

TABLE OF CONTENTS

1. REFLECTION OF THE UNIT	◇	LEFT POCKET
2. UNIT AT A GLANCE PACKET	◇	FIRST CLEAR FOLDER
3. CONTEXT, STATE STANDARDS GOALS AND OBJECTIVES	◇	SECOND CLEAR FOLDER
4. MADELINE HUNTER LP DARRYL OBSERVATION #3	◇	ORANGE TAP
5. MDG MATERIALS	◇	PINK TAP
<ul style="list-style-type: none">* PACKET* WRITING PROMPT* EXAMPLE MAP* KEY SUMMARY WKST* VENN DIAGRAM* STUDENT EXAMPLE* VENN DIAGRAM & ROUGH COMPARE/ CONTRAST ESSAY		
6. AS I WAIT COMMAS MATERIALS	◇	GREEN TAP
<ul style="list-style-type: none">* PRE-ASSESSMENT ABC FAIRYTALE* AS I WAIT AT A GLANCE* PREPARATION WKSTS* COMMA WKSTS: ASSESSMENT* COMMA WKSTS: INSTRUCTION		
7. WORD MASTERS CHALLENGE	◇	YELLOW TAP
<ul style="list-style-type: none">* MATERIALS* VOCABULARY WORDS* WM CHALLENGE KEY* PREPARATION WKSTS* TOP 5 CLUSTER D WM CHALLENGE CHAMPIONS* EXTRA CREDIT SENTENCES		

8. ASSESSMENT



DARK ORANGE TAP

*** WM STUDGY GUIDE**
*** WM QUIZ #1 KEY**
20 QUESTIONS X 5 PTS
10 PTS EXTRA CREDIT FOR
STUDY GUIDE
*** WM QUIZ #2 KEY**
20 QUESTIONS X 5 PTS
10 PTS EXTRA CREDIT
*** WM QUIZ #2 RE-TAKE**
*** FCA'S MDG MAP AND**
SUMMARY WKST
***AS I WAIT STUDY GUIDE**
*** AS I WANT COMMA QUIZ**
20 QUESTIONS X 5 PTS
*** AS I WAIT COMMA QUIZ**
RE-TAKE

9. REFLECTION LOW



BLUE TAP

FEMALE W/ STUDENTS WORK
AND COMMENTS
*** REFLECTION LOW MALE**
W/ STUDENTS WORK AND
COMMENTS

10. REFLECTION MEDIUM



WHITE TAP

FEMALE W/ STUDENT WORK
AND COMMENTS
*** REFLECTION MEDIUM MALE**
W/ STUDENT WORK AND
COMMENTS

11. REFLECTION HIGH FEMALE



RED TAP

W/ STUDENT WORK AND
COMMENTS
*** REFLECTION HIGH MALE W/**
STUDENT WORK AND COMMENTS

REFLECTION AS I WAIT COMMA UNIT

I think the AS I WAIT comma unit was successful over all. It was a lot of work creating a unit about commas in the context of both vocabulary and literature at the same time, but it provided the students with more examples and me with more opportunities to show how the variety of sentences can change. The unit took much longer than I had anticipated and I learned that I feel very overwhelmed when I have three projects going at one time. Patrice and I spoke about the upcoming unit and our plans for the comma usage rules. We planned to incorporate the ABC Fairytales and connect literature in somehow. Patrice said in the past, she has spent a week on comma usage rules, and she prefers to transition quickly and often, but it was a lot to handle with three large projects, especially when I was trying to do a little each day. I found that on certain days students need more instruction on commas and we did not get to begin reading "The Most Dangerous Game" short story. It was hard that all of the heterogeneous classes were at completely different places in all three areas of the unit. At times I became very anxious about the fact that I was not getting through the material I needed to in a given day; it was much easier when I started alternating comma usage rules with the short story.

I do not enjoy not finishing things, so when April vacation sprang upon me and we still had not completed our compare and contrast essays (using correct commas of course), I was very frustrated. However, I felt it was unnecessary for the students to come back from vacation with a compare and contrast essay hanging over their heads. In the future when I try this unit again, I will limit the number of projects going on. I will most likely eliminate the vocabulary part of the unit and work more with the vocabulary in the story, which I decided to go through and give to them in the packet for easy reading. I

would have like to do more visual activities such as drawing an interpretation of Ivan or General Zaroff or kinesthetic activities with "The Most Dangerous Game" such as act out scenes or play a human comma game for the comma usage component. The human comma game is where a group of students stand before the class and says a one-word-poem (we learned this poem structure from the Mayhem Poets performance) and adds human punctuation to the sentences.

At the beginning of the year, I focused on planning fun hands-on activities to help the students learn. Patrice and I became concerned that the students could not handle all of the excitement especially with my picking up more and more classes. I decided I needed to focus more on instruction and less on fun activities; this is also the reason I decided again some of the visual and kinesthetic activities. I did not want the students to see the work or the activity as a chance to goof off. I decided on quizzes because it was the only thing that seemed to show the students I was serious about my goals and objectives for the Word Masters vocabulary word and the AS I WAIT comma component of the unit although it was not my favorite piece of the unit.

I chose to do shorter tests (20 questions) worth five points so it was fairly easy for me to grade. I usually gave the students extra credit. I also allow the students to retake their exams for a week after the quiz is returned. On the first quiz, I gave the students ten extra bonus points if they could keep track of the study guide for a week; this was part of the organization portion of the COPS unit. Many of the students have trouble keeping track of homework assignments, but only five students out of 125 students did not turn in their study guide. Incentive is a huge motivator. I also tried to structure the quizzes in different ways with fill in the blank, circle the correct answer, apply what you know,

recall the acronym for FANBOYS or AS I WAIT, and use the correct vocabulary word in a sentence in an attempt to help different types of learners. The homework grades were meant to be easy grades, which would help boost the students averages. I also created the map project for an easier grade with FCA's or Focused Correction Areas. Accuracy of the map, color, and details on the map accounted for 60 points total (20 points each) and the summary worksheet, which was worth forty points.

