

OAKLAND CUSD #5

**ENGLISH I**  
**APRIL 20-24, 2020**

SABRINA KILE

## Week of April 20-24, 2020

### English I - Sabrina Kile

Hello English I! Please choose two assignments for this week from the 6 choices listed below. Please email me your completed assignments no later than Monday 4/27 at 12 pm. Please feel free to email me at any time with questions you may have. I will have office hours, where I am available to reply to emails immediately, on Monday, Tuesday, and Wednesday weekly from 1-3 pm. I will email your comments on your assignments as I receive them. You should not need any materials, other than paper and a pencil. Any worksheets that you choose to do can be done on notebook paper or emailed to me. Everyone also has the option to pick up and turn in assignments in the foyer at the front of Lake Crest (see Mr. Landeck's message on Facebook or the school website). I miss you all very much! Hang in there and stay home and stay safe! ---Mrs. Kile

Class	Choice 1	Choice 2	Choice 3	Choice 4	Choice 5	Choice 6 (Enrichment)
English I	Complete the worksheet titled, "Lesson 8: Adjectives."	Read the article, "Help Giving" by Set to Go and answer the questions that follow.	Think back to Greek Mythology and write your own myth. It could include some of the gods or goddesses that we read about, or you could make up your own. Maybe they are battling a pandemic?	Write a journal entry about something positive that has happened to you as a result of the stay at home rule. Are you getting more exercise? Are you eating healthier or together with your family? Did you improve a relationship with someone?	Read the poem, "I, Too" by Langston Hughes and answer the questions that follow.	Get creative! I am sure you can come up with an excellent assignment option. You could write a short story, write a poem, read something and write a reflection, or make a video. Email me to get approval!

## Lesson 8

# Adjectives

An adjective is a word that modifies a noun or pronoun by limiting its meaning.

**shiny** toaster    **friendly** neighbor    **horrible** accident    **green** bird    **that** book

Articles are the adjectives *a*, *an*, and *the*. *A* and *an* are indefinite articles. *The* is the definite article.

Possessive pronouns, such as *my* and *our*, can be considered adjectives because they modify nouns. Similarly, possessive forms of nouns, such as *Roger's* and *the captain's*, can also be considered adjectives.

A **proper adjective** is formed from a proper noun and begins with a capital letter.

Cervantes was a **Spanish** writer.      The **Korean** restaurant is very popular.

► **Exercise 1** Underline the adjectives, including articles, possessive pronouns, possessive forms of nouns, and proper adjectives in each sentence.

The weary rebels climbed the hill to the fort.

1. The weight lifter grunted and groaned trying to lift the heavy barbell.
2. The hungry boy ate a juicy hamburger and a tossed salad.
3. My little brother loves Chinese food.
4. Where did you get that beautiful coat?
5. The designers changed the basic design of the popular model.
6. A good hiking boot needs a sturdy sole.
7. We watched the little silvery fish jump completely out of the water.
8. His mother watched the new sitcom on Monday night.
9. This music is putting me in a relaxed mood.
10. Wooden tent stakes have been replaced by plastic or metal ones.
11. Whose car is parked in front of your apartment?
12. Because of the dense fog, the nervous detective could see only a dim outline of the figure.
13. Michael's new puppy loves to chew on things.
14. Probably the hottest new sport in town is in-line skating.
15. All the excited fans cheered on their favorite tennis star.
16. Kristin brought some Norwegian cookies her grandmother made to the club's last party.

Name \_\_\_\_\_ Choice 1. \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

17. Trevor really wanted the lead role in the play, but his tryout was a disaster.
18. Juwan's sister donated her old computer to the new club.
19. Please take off that awful mask!
20. The international student in our class is a Brazilian.

► **Exercise 2** Complete each sentence by adding an appropriate adjective in the space provided.

