** Write a sentence or two with one of your own consonant doubling spellings, one Which One? adjective, one How Many? adjective, and one What Kind? adjective.

### Mechanics Notes

**Consonant Doubling Doodle** (to the tune of "Yankee Doodle")

**Double the last consonant when adding on an ending**

*Yankee Doodle went to town 'a riding on a pony*

**if these three do all agree (on this you'll be depending):**

*Stuck a feather in his cap and called it macaroni.*

**Is the accent at the end?**

*Yankee Doodle keep it up!*

**With a vowel then consonant?**

*Yankee Doodle da-an-dy*

**Does the ending you must add begin with a vowel?**

*Mind the music and the step and with the girls be handy.*

**Examples:** commit-com/mit-committed

### Parts of Speech Notes

An adjective modifies a noun with Which one? How many? or What kind? When using more than one adjective to modify the same noun in a sentence, follow this order of adjectival functions: Which One-How Many-What Kind.

**Examples**

**Which One:** blue

**How Many:** few

**What Kind:** great

Place adjectives before nouns, even when they are compound adjectives. A compound adjective joins two or more adjectives with a hyphen (-) to modify a single noun or pronoun. Don't use a hyphen if you can use the word *and* between the two adjectives.

**Examples:** good-looking shirt, part-time job

Don't use redundant adjectives. Redundant means something that is unnecessary or repetitive.

**Examples:** free gift, unexpected surprise, fast jet

# Vocabulary Worksheet #1

---

## Multiple Meaning Words

**Directions:** Write the number of the definition that best matches the use of each vocabulary word in the sentences below.

### Vocabulary Words    Definitions

crop (n)	1. A plant grown by farmers for use as food.
crop (v)	2. To cut or trim.

The farmer had to crop \_\_\_\_ the photograph of his farm to fit his website. The bar graph of his 2012 wheat crop \_\_\_\_ production was found on another web page.

## Greek and Latin Word Parts: Prefixes, Roots, and Suffixes

**Directions:** For each prefix, root, or suffix, write an example word which includes the word part. Then use the word part meanings to help you write your own definition of the vocabulary word.

Prefix	Root	Suffix	Meaning	Example Words
	carn(i)		meat	_____
	vore		eat	_____

carnivore \_\_\_\_\_

## Language Resources: Dictionary and Thesaurus

**Directions:** Consult a dictionary to divide the vocabulary word into syl/la/bles, mark its primary accent, list its part of speech, and write its primary definition. Compare to your definition above.

carnivore ( ) \_\_\_\_\_

\_\_\_\_\_

**Directions:** Consult a thesaurus to write the best synonym and antonym for the vocabulary word.

Synonym \_\_\_\_\_ Antonym \_\_\_\_\_

## Idioms (non-literal expressions used by a certain language group)

**Directions:** As used in the following sentence, interpret or explain the meaning of this idiom: Outside it was raining cats and dogs.

\_\_\_\_\_



## Vocabulary Worksheet #2

---

### Word Relationships: Synonyms

**Directions:** Write one or two sentences using both vocabulary words. Use **SALE** (Synonym, Antonym, Logic, Example) context clues to show the related meanings of each word.

Vocabulary Words	Definitions
------------------	-------------

bother (v)	To annoy someone.
------------	-------------------

irritate (v)	To annoy someone to the extreme over a period of time.
--------------	--

---

---

### Connotations: Shades of Meaning

**Directions:** Write the vocabulary words where they belong on the **←** Connotation Spectrum. **→**

Vocabulary Words	Definitions
------------------	-------------

extrovert (n)	Someone confident and outgoing.
---------------	---------------------------------

introvert (n)	Someone who lacks confidence in public situations.
---------------	--



### Academic Language

**Directions:** Describe the vocabulary words in each box.

<b>Vocabulary Word:</b> subsequent (adj) <b>Definition:</b> Taking place after something else.	<b>Similar to...</b>
<b>Different than...</b>	<b>Example, Characteristics, or Picture:</b>

<b>Vocabulary Word:</b> academy (n) <b>Definition:</b> A private secondary school.	<b>Similar to...</b>
<b>Different than...</b>	<b>Example, Characteristics, or Picture:</b>

