

Week 1: Nouns, Pronouns, Proper Nouns, Subjects, Verbs, Clauses

6/29-7/3

Due July 3, 2020

Directions: Put the nouns in **blue and bold**. Do not put pronouns or proper nouns in blue – only common nouns.

Example: Donovan shot the **basketball** through the **hoop**. (Donovan is a proper noun, so I did not put it in blue.)

Nouns

1. Christine sighed with relief as the basketball game ended. (3)
2. Kierra drank tea for her sore throat. (3)
3. Bailey hosted a get-together in her home. (3)
4. Jack and Teri played for hours at the park. (4)
5. The kids ate hot dogs at the party. (3)
6. Klaire and her sister ran errands and had lunch.
7. I don't think her self-esteem will be affected.
8. My friend had high hopes for the chess tournament.
9. That drama has me hooked!
10. I saw many people almost miss the school bus.
11. Jackson brought his bag, glove, and bat to the field.
12. You might like the spinach dip with pretzels.
13. The graduates marched onto the field.
14. That town has beautiful parks and trails.
15. My bedroom is a mess.

Pronouns

Directions: Put the pronouns in **orange and bold**. Do not put common nouns or proper nouns – only pronouns.

Example: **She** hit the ball, and **it** went over the fence.

1. Ryanne played a game on her tablet.
2. You must be careful!
3. Chantelle and Josie dove into their dinner.
4. Everywhere we look, we see people staring at their phones.
5. I am curious about zoology.
6. The musicians will load themselves on the bus.
7. Did you yourself make the cake?
8. I will talk to Jenny myself.
9. The vacuuming robot cleans up after itself.
10. Rachel herself made that meringue pie.

11. Maci knew no one at the track meet.
12. None of the hamburgers were eaten.
13. The smell has everyone gagging.
14. Which sandwich? Either sounds great!
15. All of the grades are online.

Proper Nouns

Directions: Put the **proper noun(s) in each sentence in pink and bold.**

1. Shaquille O’Neal is a big man.
2. I went to the park and ate some Cheetos with my nephew.
3. After eating Cheetos, I went to the Oakland Coliseum.
4. The Oakland Coliseum is a big, empty stadium where the Oakland Athletics play baseball.
5. I don’t like baseball very much. It’s too slow. Basketball, on the other hand, is cool – especially that Steph Curry guy.
6. Steph Curry shot the basketball is Mr. Dodson’s favorite sentence example to use.
7. Mr. Dodson uses Steph Curry as an example far too often. (Which is strange, because Mr. Dodson doesn’t like basketball, really, and could care less about Steph Curry.)
8. Another sentence example Mr. Dodson uses quite a bit is Marcel Proust. *That* makes sense, given that Marcel Proust is the greatest human to ever put pen to paper.
9. Marcel Proust was French, and lived his entire life in France.
10. I would love to go to France again. I went to Paris two years ago. It was glorious.

Subjects

Directions: Put the **subject of each clause in bold and green.** (Reminder: *Every clause has a subject – if you have two clauses in a sentence, there will be two subjects.*)

1. If Mary gets here early, she will be able to eat some dessert.
2. Before he went to his class, Marco picked up something from the office.
3. William read the cover story of *The Economist* while he waited for lunchtime.
4. Barbara laughed when she heard the joke.
5. Paul watched as the woman slapped the teenager who had insulted her.
6. Even though eating meat is bad for the environment, many people still eat it.
7. Although James Joyce is a good writer, he is no Marcel Proust.
8. I ate ice cream when we visited Portugal.
9. I slept while the baby slept.
10. In the evening, I read books, while Henry watches Netflix.

