

Writing with Care

Grade Level	8
Subject	English/Language Arts and Technology
Curriculum Objective	<p>ELA: The learner will apply conventions of grammar and language usage. 6.01 Model an understanding of conventional written and spoken expression by:</p> <ul style="list-style-type: none"> • using a variety of sentence types, punctuating properly, and avoiding fragments and run-ons. • using subject-verb agreement and verb tense that are appropriate for the meaning of the sentence. • applying the parts of speech to clarify language usage. • using pronouns correctly, including clear antecedents and case. • using phrases and clauses correctly, including proper punctuation (e.g. prepositional phrases, appositives, dependent and independent clauses.) • determining the meaning of unfamiliar vocabulary words using context clues, a dictionary, a glossary, a thesaurus, and/or structural analysis (roots, prefixes, suffixes) of words. • extending vocabulary knowledge by learning and using new words. • evaluating the use and power of dialects in standard/nonstandard English usage. • applying correct language conventions and usage during formal oral presentations. <p>Technology: The learner will demonstrate knowledge and skills in the use of computer and other technologies. 2.05 Use proper keyboarding techniques to improve accuracy, speed, and general efficiency in computer operation. (4) 2.06 Select and justify use of appropriate collaborative tools to survey, collect, share, and communicate information in content areas. (6)</p>
Guiding Question	How can we use adjectives to expand our writing and help the reader visualize what we are describing in our writing?
Lesson Summary	Students will expand their informative writing skills by practicing using more adjectives properly in sentences.
Activating Strategy	Display the “Daily Oral Language” on the ELMO or Data Projector. Have students complete “Daily Oral Language with Character” when they enter the classroom and discuss student answers after everyone has completed it.
Cognitive Strategy	<ol style="list-style-type: none"> 1) Prior to class: Prepare 5 posters with pictures of people helping others or showing that they care for someone. 2) Students will be placed in groups of 5. 3) Have students rotate through each station with a picture every 2 minutes. They will write a words or phrases below each picture describing what they see in the picture.

	4) After everyone has visited each station, have students discuss what they saw in the pictures and what all the pictures had in common with each.
Summarizing Strategy	1) Students will use an AlphaSmart to write about a time when they showed that they cared about someone or what caring for someone means to them.
Evaluation	<ol style="list-style-type: none"> 1) Check the corrected sentence in the “Daily Oral Language” exercise. 2) Observe and listen to students and their ideas as you monitor their progress. 3) Check students’ writing after they write their essay.
Resources	<p>Data Projector/ELMO AlphaSmart for each student Daily Oral Language – Care Care PIX 1 Care PIX 2 Care PIX 3 Care PIX 4 Care PIX 5</p>
Credits	<p>Jana Whaley, Southeastern Stokes Middle School, 8th grade, jana.whaley@stokes.k12.nc.us</p> <p>http://images.search.yahoo.com/</p> <p>Daily Oral Language with Character: Teacher’s Annotated Edition – Grade 8 by Young People’s Press, San Diego</p>

Daily Oral Language

Correct the sentence using proper punctuation, capitalization, and grammar.

Marissa and me was in the parking lot at the mall. when we seen a elderly woman who looked very worried. she said she couldn't find her car so we help her find it!

For each situation below, write how you could help the person in trouble.

- 1. Someone next to you in a fast-food line falls down in a faint.**
- 2. You are at the beach, and you see a toddler crying. No adult is nearby.**
- 3. Your best friend is suspended from school for smoking on school grounds.**
- 4. Another friend tells you he has been experimenting with drugs and swears you to secrecy. His parents suspect their son is having problems and ask you whether you know anything.**

****Key****

Part 1: Corrected Sentence:

Marissa and I were in the parking lot at the mall when we saw an elderly woman who looked very worried. She said she couldn't find her car, so we helped her find it!

Part 2: Answer to situations will vary.