## Vocabulary Study Cards #1 and #2

---

crop	a plant grown by farmers for use as food	crop	to cut or trim
carn	meat	vore	eat
bother	to annoy someone	irritate	to annoy someone to the extreme over a period of time
extrovert	someone confident and outgoing	introvert	someone who lacks confidence in public situations
subsequent	taking place after something else	academy	a private secondary school

# Spelling Sort #1 Consonant Doubling

## Spelling Rule

Double the consonant ending a base word or incomplete root when adding on a suffix if all three of these apply: 1. The accent is on the ending base word or incomplete root 2. The base word or root ends in a vowel then a consonant 3. The suffix begins with a vowel.

## Spelling Sort Directions

Sort each spelling word into the group that best matches its spelling pattern. Hint: Sort the Compound Words first.

### SPELLING WORDS

1. baggage
2. entered
3. passionless
4. concealment
5. evergreen
6. acquitted
7. inverted
8. bewitched
9. straightedge
10. unfairness
11. commonly
12. drummer
13. dropout
14. enabling
15. galloped
16. prediction
17. pampered
18. dumbwaiter
19. soberest
20. omitted

#### Double the Consonant

---

---

---

---

#### Suffix Begins with Consonant

---

---

---

---

#### Accent Not on Ending Base Word or Incomplete Root

---

---

---

---

#### No Vowel-Consonant at End of Root

---

---

---

---

#### Compound Words

---

---

---

---

### SPELLING TIPS

#### Syllable Rule

Usually divide syllables between double consonants if they are surrounded by vowels. Don't divide between consonant digraphs and most consonant blends.

## Vowel Teams Syllable Division Worksheet #4

---

**Vowel Teams Syllable Rule:** Usually keep vowel teams together in the same syllable.

**Example:** beau-ty.

**Directions:** Divide the words into syllables, according to the rule, with / marks and write the accent mark ( ' ) above the primary vowel accent.

- |               |                |                 |
|---------------|----------------|-----------------|
| 1. ownership  | 2. throughout  | 3. awful        |
| 4. eyebrows   | 5. ointment    | 6. cautiousness |
| 7. howling    | 8. weighty     | 9. afterthought |
| 10. roughly   | 11. receipt    | 12. boastful    |
| 13. rooster   | 14. cheapskate | 15. undergoes   |
| 16. wooden    | 17. between    | 18. rainfall    |
| 19. greatest  | 20. mischief   | 21. spraying    |
| 22. deathlike | 23. friendship | 24. sleighing   |
| 25. fruitful  | 26. fewest     | 27. keystroke   |

## How to Get Motivated Self-Assessment

---

	Always 5	Usually 4	Sometimes 3	Rarely 2	Never 1
1. To get motivated to do something I don't want to do, I just get started and don't stop until it's done.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I set goals for myself to get motivated to accomplish tasks that I don't want to do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. When I reach my goals, I celebrate my achievements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I try my best, even on tasks that I don't want to do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I get expert help to show me how to accomplish tasks which I feel unmotivated to complete.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Results

- 23-25      You know the all key strategies that allow you to motivate yourself to do things that you do not want to do.
- 20-22      You know most of the key strategies that allow you to motivate yourself to do things that you do not want to do.
- 17-19      You know some of the key strategies that allow you to motivate yourself to do things that you do not want to do.
- 13-16      You know few of the key strategies that allow you to motivate yourself to do things that you do not want to do. Knowing these strategies will get you motivated.
- <13        You do not know the key strategies that allow you to motivate yourself to do things that you do not want to do. Knowing these strategies will get you motivated.