Verbs

Directions: Put the **verbs in bold and purple.** (Reminder: *Every clause has a verb – if you have two clauses in a sentence, there will be two verbs, minimum.*)

1. If Mary gets here early, she will be able to eat some dessert.
2. Before he went to his class, Marco picked up something from the office.
3. William read the cover story of *The Economist* while he waited for lunchtime.
4. Barbara laughed when she heard the joke.
5. Paul watched as the woman slapped the teenager who had insulted her.
6. Even though eating meat is bad for the environment, many people still eat it.
7. Although James Joyce is a good writer, he is no Marcel Proust.
8. I ate ice cream when we visited Portugal.
9. I slept while the baby slept.
10. In the evening, I read books, while Henry watches Netflix.

Independent Clauses

Directions: Put the **independent clauses in bold and in blue.**

1. If Mary gets here early, she will be able to eat some dessert.
2. Before he went to his class, Marco picked up something from the office.
3. William read the cover story of *The Economist* while he waited for lunchtime.
4. Barbara laughed when she heard the joke.
5. Paul watched as the woman slapped the teenager who had insulted her.
6. Even though eating meat is bad for the environment, many people still eat it.
7. Although James Joyce is a good writer, he is no Marcel Proust.
8. I ate ice cream when we visited Portugal.
9. I slept while the baby slept.
10. In the evening, I read books, while Henry watches Netflix.

Dependent Clauses

Directions: Put the **dependent clauses in bold and red.** (Reminder: *Every clause has a subject – if you have two clauses in a sentence, there will be two subjects.*)

11. If Mary gets here early, she will be able to eat some dessert.
12. Before he went to his class, Marco picked up something from the office.
13. William read the cover story of *The Economist* while he waited for lunchtime.
14. Barbara laughed when she heard the joke.
15. Paul watched as the woman slapped the teenager who had insulted her.
16. Even though eating meat is bad for the environment, many people still eat it.
17. Although James Joyce is a good writer, he is no Marcel Proust.
18. I ate ice cream when we visited Portugal.
19. I slept while the baby slept.
20. In the evening, I read books, while Henry watches Netflix.

Week 2: Adverbs, Adjectives, Prepositions, Prepositional Phrases, Conjunctions

7/6-7/10

Due July 10, 2020

Adverbs

Directions: Put the **adverbs in bold and purple**.

1. I ate too much junk food last night.
2. I really love Salt and Straw ice cream – it's simply delicious.
3. In the quiet mornings, I don't eat ice cream, though.
4. I ate very cold ice cream at night while obsessively reading a magnificent book the other night.
5. I am super stoked, Yoli!
6. Yoli is not super stoked – she is super lugubrious.
7. Eagan earnestly earned the nice compliment.
8. Tiona slyly and surreptitiously texted on her phone during class.
9. I am very impressed with you, Jacky! You work so hard!
10. In the evening, Valerie was angry and decided to slap the raccoon. The raccoon was not very happy with Valerie.

Adjectives

Directions: Put the **adjectives in bold and orange**.

11. I ate too much junk food last night.
12. I really love Salt and Straw ice cream – it's simply delicious.
13. In the quiet mornings, I don't eat ice cream, though.
14. I ate very cold ice cream at night while obsessively reading a magnificent book the other night.
15. I am super stoked, Yoli!
16. Yoli is not super stoked – she is super lugubrious.
17. Eagan earnestly earned the nice compliment.
18. Tiona slyly and surreptitiously texted on her phone during class.
19. I am very impressed with you, Jacky! You work so hard!
20. In the evening, Valerie was angry and decided to slap the raccoon. The raccoon was not very happy with Valerie.

Prepositions

Directions: Put the **prepositions in bold and red (NOT the prepositional phrases – only the prepositions!)**.

21. I ate too much junk food last night.
22. I really love Salt and Straw ice cream – it's simply delicious.
23. In the quiet mornings, I don't eat ice cream, though.
24. I ate very cold ice cream at night while obsessively reading a magnificent book the other night.