It is difficult for me to remember and accept that this is my first time solo teaching an actual 7th grade class and that the outcome does not have to be perfect. I expect that I should be able to walk into my own classroom next year appearing as though I am a veteran teacher, but I am not and that is okay. I believe I wrapped up the unit (with the movie) at an appropriate time considering the spring fever for April vacation. Although, I would have liked to collect more writing assignments, the compare and contrast essay and the brief rough drafts (critical thinking writing prompt and rough draft of compare and contrast essay) are a good start, and it called for intellectual input from the students. I am very glad the unit is over, and I will be glad when I can try again to perfect my lesson.

Kourtney Lipka
 Student Teaching
 Mr. LeDuc
 19 March 2009

AS I WAIT Comma Unit

<p>Monday Day 1 3/16/09</p> <p><u>3 classes: 5,6, and 8</u></p> <ul style="list-style-type: none"> • "The Hummingbird That Lived Through Winter" pg. 173 • Introduction Smart Cards • Final Draft of Mayhem Poet Thank You Letter <p>Homework: first four smart cards and finish thank you letter for MP</p>	<p>Tuesday Day 2 3/17/09</p> <ul style="list-style-type: none"> • Collect MP thank you letters • Study Guide for quiz • Review smart cards/ COPS grammar <p>Homework: second set of Word Master vocabulary words on smart cards</p>
<p>Wednesday Day 3 3/18/09</p> <ul style="list-style-type: none"> • Review Smart cards • Review COPS Grammar • "After Twenty Years" pg. 30 <p>Homework: third set of Word Master vocabulary words on smart cards</p>	<p>Thursday Day 4 3/19/09</p> <ul style="list-style-type: none"> • Review Smart Cards • Review COPS Grammar • Finish "After Twenty Years" class discussion <p>Homework: COPS Grammar worksheets</p>
<p>Friday Day 5 3/20/09</p> <ul style="list-style-type: none"> • Review COPS Grammar Worksheets • Assign vocabulary words • Review WM Vocabulary words <p>Homework: Write one spectacular sentence and make a gesture for your word and study for quiz on Tuesday</p>	<p>Monday Day 6 3/23/09</p> <p><u>5 classes: 3,4,5,6, 8</u></p> <ul style="list-style-type: none"> * Review Game/ Crossword Vocabulary Game→ gestures * Review COPS Grammar * Quiz tomorrow→ questions? * Homework: Study for WM vocabulary quiz with COPS grammar
<p>Tuesday Day 7 3/24/09</p> <ul style="list-style-type: none"> • Collect Study Guide • WM/COPS Grammar QUIZ • Read "Seventh Grade" pg. 120 silently 	<p>Wednesday Day 8 3/25/09</p> <ul style="list-style-type: none"> • Class discussion about "Seventh Grade" • Introduction to AS I WAIT commas→ A commas

<p>Homework: No homework</p>	<ul style="list-style-type: none"> • Introduction to "The Most Dangerous Game" <p>Homework: five practice sentences with A commas</p>
<p style="text-align: center;">Thursday Day 9 3/26/09</p> <ul style="list-style-type: none"> • Play 2nd and 3rd period • Review A commas • AS I WAIT → S commas • Read "The Most Dangerous Game" <p>Homework: 5-10 thoughtful sentences S commas. Number depends on how thoughtful the sentences from each class are.</p>	<p style="text-align: center;">Friday Day 10 3/27/09</p> <ul style="list-style-type: none"> • 2 column notes on phrases and clauses • Review S commas • Read "The Most Dangerous Game" → Popcorn reading or I read to them <p>Homework: Period 3: five thoughtful sentences on S commas and review worksheet. Period: 4,5,6: Review worksheet. Period 8: Review worksheet and read MDG pgs. 1-9</p>
<p style="text-align: center;">Monday Day 11 3/30/09</p> <ul style="list-style-type: none"> • Girls, Inc. will give a presentation on Internet Safety on behalf of the 7th grade guidance counselor, Mrs. Lyons-Matte. This activity will take the entire period. <p>Homework: no homework</p>	<p style="text-align: center;">Tuesday Day 12 3/31/09</p> <ul style="list-style-type: none"> • Review A and S commas including phrases and clauses • AS I WAIT → S commas continued • Collect worksheet S commas • Part II of Word Master Challenge vocabulary words • Read "The Most Dangerous Game" <p>Homework: first four vocabulary words on smart cards and five practice sentences on S commas</p>
<p style="text-align: center;">Wednesday Day 13 4/1/09</p> <ul style="list-style-type: none"> • Review Smart Cards with a partner and S comma worksheet → do you understand which information is essential? • MDG Critical Thinking writing prompt: Do you view hunting as a legitimate sport? Would you rather be the hunter or the 	<p style="text-align: center;">Thursday Day 14 4/2/09</p> <ul style="list-style-type: none"> • Review Part II WM vocabulary words for test next Wednesday. The students were given more responsibility to study and complete <i>their</i> homework since they did more group collaboration instead of us reviewing in class at the