- That was the most interesting book I've ever read.
1. Sylvia unpacked her \_\_\_\_\_ jacket.
  2. The actor gave a \_\_\_\_\_ portrayal of the downtrodden farmer.
  3. The \_\_\_\_\_ traveler stared at the icy glass of water.
  4. The women entered the \_\_\_\_\_ store.
  5. We gave the \_\_\_\_\_ server a generous tip.
  6. Samantha bit into the ripe, \_\_\_\_\_ peach.
  7. The \_\_\_\_\_ knife cut the roast easily.
  8. People consider Lucas a very \_\_\_\_\_ boy.
  9. The teacher seems to like \_\_\_\_\_ paintings.
  10. My brother's \_\_\_\_\_ motorcycle is in the garage.
  11. \_\_\_\_\_ food can be really tasty.
  12. The \_\_\_\_\_ girl is the captain of the volleyball team.
  13. The inspector confiscated the \_\_\_\_\_ diamonds.
  14. My aunt and uncle's vacation in Colorado was a \_\_\_\_\_ experience.
  15. Her best friend moved to a town in the \_\_\_\_\_ part of the state.
  16. Tracy's favorite class was the one on \_\_\_\_\_ literature.
  17. It's \_\_\_\_\_ to climb on the bridge.
  18. I like any kind of \_\_\_\_\_ music.
  19. The \_\_\_\_\_ person who came around the corner was a police officer.
  20. The \_\_\_\_\_ article about the school's dress code was written by the assistant editor.

Name: \_\_\_\_\_ Class: \_\_\_\_\_

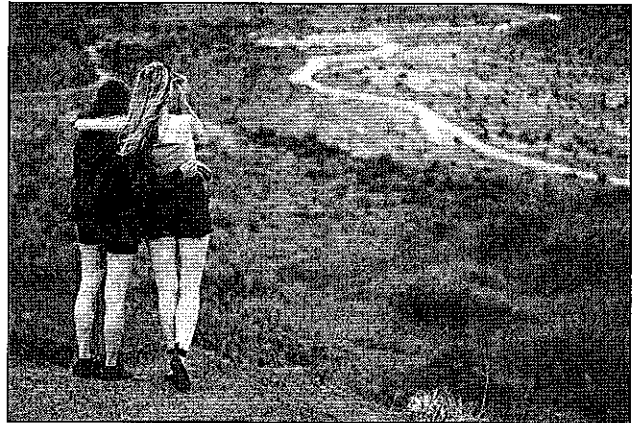
## Help-Giving

By Set to Go  
2019

*How do we help the friends who depend on us for guidance and advice? This informational text explores the responsibility of helping others as a necessary life skill. As you read, take notes on what it means to help friends and why this responsibility is significant.*

- [1] As a teen or young adult, you're likely to confide<sup>1</sup> in a good friend to talk about your troubles. When you and your friends turn to each other to talk about problems, you depend on each other for advice and guidance.

One positive aspect of our growth and independence is making the important decision to help our friends and commit to looking out for each other. However, this also gives us the responsibility to learn what it means to help friends. It also means we need to learn how to recognize when it is time to address a problem, or share with a parent or trusted adult a difficult situation that our friends might be going through.



*"two women standing on mountain while looking on road" by Irina Gorskaia is licensed under CC0*

As human beings, we are dependent on connections with others for our happiness, as well as our emotional and physical health. Our connection with others undergoes an important change as we enter our late teenage years. Our attention and time spent with people often shifts toward spending more time with friends and less time with family. We will, more often than not, still be deeply attached to our family, but our friends — and then ultimately romantic relationships — will continue to play bigger roles in most of our lives.

This is also a crucial stage in the development of help-giving as a life skill. Older teenagers are entering a time in life when many issues begin to emerge. Personal problems can become more complicated or serious. Teenagers often find themselves in circumstances where they need the help of those closest to them: their peers.

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1. **Confide (verb):** to tell someone about a secret or private matter while trusting them not to repeat it to others

## Identify signs

- [5] The first step toward helping others is to identify that they need help. It's common to have periods of difficulty throughout our lives. Difficulties are often no more than brief challenges that are part of growing up. However, sometimes common issues can intensify<sup>2</sup> and lead to more serious problems that require more help. It's important to learn how to identify when to help a friend who is struggling. Perhaps they don't feel like hanging out as much or, when they do, their mind seems elsewhere. There are other cues that you can also pick up on, signs that friends are not acting like their normal selves, for instance. It may seem like they are always anxious. Maybe they are taking more risks than usual, seem irritable or have developed a negative outlook on life. It's important to pay attention to friends and to be prepared to act when you've picked up on signs that all may not be well.