25. I am super stoked, Yoli!
26. Yoli is not super stoked – she is super lugubrious.
27. Eagan earnestly earned the nice compliment.
28. Tiona slyly and surreptitiously texted on her phone during class.
29. I am very impressed with you, Jacky! You work so hard!
30. In the evening, Valerie was angry and decided to slap the raccoon. The raccoon was not very happy with Valerie.

Prepositional Phrases

Directions: Put the **prepositional phrases in bold and brown.**

31. I ate too much junk food last night.
32. I really love Salt and Straw ice cream – it's simply delicious.
33. In the quiet mornings, I don't eat ice cream, though.
34. I ate very cold ice cream at night while obsessively reading a magnificent book the other night.
35. I am super stoked, Yoli!
36. Yoli is not super stoked – she is super lugubrious.
37. Eagan earnestly earned the nice compliment.
38. Tiona slyly and surreptitiously texted on her phone during class.
39. I am very impressed with you, Jacky! You work so hard!
40. In the evening, Valerie was angry and decided to slap the raccoon. The raccoon was not very happy with Valerie.

Conjunctions

Directions: Put the **conjunctions in bold and pink (NOT EVERY SENTENCE HAS A CONJUNCTION).**

41. I ate too much junk food last night.
42. I really love Salt and Straw ice cream – it's simply delicious.
43. In the quiet mornings, I don't eat ice cream, though.
44. I ate very cold ice cream at night while obsessively reading a magnificent book the other night.
45. I am super stoked, Yoli!
46. Yoli is not super stoked – she is super lugubrious.
47. Eagan earnestly earned the nice compliment.
48. Tiona slyly and surreptitiously texted on her phone during class.
49. I am very impressed with you, Jacky! You work so hard!
50. In the evening, Valerie was angry and decided to slap the raccoon. The raccoon was not very happy with Valerie.

Week 3: Part of Speech/Clause Identification in Paragraph Form

7/13-7/17

Due July 17, 2020

Paragraph #1

Directions: Fill in the boxes below using the paragraph provided.

I was oh so tired this morning, and I decided to drink a big cup of coffee. At school, we talked about prepositions and conjunctions. I had fun, although my students did not have fun. I think prepositions are fascinating, but a lot of people do not. I am right and others are wrong; prepositions *are* fascinating. Grammar is simply a big jigsaw puzzle. If my students would practice a keener attention to detail, they would think grammar is fun too. I know it!

Nouns in this Paragraph

Pronouns in this Paragraph

Proper Nouns

Independent Clauses (Put the subject in green and the verb in blue! Example: *Marcel Proust wrote a book.*)

Dependent Clauses (Put the subject in green and the verb in blue! Example: *Marcel Proust wrote a book.*)

Adjectives

Adverbs

Prepositions

Prepositional Phrases

Coordinating Conjunctions
Subordinating Conjunctions
Simple Sentences
Compound Sentences
Complex Sentences
Action Verbs
Being Verbs (Linking or Helping)

Paragraph #2

Directions: Fill in the boxes below using the paragraph provided.

When I woke up, I heard birds outside of my window. It was such a delight! Birds are pretty darn cool. They can chirp, and they can fly, and they have feathers, too! After I drank my coffee, I decided to go outside, so I could see all of the birds. While I was outside, I saw blue jays and sparrows! Although blue jays are gorgeous, they are quite cruel. I would not want a blue jay as a pet.

Nouns in this Paragraph
Pronouns in this Paragraph
Proper Nouns
Independent Clauses (Put the subject in green and the verb in blue! Example: Marcel Proust wrote a book.)
Dependent Clauses (Put the subject in green and the verb in blue! Example: Marcel Proust wrote a book.)

Adjectives
Adverbs
Prepositions
Prepositional Phrases
Coordinating Conjunctions
Subordinating Conjunctions
Simple Sentences
Compound Sentences
Complex Sentences
Action Verbs
Being Verbs (Linking or Helping)

Week 4: Run-on Sentences, Comma Splices

7/20-7/24

Due July 24, 2020

Run-on Sentences, Comma Splices

Run-on Sentence: A sentence that improperly joins together two+ independent clauses. If you connect an independent clause with only a comma, that is known as a *comma splice*, and is a run-on sentence. In order to make a sentence correct, you must connect your independent clauses with either: a) conjunction and comma, or b) semicolon.