<p>hunted/ Support your answer.</p> <ul style="list-style-type: none"> • Sharing of prompts • Read "The Most Dangerous Game." <p>Homework: Write one spectacular sentence and provide the class with a gesture to help remember the word.</p>	<p>beginning.</p> <ul style="list-style-type: none"> • Vocabulary Gesture Game • AS I WAIT commas → I commas: Introductory phrases and clauses <p>Homework: Five thoughtful sentences on I commas and I comma worksheet</p>
<p>Friday Day 15 4/3/09</p> <ul style="list-style-type: none"> • Review I comma worksheet • Review WM vocabulary words for quiz next Wednesday • Read "The Most Dangerous Game" <p>Homework: Study for the WM quiz on Wednesday.</p>	<p>Monday Day 16 4/6/09</p> <ul style="list-style-type: none"> • Review second set of WM words with gestures → lollipops • Give the students a vocabulary word for homework • "The Most Dangerous Game" <p>Homework: Study for the quiz and write one sentence and make up a gesture for a different WM word</p>
<p>Tuesday Day 17 4/7/09</p> <ul style="list-style-type: none"> • Review Word Master vocabulary words with gestures • Review AS I WAIT commas thus far → A, S, and I • AS I WAIT → W commas <p>Homework: Study for Word Masters vocabulary QUIZ</p>	<p>Wednesday Day 18 4/8/09</p> <ul style="list-style-type: none"> • Word Masters Vocabulary Quiz • "The Most Dangerous Game" • Begin to map out each day of the hunt on the MDG worksheet <p>Homework: Comma worksheet to review W commas</p>
<p>Thursday Day 19 4/9/09</p> <ul style="list-style-type: none"> • Review W comma worksheet • AS I WAIT → A #2 commas • "The Most Dangerous Game" • Map out three days of the hunt on MDG worksheet and create a map of how you see the island based on what you read due Tuesday. <p>Homework: Take home MDG packet, worksheet, and map if you wish. It is due Tuesday. Two commas worksheets before Easter weekend (A #2, I and T) commas</p>	<p>Friday Day 20 4/10/09</p> <ul style="list-style-type: none"> • Review comma worksheets → A #2, I, and T • AS I WAIT → T commas • "The Most Dangerous Game" • Work on MDG worksheet and map due Tuesday <p>Homework: Take home MDG packet, worksheet, and map if you wish. It is due Tuesday. There will be an AS I WAIT comma quiz on Wednesday of next week.</p>

<p style="text-align: center;">Monday Day 21 4/13/09</p> <p><u>3 classes Periods: 5, 6, and 8</u></p> <ul style="list-style-type: none"> • Hand back WM quizzes and go over the quiz→ retakes by Friday • Review AS I WAIT commas for quiz on Wednesday→ Study! • ABC Fairytale D.O.L • Work on MDG worksheet and map due tomorrow <p>Homework: MDG worksheets and maps are due tomorrow. Study for the AS I WAIT comma quiz on Wednesday. Restudy for the WM quiz, which students can take up until Friday.</p>	<p style="text-align: center;">Tuesday Day 22 4/14/09</p> <ul style="list-style-type: none"> • Collect MDG packets, worksheets, and maps • Late papers accepted until Friday • Review AS I WAIT commas→ review study guide: what do you know? • Examples of comma usage <p>Homework: Study for AS I WAIT commas quiz and restudy for WM quiz for retakes up until Friday and Word Masters Challenge on Thursday.</p>
<p style="text-align: center;">Wednesday Day 23 4/15/09</p> <ul style="list-style-type: none"> • AS I WAIT comma quiz • Restudy for WM quiz and Word Masters Challenge tomorrow • "The Most Dangerous Game" movie • Venn Diagram compare/contrast map <p>Homework: Restudy for WM quiz for retakes up until Friday and Word Masters Challenge on Thursday.</p>	<p style="text-align: center;">Thursday Day 24 4/16/09</p> <ul style="list-style-type: none"> • Word Masters Challenge • "The Most Dangerous Game" movie • Continue Venn diagram compare/contrast map <p>Homework: Venn Diagram compare/contrast collect at the end of class tomorrow.</p>
<p style="text-align: center;">Friday Day 25 4/17/09</p> <ul style="list-style-type: none"> • "The Most Dangerous Game" movie • Complete Venn Diagram compare/contrast map • Collect Venn Diagram at the end of class <p>Homework: Have a relaxing vacation!</p>	<p style="text-align: center;">Materials:</p> <ul style="list-style-type: none"> • Smart Cards • Word Master Challenge • Vocabulary Words • Hold Handbook • AS I WAIT comma worksheets • "The Most Dangerous Game" • MDG Movie • Venn Diagram • MDG Map and Worksheet

Class Context:

- **Class Year:** 7th Grade English
- **Class Level:** Heterogeneous
- **Length of Class Period:** 42 minutes
- **Class Size:** Planned for 30 students

Unit Context:

The students have been working on reading and writing fairytales, and they have written their own fairytale with a twist. **There is a student example of a twisted fairytale “Jack Beanstock.”** The students have used an ABC format to create a variety of different sentences and transition words. They have also been working on COPS grammar, which they are graded on as part of their FCA’s. Capitalization, organization, punctuation, and spelling are the grammatical components we have been working on along with the fairytale/sentence variety unit. I noticed while correcting ABC fairytales that the students do not understand where or why they put commas in their writing. Mrs. Campbell and I decided for the solo teaching we would go in depth about each commas usage rule. We will use an ABC Fairytale from a student and put it on the overhead to practice our comma rules because, in true Collin’s fashion, one is never finished with a piece of writing. Now, The students are working with Word Master’s vocabulary before a school wide competition on April 15-17, 2009. The students had a quiz on the first twelve vocabulary words and a quiz on the COPS grammar. We also read a short story, “After Twenty Years” by O. Henry, which called into question the students’ morals since we have been talking about morals of stories with fairytales. Now, we will focus on the second set of vocabulary words as well as look at the proper way to use commas. I have structured the unit on commas around an acronym AS I WAIT that stands for each of the commas rules (Addresses and dates, set off non-essential information, introductory

words, phrases and clauses, words in a list, adjectives in a series, independent clauses with coordinating conjunctions, and titles which come after a name). We will also read in class "The Most Dangerous Game" by Richard Connell. We will study grammar and vocabulary in the context of literature because it is a great way to look the variety of different ways sentences can be constructed. "The Most Dangerous Game" is a short story filled with detailed and descriptive language I am sure the students will enjoy. I will use examples from the text in light of their WM vocabulary words ("one of us will furnish a repast for the hounds") and the AS I WAIT comma rules (And hunting, remember, had been my life). From here the students and I will be reviewing parts of speech and working on diagramming sentences.