**Already Know:** What I already know about getting motivated is...

---

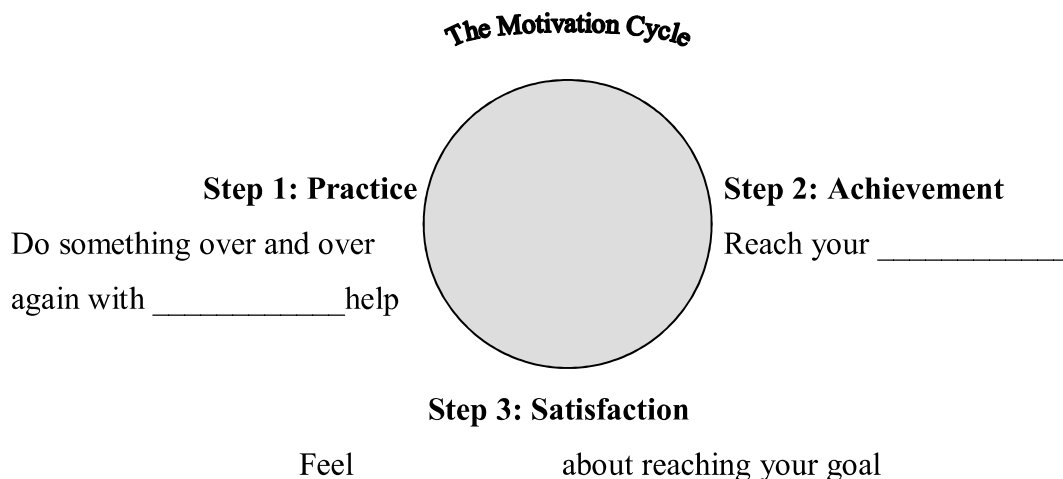
**Want to Know:** What I want to know about about getting motivated is...

---

## How to Get Motivated Lesson

---

It's easy to get motivated to do something you enjoy. If your parents announce plans to go out to your favorite restaurant, it isn't hard to get excited about that doing that task. However, it's harder to get motivated to do something that you do *not* enjoy. If your parents announce plans to go to visit your least favorite relative, it is hard to get excited about doing that task. The trick is to learn how to self-motivate to accomplish the things that you do not enjoy. By learning and applying the steps of **The Motivation Cycle**, you will begin learning a terrific life skill that you can use right away in your schoolwork. These steps will help you accomplish your tasks well and help you feel good about your accomplishments. Fill in the blanks in the graphic as you read each of the steps.



### Step 1 Practice

The only way to get motivated to complete a task is by starting on that task through effective practice. Effective practice means to do things repeatedly *the right way*. To find out *what* the best practice is and *how* to do it, you need to consult an expert. Teachers, parents, or friends who are successful at the task can be excellent coaches. Famous basketball star, Michael Jordan, says that he got expert coaching in high school after failing to make the varsity team in his freshman year. Practicing the coaches' advice, Michael shot 500 free-throws a day, every day of his freshman year. So, practice correctly.

### Step 2 Achievement

As you continue practice, you will begin to see results. It may take a while to reach your goal. If you haven't done any homework all year in Math, it will take some time to improve your grade and catch up on missing skills. If you do not experience achievement after a reasonable amount of time, ask for help and adjust your practice. Michael Jordan made the varsity the next year.

### Step 3 Satisfaction

Once you start experiencing achievement, you start feeling good about yourself and your accomplishments. In fact, this sense of personal satisfaction, that is connected to the goal, will increase your motivation to continue practicing. When people sense that there is a "pay-out," they will continue to work well. I'd say Michael Jordan must have felt plenty of satisfaction with his personal achievements, and I'd say that he probably did not mind the continued practice.



## How to Get Motivated Reflection

---

1. Something I did not know about about getting motivated is that \_\_\_\_\_

\_\_\_\_\_

2. My specific goal about about getting motivated is \_\_\_\_\_

\_\_\_\_\_

3. Accomplishing this goal will especially help me because \_\_\_\_\_

\_\_\_\_\_

4. Experts I plan to go to for help will be \_\_\_\_\_

5. I will tell \_\_\_\_\_ about my goal so that they will hold me accountable for making progress toward my goal.

6. Before I begin working toward my goal, I will need to \_\_\_\_\_

\_\_\_\_\_

7. I plan to begin working toward my goal when \_\_\_\_\_

8. This is how and when I will evaluate progress toward my goal: \_\_\_\_\_

\_\_\_\_\_

9. I will know that I have accomplished my goal when \_\_\_\_\_

\_\_\_\_\_

10. After reading the tips, I would still like to know \_\_\_\_\_

\_\_\_\_\_

Teacher/Parent Review \_\_\_\_\_ (signature)