Example: *Shaquille O'Neal is a tall man, he played basketball.* → This is a run-on sentence, because it connects two independent clauses incorrectly (with a comma). Independent clauses must be connected with a coordinating conjunction or a semicolon.

Two Possible Corrections:

- a) *Use a semicolon:* Shaquille O'Neal is a tall man; he played basketball.
- b) *Use a comma and a conjunction:* Shaquille O'Neal is a tall man, **and/so/etc.** he played basketball.

Directions: Correct each sentence so it is no longer a run-on sentence.

1. While cooking, Bella took her time, she was late.
2. Grilling vegetables and chicken took an hour, the results were delicious.
3. Shanice earned her driver's license, she is still nervous to drive.
4. Andre skipped breakfast, he has a headache.
5. Garrett read a book, he returned it to his teacher.
6. Tierra performs in the school plays she loves to sing.
7. Nolan helped with dinner his mom was appreciative.
8. Blakely reviewed for finals she knew that was ready.
9. After the game ended, Gabriella went home she ate popcorn.
10. Bobby forgot his money at home, he borrowed money from Victoria after the game.
11. In the morning, Tessa and Adam planned their speech, they rearranged the introduction and conclusion.
12. Mike brings his lunch home every day, he has specific dietary requirements.
13. On second glance, those strawberries are not ripe, I'll wait a few days to eat them.
14. Jordan ordered a shirt online, he found fun shoes.
15. Darius took his dog on a walk, the dog pulled on his arm.
16. Shalea accelerated as she rounded the track, she almost won!
17. Our pizzas were burnt, we wanted to return them.
18. Kristal, my older sister, put down her phone, her eyes ached.
19. My room was a mess, I cleaned it, Mom was happy.
20. Sinead added new pictures to her wall, she used tape, not staples.

Week 5: Claims and Evidence, Summary/Main Ideas

7/27-7/31

Due July 31, 2020

Directions 1: Please complete **three** Freckle assignments for Summary and Main Ideas, and **three** Freckle assignments for Claims and Evidence, **for a total of six total**. These were assigned on June 26.

DATE ASSIGNED	TITLE	PRACTICE MODE	COMPLETED	
> Jun 26	#10 - Claims & Evidence - At your level	Skills Practice / Claims & Evidence	0 / 34	Share Link ▼
> Jun 26	#08 - Claims & Evidence - At your level	Skills Practice / Claims & Evidence	0 / 34	Share Link ▼
> Jun 26	#05 - Claims & Evidence - At your level	Skills Practice / Claims & Evidence	0 / 34	Share Link ▼
> Jun 26	#04 - Summarizing & Main Ideas - At your level	Skills Practice / Summarizing & Main Ideas	0 / 34	Share Link ▼
> Jun 26	#03 - Summarizing & Main Ideas - At your level	Skills Practice / Summarizing & Main Ideas	0 / 34	Share Link ▼
> Jun 26	#02 - Summarizing & Main Ideas - At your level	Skills Practice / Summarizing & Main Ideas	0 / 34	Share Link ▼

Week 6: Essay Formation

8/3-8/7

Due August 7, 2020

Five Paragraph Essays:

1. Introductory Paragraph
2. Three Body Paragraphs
3. Conclusion Paragraph

Introductory Paragraph Analysis

Directions: Read this paragraph and fill in the boxes below, as well as color code the sentences as follows:

- Put the grabber sentence/hook in red.
- Put the sentences providing background information in blue.
- Put the thesis statement in orange.