Rationale:

Students come in contact with language in everything that they do. Reading, writing, speaking, and comprehending words are essential to performing everyday tasks: driving a car, reading a book, completing homework assignments, expressing concerns, or asking questions, etc. Commas allow readers as well as listeners short breaks within sentences to understand the words that are being spoken to them. Learning to use commas in writing as well as speaking will help them articulate their words and understand and communicate with others.

Pre-reading/Preparation/Introduction:

To prepare for this lesson I consulted the Holt Handbook, which is the classroom book that the students use for grammar, usage, mechanics, and sentences. I took notes on each

of the comma usage rules, creating short handouts for the students to follow along with as I taught. I focused specifically on commas since we did a wide range COPS unit with the fairytales. We will also return to edit the ABC fairytales, because in true Collin's fashion, one is never done revising and editing a piece of work. We will edit a student's work (with their permission) for commas as a class activity. The students should also revise their own work. I divided the unit on commas into seven days; we will be review their smart cards (vocabulary words) in class and work with literature as well as commas for the five weeks. By reviewing their ABC fairytales, I feel comfortable I know where to start our discussion about commas use. Some of the comma rules the students are familiar with, but I believe it is good practice to understand why commas are needed in certain places. We will spend more time reviewing the harder comma rules, so the transitions will depend on the students' grasp of the particular rule.

Assessment:

Along with completing the interactive comma worksheets, the students will complete a series of worksheets to check for understanding, which will be given as homework grades. If the students complete their homework and follow the directions they receive a check + worth ten points. If the students complete the homework but do not follow all of the directions they receive a check worth five points. If the students do not complete or turn in the homework they receive zero points. The students will also have two quizzes; one quiz will be on the second part of the Word Master's words and the other will be a quiz on commas. Both quizzes are worth 100 points with twenty questions worth five points each with the possibility of extra credit in some areas and quiz retakes if necessary.

The students will create maps of the island in “The Most Dangerous Game” as well as map out each day of the hunt. The students should summarize each day of the hunt according to what they read and use the MDG worksheet to complete an interpretation map of the Ship Trap Island. This project will also be worth 100 points with FCA’s (part of Collins Writing). The students will use a Venn diagram to compare and contrast the short story and the movie and begin writing a draft comparing and contrasting three to five paragraph essay. This will also be a homework grade worth zero to ten points.

State Standards:

WORD MASTERS VOCABULARY COMPONENT:

W-7-3: Students will develop the ability to examine, adjust, and extend their level of comprehension by combining what they already know with what is new in what they read and their knowledge of both language and the context in which language is used.

Selecting appropriate words or explaining the use of words in context, including content specific vocabulary, words with multiple meanings, or precise vocabulary.

“THE MOST DANGEROUS GAME” COMPONENT:

7-3.1 In response to literary or informational text, students make and support analytical judgments about text by stating and maintaining a focus or purpose, a firm judgment, or point of view when responding to a given question.

R-7-4.1: Demonstrate initial understanding of elements of literary texts by identifying or describing characters, setting, problem/solution, or plot, as appropriate to text; or

identifying any significant changes in characters or setting over time; or identifying rising action, climax, or falling action. **7.2:** Demonstrate initial understanding of elements of literary texts by paraphrasing or summarizing key ideas/plot, with major events sequenced, as appropriate to the text.

W-7-5.1: Students demonstrate use of narrative strategies by using relevant and descriptive details and sensory language to advance plot/story line

W-7-6.1: In informational writing, students organize ideas/concepts by using an organizational text structure appropriate to focus/controlling ideas. For example (text structures) description, sequence, chronology, proposition/support, **compare/contrast**, problem/solution. **6.2:** Selecting appropriate information to set context, which may include a lead/hook.

W-7-8.3: In Informational writing, students demonstrate use of a range of elaboration strategies by including sufficient details or facts for appropriate depth of information: naming, describing, explaining, comparing, and use of visual images.

AS I WAIT COMMA COMPONENT:

W-C1.1: In independent writing, students demonstrate command of appropriate English conventions by applying rules of Standard English usage to correct grammatical errors.

Goals and Objectives:

My goals and objectives for the Word Masters component of the unit are to introduce the students to difficult vocabulary where they will learn to make connections between words and extend their level of understanding about vocabulary words and

words with more than one meaning. The Word Masters Challenge quizzes and the Word Masters Challenge school wide competition will be an assessment of the students' ability to understand the vocabulary and use the words in different contexts.

My goals and objectives for "The Most Dangerous Game" component of the unit are for the students to practice summarizing key points and sequence them in chronological order by reading the short story, taking notes on the three days of the hunt, and constructing their ideas into a creative visual representation of Ship Trap Island. I am also assessing understanding of the short story. I hope that the students will be able to respond to critical thinking questions about some issues having to do with "The Most Dangerous Game" such as: Do you view hunting as a legitimate sport? Would you rather be the hunter or the hunted? I hope that they will use examples from the text to complete this writing assignment. I want them to take a stand against the issue of hunting and provide details and reasoning for their answer. Students will compare and contrast the short story and the movie using a Venn diagram; this will help me understand the different connections that the students made with the short story and with the movie.