## Listening to others

The next step toward helping others is to listen. Being mindful of how well you listen to others will be an important consideration throughout your life. As young people, when we begin to communicate more with others, we learn when and when not to speak. We also begin to develop the skills that help us pick up on signs that someone is or isn't doing well emotionally. Actively listening and paying attention to others when communicating (verbally and non-verbally) helps us learn more about others and our environment. As an individual learns these skills, they may be better equipped to understand when a peer is or isn't doing well.

Listening is dynamic; it is an active process that requires us to simultaneously listen and critically consider what others might be saying to us. It also means that the listener tries to understand what the other person is feeling or experiencing and attempts to see things from the speaker's perspective. In a world full of distractions, it can be easy to get sidetracked and lose focus on the person or people in front of us. Listening and paying attention to others when they speak is a sign of respect and a skill that will lead to deeper and better relationships. You'll also probably learn a lot more about your friends and your environment by actively listening to others.

Most of the time we think of "communication" as two people saying words back and forth to one another. But lots of meaning comes from the unspoken, such as facial expressions, gestures, and body postures. These are called nonverbal cues. Sometimes it helps to display positive nonverbal cues when listening to others and help-giving. This means focusing on the person in front of us. It can be demonstrated, for example, by shifting our bodies so that we are facing the person we are listening to, looking them straight in the eye, and putting down our phones! The person who is talking can feel as if they are being respected, listened to, and have your support simply by picking up on the non-verbal cues you are displaying.

## Taking responsibility and taking action

You don't need to be a trained mental health professional to recognize and do something for a friend who is struggling. However, there may be times when you've listened to a friend, and given them advice, only for them to tell you they're okay, or they tell you they're "dealing with it." Sometimes, even when a friend tells you "everything's okay," there's something — your intuition, your gut instinct — that tells you everything isn't okay. This often means it's time to get professional help.

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2. **Intense (adjective):** to become highly concentrated

[10] Some key signs that tell us it is time to get professional help include:

- Problems are severe or intense, last a long time, or keep getting worse
- Difficulties seem to be repeating themselves, interfering with normal (day to day) functioning
- The usual ways of dealing with things are not working

It is always good to encourage a friend to get help. If they are not ready to follow your advice, the best thing to do is to share your concerns with someone you trust, like a member of their family, or another friend. If you're unsure where to turn, another good resource would be a counselor, teacher or coach at school — they are usually familiar with the problems that teens face.

You might feel bad about going behind a friend's back to talk about their private struggles, and you might worry that you'll ruin a friendship by "ratting them out." Try to remember that if your heart tells you that your friend needs help, this is not the time to keep secrets. It is always sensible to go with your gut and get advice when you can't ignore your concerns. You shouldn't have to feel bad about showing concern for a friend. In a strong friendship, your friend will be grateful for your help once they feel better.

*"Help Giving" by Set to Go. Copyright © 2019 by the JED Foundation. Published with permission, all rights reserved.*

## Text-Dependent Questions

**Directions:** For the following questions, choose the best answer or respond in complete sentences.

1. PART A: What is the central idea of the text?
  - A. Going behind a friend's back can end a friendship because a peer might feel betrayed.
  - B. Teens are not advised to give their peers guidance or advice because they are not trained professionals.
  - C. Help-giving is an important life skill for teens to develop as they turn to their peers for guidance and advice.
  - D. Noticing non-verbal cues is the most important way for teens to recognize that their peers are seeking help.
  