The House On Mango Street is truly a work of art. Written in the form of poetry, the author, Sandra Cisneros, tells the story of young Esperanza, an inspiring character that can touch the hearts of readers in the deepest of levels. The novel is written in an intricate way—with vignettes, which are short, descriptive stories, that can stand by themselves. The vignettes include different times from Esperanza's life as a young, Mexican American. It captures her emotions and thoughts with the usage of metaphors, similes, and personification. A metaphor is a way of saying that something is something other than what it actually is. A simile is a way of comparing two similar scenarios—one of which actually happened. Personification is a way of giving life to non living things, by treating an object as a human being. These three aspects are scattered throughout the vignettes, giving it a more in-depth touch. In *The House on Mango Street*, Sandra Cisneros employs metaphors, similes, and personification to great effect.

What is the purpose of a grabber sentence/hook? Does this paragraph accomplish this? (3-5 sentences)	
What background information does this introductory paragraph provide? (You can list bullet points, or write)	

What additional background information could be added?	
Is it a strong thesis statement in this paragraph? Why or why not? (4+ sentences)	
What could be improved about this introductory paragraph? How could you make it better? You can write about grammar, content (what is written), structure, style, anything you want. (4+ sentences)	

Body Paragraph Analysis

Directions: Read this paragraph and fill in the boxes below, as well as color code the sentences as follows. If it does not have one of the elements of a body paragraph, simply don't use the color.

- Put the topic sentence in red.
- Put the introduction of evidence in blue.
- Put the evidence in green.
- Put the analysis/commentary in purple.
- Put the conclusion sentence in orange.

In *The House on Mango Street* through a series of vignettes describes the oppression that Latinos sometimes face. “Inherited her name, but I don't want to inherit her place by the window”(pg.11). Cisneros uses this metaphor to provide readers with a visualisation of some of the shattered dreams and hopes of Latino women because she also goes on to say that chinese like the Mexicans don't like their women strong. Esperanza's grandmother did not have the opportunity to be who she wanted to be.

What is the purpose of a topic sentence in a body paragraph? Does this writer accomplish that? Explain. 3+ sentences.	
What is the purpose of introducing a piece of evidence in a body paragraph? Does this writer accomplish that? Explain. 3+ sentences	
What is the purpose of evidence in a body paragraph? Does this writer accomplish that? Explain. 3+ sentences	
What is your analysis and commentary supposed to be	

doing in this essay? Does this writer accomplish that? Explain. 3+ sentences	
What is the function of a concluding sentence? Does this writer accomplish this? Explain. 3+ sentences	

Conclusion Paragraph Analysis

Directions: Read this paragraph and fill in the boxes below, as well as color code the sentences as follows. If it does not have one of the elements of a body paragraph, simply don't use the color.

- Put the topic sentence in red.
- Put the summary/recapitulation of arguments in blue.
- Put their connection to life in green.
- Put their final conclusion sentence in purple.

The novel *The House on Mango Street* is a novel that consists of a lot of poetic techniques. In *The House on Mango Street* Sandra Cisneros utilizes/takes advantage of Metaphors, Similes, and alliteration in most of her vignettes. Sandra Cisneros uses the elements of poetry because it gives more oomph to her stories and it spices up her stories. During the time of COVID-19 and the distance learning I started to see myself as Esperanza from *The House on Mango Street*. In Esperanza's life she goes through her ups and down in her life and right now distant learning is a Down in my life. So I start to see myself as Esperanza. Poetry obviously won't cure the pandemic that is going on but it makes us understand ourselves and more meticulous.

What is the purpose of transitioning from your body paragraphs? Does this author accomplish this? (3-5+ sentences)	
What is the purpose of restating (recapitulating) your arguments/thesis? Does the author accomplish this? (3-5+ sentences)	
What is the purpose of connecting this essay back to your life? Does the author accomplish this? (3-5+ sentences)	
What is the purpose of a final conclusion sentence? Does the author accomplish this? (3-5+ sentences)	
What could be improved about this conclusion	

paragraph? (3-5+ sentences)