My goals and objectives for the AS I WAIT comma component are for students to gain an understanding of the seven ways in which commas are used in sentences. Students will understand there are a variety of different ways to form sentences. Students will be able to identify the acronym, identify examples of comma usage, apply the acronym in a sentence, and feel comfortable using commas in their writing. My goals to have the students feel more confident about their writing capability and their use of punctuation in a sentence.

CLASS: 7th grade English
Heterogeneous
Full Class Load (3,4,5,6, and 8)

UNIT: Word Master's Unit

TEACHER: Kourtney Lipka

OBJECTIVES: Students will review for their first vocabulary quiz on Tuesday by playing a review game that is a group and full class activity. The game is a life-size crossword puzzle. The students will also have time to read their vocabulary super spectacular sentence aloud to the class and act out the gesture that goes along with their sentence.

STATE STANDARD: Students will demonstrate the ability and interest to read age appropriate materials fluently, with understanding and appreciation. Students will be able to understand Word Master's vocabulary as a set purpose for their reading.

ANTICIPATORY SET:**FOCUS ATTENTION:**

To focus the students' attention, I will ask that the students pull out their homework from Friday, which was to write a super spectacular sentence and act out a gesture that will help the class remember the word. The students should prepare to act out their word if they are the person that corresponds with the number on the die that I roll.

ADVANCED ORGANIZING:

Once some of the students have presented their sentence and acted out their word (and I have taken attendance and taken down a grade for their homework) I will explain the rules of the game. The students should count off by four or fives and get into their groups. I will read off the definition of a word and ask the first group for the answer. If they get the definition right, they receive the puzzle word, and if they do not then the question moves to the next group.

EXTENDED UNDERSTANDING:

Once each group has at least one word, I will now ask the entire class to use all the words to create a life size crossword puzzle. This will help them work together (community building) as a group and fit the words into a logical puzzle.

TEACHING:**INPUT:**

I will give auditory directions and demonstrate the expectations for the review game. I expect that it will be absolutely quiet during the time I am giving directions.

MODELING:

After, I give instructions. I will ask the students what words has the following definitions. They must identify the correct definition and the correct word. Once each group has their words, they will word together as a class to make a live-size crossword puzzle with the words. There will be less modeling during this lesson.

CHECKING FOR UNDERSTANDING:

Students will demonstrate their understanding by writing their super spectacular sentence and by working as a group to identify what words go with the correct definition. If there is time, we will use a student example ABC Fairytale to look at the spelling component of COPS grammar. The ABC Fairytale is filled with misspelled homonyms.

QUESTIONING STRATEGIES:

1. Which of your Word Master's vocabulary words is synonymous with guzzle, chug, or drink?
2. What are the four rules of capitalization?
3. What is the definition of a run-on sentence?
4. What does the acronym COPS stand for?

GUIDED PRACTICE:

I will facilitate the activity and ask the questions during the first part of the group activity. The students must learn to work as a cohesive group to finish the rest of the activity. I will oversee that the activity runs smoothly.

CLOSURE:

The students will have a quiz tomorrow that is twenty questions long: 12 fill in the blank questions on vocabulary and 8 questions having to do with COPS grammar. The students should study for their quiz and remember to bring the study guide for organization and a extra ten points on their quiz.

INDEPENDENT PRACTICE:

The students should study for their quiz and remember to turn in their study guide for an extra ten points before the quiz tomorrow.

MATERIALS: Overhead, vocabulary list of Word Master words, student homework, crossword puzzle words, and die.

DURATION:

The duration of this lesson is 42 minutes long.

CLASS:	7 th Grade English Heterogeneous Periods 3,4,5,6, and 8
UNIT:	AS I WAIT Comma Unit
TEACHER:	Kourtney Lipka
OBJECTIVES:	Students will be able to demonstrate understanding of "A" and "S" commas by completing their homework assignment. Students will be able to actively take notes on comma usage continuing with "S" commas and read "The Most Dangerous Game" with clarity and understanding as a class.
STATE STANDARD:	Students will demonstrate the ability and interest to read age appropriate materials fluently, with understanding and appreciation. Students will be able to understand Word Master's vocabulary as a <i>set purpose for their reading</i> . Students will also use literature to understand the importance of comma usage when reading and writing.
ANTICIPATORY SET:	<p>FOCUS ATTENTION: To focus the students' attention, I will ask them if anyone has anything exciting to share about their weekend. The students enjoy talking about themselves and their interests. I will ask them to open up their planners and write in the homework. I will take attendance while the students are writing down their assignments.</p> <p>ADVANCED ORGANIZING: I will have them pull out their homework from the weekend and a pencil. The students should put everything else under their desk so they are not distracted. We will review the homework so I can assess the students' understanding of the "A" and "S" commas thus far. I will hand out the second Word Master Words handout and smart cards so they can begin their second set of twelve words this week.</p> <p>EXTENDED UNDERSTANDING: We will continue with "S" commas, specifically reviewing phrases and clauses, words that set off appositives, words set off in direct address, and words that set off parenthetical expressions. The students will have a handout, which is interactive and requires them to follow along and learn while we are reviewing.</p>
TEACHING:	<p>INPUT: I will give the students the materials they need for their vocabulary words (Word Masters Handout and Packet of Smart Cards) and their "S" commas usage</p>

worksheet including the five sentences for homework (AS I WAIT Worksheet). We will go over each of the handouts and I will explain/model my expectations of the students.

MODELING:

We will go over the expectations of the smart cards and I will go over in detail the "S" commas worksheet (setting off appositive clauses and phrases, setting off words in direct address, and setting off parenthetical expressions), which the students will follow along with and fill out during class. We will also continue reading "The Most Dangerous Game" in class.