2. PART B: Which detail from the text best supports the answer to Part A?
  - A. "As human beings, we are dependent on connections with others for our happiness, as well as our emotional and physical health." (Paragraph 3)
  - B. "As young people, when we begin to communicate more with others, we learn when and when not to speak." (Paragraph 6)
  - C. "You don't need to be a trained mental health professional to recognize and do something for a friend who is struggling." (Paragraph 9)
  - D. "You might feel bad about going behind a friend's back to talk about their private struggles, and you might worry that you'll ruin a friendship by 'ratting them out.'" (Paragraph 12)
  
3. What does the phrase "dealing with it" mean as it is used in Paragraph 9?
  - A. participating in an activity
  - B. taking action to solve the problem
  - C. giving ownership to someone else
  - D. distributing an item equally or fairly
  
4. What is the author's purpose in paragraph 12?
  - A. to reassure readers to trust their instincts when deciding to help a friend
  - B. to argue the importance of telling an adult when a friend has a problem
  - C. to provide readers with steps for helping a friend in need
  - D. to persuade readers to respect the privacy of peers





5. How does the author view the idea of positive non-verbal communication?

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Name: \_\_\_\_\_ Class: \_\_\_\_\_

## I, Too

By Langston Hughes  
1926

*Langston Hughes (1902-1967) was an American poet, novelist, playwright, and social activist. Hughes was also a leading figure in the Harlem Renaissance, a social and political movement of black artists in Harlem, New York. In this poem, a speaker comments on the discrimination he faces. As you read, take notes on the speaker's thoughts about the future.*

[1] I, too, sing America.

I am the darker brother.  
They send me to eat in the kitchen  
When company comes,

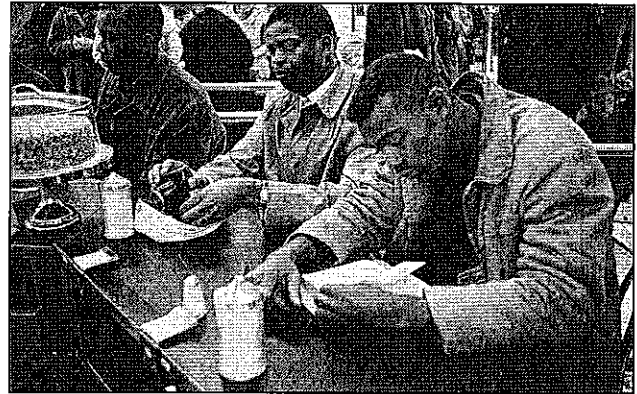
[5] But I laugh,  
And eat well,  
And grow strong.

Tomorrow,  
I'll be at the table

[10] When company comes.  
Nobody'll dare  
Say to me,  
"Eat in the kitchen,"  
Then.

[15] Besides,  
They'll see how beautiful I am  
And be ashamed—

I, too, am America.



*"Untitled" by State Archives of North Carolina is in the public domain.*



## Text-Dependent Questions

**Directions:** For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which sentence describes the main theme of the poem?
  - A. It's important to remain hopeful, even in the face of adversity.
  - B. Social change and progress takes place more quickly than you realize.
  - C. People often don't realize the depth of their own prejudice.
  - D. The color of your skin doesn't determine whether or not you're American.
  
2. PART B: Which detail from the text best supports the answer to Part A?
  - A. "I, too, sing America. / I am the darker brother." (Lines 1-2)
  - B. "They send me to eat in the kitchen / When company comes" (Lines 3-4)
  - C. "Tomorrow, / I'll be at the table" (Lines 8-9)
  - D. "They'll see how beautiful I am / And be ashamed—" (Lines 16-17)
  
3. How is the detail of the speaker being asked to eat in the kitchen important to the theme?
  - A. It emphasizes the unfair treatment the speaker receives.
  - B. It highlights the speaker's dissatisfaction with life in America.
  - C. It shows how unfriendly people are in America.
  - D. It reveals how unaffected the speaker is by discrimination.
  
4. How is the speaker affected when he is asked to eat in the kitchen?
  - A. The speaker is embarrassed that he is asked to eat in the kitchen.
  - B. The speaker is angered by the unfair treatment he receives.
  - C. The speaker is confident that things will change for the better.
  - D. The speaker is confused about the discrimination he experiences.
  
5. How does the poet's word choice contribute to the hopeful tone of the poem?

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