Teacher/Parent Comments: \_\_\_\_\_

\_\_\_\_\_

## Unit Test #1

---

**Spelling:** Print the spelling words which your teacher dictates.

- |          |           |
|----------|-----------|
| 1. _____ | 2. _____  |
| 3. _____ | 4. _____  |
| 5. _____ | 6. _____  |
| 7. _____ | 8. _____  |
| 9. _____ | 10. _____ |

**Matching Directions:** Place the capital letter(s) that best matches to the left of the number.

- |  |   |
|--|---|
| ____ 11. <u>i</u> before <u>e</u> Rule | A. Change to <u>i</u> if root ends in consonant then <u>y</u> . |
| ____ 12. Proper nouns                  | B. Keep with a soft /c/ or /g/ then “able” or “ible.”           |
| ____ 13. Final <u>y</u> Rule           | C. Idea, person, place or thing.                                |
| ____ 14. Common nouns                  | D. Subjective, possessive, or object case.                      |
| ____ 15. Silent final <u>e</u> Rule    | E. “ei” after <u>c</u> or sounding like long /a/                |
| ____ 16. Pronouns                      | AB. Yes, if all three agree. No, if they don’t.                 |
| ____ 17. Consonant Doubling Rule       | AC. Capitalized to name a person, place, or thing.              |
| ____ 18. Adjectives                    | AD. Which one? How many? What kind?                             |

**Sentence Application Directions:** Answer in complete sentences.

19. Write a sentence including two of your own “ei” spellings. \_\_\_\_\_

\_\_\_\_\_

20. Write a sentence including two types of proper nouns. \_\_\_\_\_

\_\_\_\_\_

21. Write a sentence, using two words with suffixes which change and keep the final y.

---

---

22. Write a sentence including two types of common nouns. \_\_\_\_\_

---

23. Write a sentence, using two words with suffixes which drop and keep the final e.

---

---

24. Write a sentence including two types of pronouns. \_\_\_\_\_

---

25. Write a sentence, using two words with suffixes which double and don't double the final consonant. \_\_\_\_\_

---

26. Write a sentence including two types of adjectives. \_\_\_\_\_

---

**Matching Directions:** Place the capital letter(s) that best matches to the left of the number.

- |                     |  |
|---------------------|--|
| ____ 27. crop       | A. A private secondary school                            |
| ____ 28. carn(i)    | B. To annoy someone to the extreme over a period of time |
| ____ 29. vore       | C. Taking place after something else                     |
| ____ 30. irritate   | D. Eat   |
| ____ 31. introvert  | E. Someone who lacks confidence in public situations     |
| ____ 32. subsequent | AB. To cut or trim                                       |
| ____ 33. academy    | AC. Meat   |

## Unit Test #1 Answers

---

### Spelling

1. luggage	We dropped off our luggage at the hotel.	luggage
2. converted	The traveler converted dollars to pesos.	converted
3. motionless	The child lay motionless in the grass.	motionless
4. nevertheless	I wanted to see her; nevertheless, I did not go.	nevertheless
5. preferred	She preferred to eat alone.	referred
6. reign	The queen would reign for 30 years.	reign
7. weird	The entire situation was weird.	weird
8. conceive	I can't conceive of a better surprise.	conceive
9. relieved	My parents were so relieved to find me.	relieved
10. heist	The bank robbers pulled off a remarkable heist.	heist

### Language Conventions Matching

- 11. E
- 12. AC
- 13. A
- 14. C
- 15. B
- 16. D
- 17. AB
- 18. AD

### Vocabulary Matching

- |        |        |
|--------|--------|
| 27. AB | 34. AC |
| 28. AC | 35. E  |
| 29. D  | 36. B  |
| 30. B  | 37. AB |
| 31. E  | 38. A  |
| 32. C  | 39. D  |
| 33. A  | 40. C  |

### Greek and Latin Vocabulary and Figures of Speech

- 41. "Raining cats and dogs" means that there is a heavy rainstorm.
- 42. "Burning the candle at both ends" means you are working long hours.
- 43. The word *carnivore* means one who eats meat.
- 44. The word *hematoma* means a swelling of clotted blood.