CHECKING FOR UNDERSTANDING:

I will be checking for understanding by going over their homework on commas usage from this weekend because it is everything we have gone over thus far. This will allow me to tell who understands comma usage and who does not. I will also review the sentences they complete for homework tonight the next day.

QUESTIONING STRATEGIES:

1. Did anyone do anything exciting this weekend?
2. Can anyone recap what we have been reading thus far in "The Most Dangerous Game?"
3. Do you understand how to use commas to set off non-essential information?

GUIDED PRACTICE:

We will go over the new "S" comma worksheet so the students understand what they are to apply to their homework, which is to write five sentences using each of the comma usage rules we discuss that day.

CLOSURE: The guidance counselor, Mrs. Lyons-Matte, is conducting an "Internet Safety" lecture about the importance of privacy on the web for the length of the class period today. Class will resume in the same manner on Tuesday. I will ask the students to recall what the homework for tonight.

INDEPENDENT PRACTICE:

The students will complete the first four Word Master Words on their smart cards and complete a one-page worksheet continuing with "S" commas or write five sentences on the back of their "S" comma worksheet.

MATERIALS:

- 30 copies of "The Most Dangerous Game"
- "S" comma handout
- "A" and "S" worksheets (homework)
- Word Master Words handout Part II
- 140 copies of Smart Cards

DURATION: The duration of this lesson is 42 minutes.

Class: 7th Grade English
Heterogeneous
Periods: 3, 4,5,6,8

Unit: AS I WAIT COMMAS

Teacher: Kourtney Lipka

Objectives: The students will review and begin to make connection with all of the Word Master words for their quiz on Wednesday. The entire class will participate in a Word Masters Challenge next week on Wednesday, April 15, 2009. The students will also continue with the reading, "The Most Dangerous Game." They will read the story for comprehension and situational awareness.

Standards: Students will demonstrate the interest and ability to read age-appropriate materials with understanding and appreciation. They will participate in general discussion questions before, during, and after reading to enhance understanding and recall. Students should also make and confirm complex predictions about "The Most Dangerous Game" to increase their level of understanding.

Anticipatory Set:

Focus:

To focus the students' attention after I take attendance and they write in their planners, I will assign them a word so that they can write another spectacular sentence about one of the vocabulary words from the Word Masters Challenge. The sentences will also include the vocabulary from the past. I am also handing back their quizzes from the first quiz so they may study those words. Some of them might appear on the quiz this Wednesday, April 8, 2009. The students should quietly look over their WM/COPS quiz.

Advanced Organizers:

We will review all twenty-five of the vocabulary words in the Word Masters Challenge. The students should have their smart cards on their desks and possibly their quizzes to help them review for the game. I have lollipops so that the students are rewarded for recalling and applying/connecting the vocabulary words.

Extended Understanding:

I will ask the students to write one spectacular sentence using and connecting all of the Word Master words. They need to begin preparing for the quiz on Wednesday, April 8th and for the Word Masters Challenge on Wednesday, April 15th.

Teaching:

Input:

I will ask the students questions about each of their vocabulary words which they must answer before they are rewarded with a lollipop. I will guide the students to make connections between the vocabulary words in preparation for their Word Masters Challenge next week. We will also continue reading "The Most Dangerous Game." I will begin reading the story where we left off and call on a student to continue reading. We call this exercise "popcorn." I have copied a worksheet that will allow the students to keep track of the game during the morning and night for three days. This will help the students create their map of the island and the events that took place during the hunt.

Modeling:

I will go over the rubric for the assignment as well as pass back student work from a previous teacher's examples of student work. I will pass this around to quiet down the class so they understand my expectations as I am going over the rubric for the assignment.

Checking For Understanding:

I am checking for understanding and comprehension of the story. I am asking the students to apply what they have been reading in class to place them in the scene of the short story. This also requires some note taking skills from reading in class, summarizing and finding the key points, drawing skills and reasoning/explaining skills.

Questioning Strategies:

1. Can the students use amulet in a sentence?
2. Can anyone tell the class the part of speech and definition of infuse?
3. Can the students recall the gesture for bulwark?
4. Can anyone remember what word is synonymous with jaunty?
5. Can anyone summarize the events of the story for the class?
6. What would you do to protect yourself if you were being hunted by General Zaroff?

Guided Practice:

I will guide the students through the vocabulary view with questions about the definition or part of speech of the words. They must also provide examples and synonyms for the vocabulary words. We will make connections between the vocabulary words before their Word Masters Challenge on Wednesday, April 15, 2009. I will also help guide them with their reading by asking questions before, during, and after the short story to check for understanding. I will guide them and give them the supplies to apply their understanding of plot and event to a map and explanation of events. I will pass out the rest of the materials once the students have finished the story.

Closure:

I will remind the students to continue studying and they should write down their spectacular sentence on their smart cards or on a separate sheet of paper. This assignment is graded, so it is an easy A. The quiz will be on Wednesday, April 8, 2009. I will remind the students that grades are closing Thursday, so they should see Mrs. Campbell or I about their grade or if they feel they might be missing something.

Independent Practice:

The students should continue to study all of their Word Master Vocabulary words and write one spectacular sentence about a different word. There will be another class review on Tuesday.

Materials:

- WM Vocabulary smart cards/ notes
- Utensils
- Lollipops
- "The Most Dangerous Game"
- Three Day Game worksheet

Durations: The duration of this lesson is 42 minutes.

Name: Kourtney Lipka
Class Year: 7th Grade English
Class Level: Heterogeneous
Length of Class Period: 4; 42 minutes
Class Size: 21 Students

Wednesday, April 1, 2009

I. Context: The students and I have been studying grammar and vocabulary in the context of literature. We have been working on a Word Master's challenge, which are twenty-five vocabulary words that we have split into two parts. The students had a quiz last Tuesday, March 27, 2009 on the first set of twelve words and COPS grammar (capitalization, organization, punctuation, and spelling). We have graduated to the second set of thirteen words and we are working with commas with a neat acronym I found, AS I WAIT. We have been reading "The Most Dangerous Game" to look at sentence variety and comma usage. For the students' final project, they will draw out a map of the Island and mark out the chase, including the things they would do to survive being hunted by General Zaroff given the same circumstances. The students should apply what they know about comma usage during these writing activities. From here we will be learning about sentence diagramming to strengthen and reinforce their vocabulary, knowledge of parts of speech, and practicing thinking analytically.

II. Plan For The Day:

- a. Rationale:** The students will encounter writing and reading in many of the activities that they do. Filling out job applications will require reading, strong use of vocabulary, and some writing. Persuasive writing is an expression of ones ideas on papers—why should we hire you? Writing effectively could land them the job over another who does not exhibit these skills.
- b. Goals and Objectives:** Students will review their homework on non-essential clauses and phrases since we have finished "S" commas and work with a partner to understand their mistakes. Students will persuade the class by writing a prompt about the issues of hunting and hunters vs. hunted. Students must reason their answer and use the text to show evidence. Students from opposing sides will share their views with the class. Students will continue reading "The Most Dangerous Game" until the end of class.
- c. Materials:** Students will need their Comma worksheets, smart cards, a utensil, "The Most Dangerous Game" (40 copies), and a piece of paper for the writing prompt.
- d. Activities/ Procedures:**
 1. After I take attendance, go over the agenda, and the students write their homework in their planner, I will ask them to take out their smart cards and "S" comma sentences from homework for last night. They will also need a utensil. The students should put everything else underneath their desk. (3-5 minutes).
 2. I will hand back to the students their worksheet on "A" and "S" commas (AS I WAIT), which I have collected and graded as homework grade for effort. I will ask the students to look over their paper and work with a partner to understand which mistakes they made. They should review which information is essential and which information is non-essential and why. (5 minutes).
 3. Each student will receive a piece of lined paper for a writing prompt exercise. I will go over the two writing prompts and the students must write in their best penmanship, paying close attention to COPS and comma usage, for fifteen to twenty minutes. They must use persuasive language full of reason and use of supporting details from the text. The

persuasive paragraph should be about seven to ten sentences. The two writing prompts will be typed and pinned to the front of my desk so the students can view them from their seats. This is a silent activity. (15-20 minutes).

4. Students who chose may read their persuasive prompt aloud to the class. I am looking for volunteers who have picked opposite sides of each writing prompt. We will discuss these issues as a class if the class feels inclined to express their opinions orally. **While the students are writing, I will be checking their four Word Master vocabulary words on Smart Cards and their "S" comma sentences from last night's homework.** (5-10 minutes).

5. If there is anytime left, the students and I will continue to read "The Most Dangerous Game."

- e. **Closure:** The students should turn in their writing prompts to me at the end of class. I will remind the students of the homework for tonight. *They should have finished all of their smart cards by tomorrow.* The students need to take the responsibility for studying their words. There will be a quiz on the second part of the Word Masters Vocabulary next week. The students should also check in to make sure all of their work is up to date because grades are closing next week. Finally, I have put the quiz grades up from the last Word Master/COPS assessment and they are on the Parent Portal. I will not hand back the test until all of the students have taken the examination.

- f. **Inclusion:** All students will be able to participate in activities and procedures.

- II. **Follow-up:** On Thursday, I will have a class review of the words and ask students to come up with gesture as a way to remember the words. We will play a game of memory with the gestures. We will continue with AS I WAIT commas working with "I" introductory clauses.

- III. **Assessment:** I will read the writing prompts and give feedback, so the students can use this prompt in the final writing assignment associated with "The Most Dangerous Game."

IV. State Standards Two:

Students will demonstrate the interest and ability to write effectively for a variety of purposes and audiences. Students will analyze the progress of their writing independently and in collaboration with others. The students will demonstrate through their writing that they know how to spell commonly used words and can apply rules of grammar (for example: capitalization, organization, punctuation including proper comma usage); the students have been tested on this prior to the unit so repetition will help them write sentences in a variety of different ways.

KSC Clinical Observation Form

Candidate Kourtney Lipka
 Observer DARIN LEBEL
 Date: 4/1/09

School KEENE MIDDLE SCHOOL
 Grade/Class 7

Comments

I. Planning and Preparing for Instruction

- A. Knowledge of Students and School Context 3
 B. Knowledge of Content and Associated Pedagogy 2
 C. Instructional Goals/Activities/ Assessments/Learning Outcomes 2

STARTED CLASS PROMPTLY. A WELL-ORGANIZED AND COMPREHENSIVE LESSON PLAN, GOALS MATCH ASSESSMENTS.

CLASS AGENDA VISIBLE ON BOARD AT BEGINNING OF CLASS. HAD STUDENTS WRITE HOMEWORK IN THEIR PLANNERS - A BEST PRACTICE.

II. Creating a Positive Learning Environment

- A. Respect/Rapport 3
 B. Managing Routines and Procedures 3
 C. Managing Student Behavior 2

REVIEWED STUDENT HOMEWORK AS THEY WORKED WITH PARTNERS. GOOD SITUATIONAL AWARENESS - MONITORED AND ADDRESSED STUDENT ATTENTION TO THE TASKS AT HAND.

STUDENTS WORKED DILIGENTLY AND QUIETLY ON THE WRITING PROMPT, AS REQUIRED. HERE, TOO, YOU MONITORED ABOUT THE CLASS CHECKING FOR UNDERSTANDING.

III. Instruction

- A. Activating and Maintaining Engagement 2
 B. Flexibility/Responsiveness 3
 C. Activities 3
 D. Pacing and Timing 3

NOTED YOUR SMOOTH TRANSITIONS BETWEEN ACTIVITIES. TIME ON TASK EVIDENT. TEACHING "BELL-TO-BELL."

NOTED MORE SITUATIONAL AWARENESS - "WE ARE PICKED ON JENNY, PLEASE!"

IV. Professional Responsibility

- A. Clear and Accurate Communication with All Audiences 2
 B. Professional Interactions and Pursuit of Professional Development N/O
 C. Use of Technology N/O
 D. Reflective Practice 3

CONCEPT OF SAYING "OK" BEGINNING TO BE HABITUAL.

QUESTIONS WHY BOYS AND GIRLS SEPARATED?

HARD TO GET THE DISCUSSION ON THEIR POSITION STARTED, BUT YOU STAYED WITH IT, AND DISCUSSION BEGAN.

"LET'S HEAR FROM SOMEONE WHO WE HAVEN'T HEARD FROM."

Signature of Teacher Candidate (following conference)
Kourtney Lipka

Field placement: ☐ Methods/Practicum
 (check one) ☒ Student Teaching/Internship

Signature of Observer (following conference)
D. Lebel

(check one) ☐ Cooperating/Mentor Teacher
☐ Methods/Practicum Instructor ☒ College Supervisor
☐ Site Supervisor ☐ Other Course Instructor
☐ Other Professional Educator (please describe)

Key: 1=Needs Improvement 3=Exceeds Expectations
 2=Meets Expectations N/O=Not Observed

EFFECTIVE CLOSE TO THE LESSON - GOOD CLASSROOM MANAGEMENT.

Class: 7th Grade English
Heterogeneous
Periods: 5,6, and 8

Unit: AS I WAIT COMMAS

Teacher: Kourtney Lipka

Objectives: Students will review and restudy for their Word Master Vocabulary quiz. Students will begin to make connections between the vocabulary words for the Word Master's Challenge on Thursday. Students will also review and study for their comma quiz on Wednesday.

Standards: Students will develop the ability to examine, adjust, and extend their level of comprehension by combining what they already know with what is new in what they read and their knowledge of both language and the context in which language is used. **R-7-3:** Selecting appropriate words or explaining the use of words in context, including content specific vocabulary, words with multiple meanings, or precise vocabulary.

Anticipatory Set:

Focus:

To focus the students' attention after I take attendance and they write in their planners, I will give them a D.O.L (Daily Oral Language) including some of the grammar components we went over: spelling, using the right word, comma usage, etc. This will help them practice for their comma quiz on Wednesday. We will go over the answers as a class on the overhead.

Advanced Organizers:

In an effort to help the students become more organized, we are having many of them retake the Word Master's Vocabulary quiz before this Friday. We do not want to have any pending retake quizzes after vacation because the chance they will study, stay organized, and remember the information of the quiz will diminish once they are on vacation. We will go over the original document as a class and correct any errors. The students may use this as their guide for the make-up quiz. This requires that the students show initiative and use time management skills.

Extended Understanding:

The Word Masters Challenge on Wednesday, April 15, 2009, will be an extension of their learning. The challenge is a list of analogies that connect each of the words. We have already begun to make connections between the words that are synonymous as well as antonymous. We have done this for both sets of words. Tomorrow we will use the word wall to make connections from one word to another using string to help kinesthetic learners visualize the connections between the words.

Teaching:

Input:

I will ask the students questions about each of their vocabulary words while we are reviewing/correcting the original test. I will ask them why this particular or specific vocabulary word works best here instead of the others.

Modeling:

CLASS: 7th Grade English
Heterogeneous
Periods 5,6, and 8th

UNIT: Wordmaster's Vocabulary Unit

TEACHER: Kourtney Lipka

OBJECTIVES: Students will show their understanding of Wordmaster's Vocabulary for a quiz on Friday by reading certain short stories from their Prentice Hall Literature book to make connections to vocabulary, grammar, and sentence variety. The students will show their appreciation for the Colonial Theatre's wonderful performance of the Mayhem Poets by making cards for the poets and the theatre.

STATE STANDARD: Students will demonstrate the interest and ability to read age-appropriate materials fluently, with understanding and appreciation by reading short stories from their Prentice Hall Literature book to learn vocabulary, components of grammar within sentence structures and variety.

ANTICIPATORY SET:

FOCUS ATTENTION:

To focus the students' attention, I will ask them to think about spring and things that remind them of springs since it is fast approaching. We will begin to talk about hummingbirds and how they represent spring. Did you know that hummingbirds could beat their wings up to fifty times per second?

ADVANCED ORGANIZING:

The students and I will read the story as a class, "The Hummingbird That Lived Through Winter" and go through the Critical Thinking questions to see that the students can interpret the meaning of the story. During the short story, the students and I will look at sentence construction, vocabulary, and grammatical structure. I will point out on the overhead places where there is proper capitalization, punctuation, and spelling.

EXTENDED UNDERSTANDING:

I also want to begin looking at comma usage on the overhead because I have noticed during the ABC Fairytales that the students are sometimes are confused about where to place commas in a sentence. The students will have a quiz where they will be filling in vocabulary words and correcting sentences on Friday.

TEACHING:

INPUT:

The students will also be working on a Wordmaster's Vocabulary unit so I will provide the students with the twelve vocabulary words and a packet with smart cards. There is a more in depth way to learn vocabulary words, which Patrice and I learned from the "Key Three"

CHANGE OF PLANS

* * *

Day 6 SOLO TEACHING

Goals/Objectives:

Students will understand how to use commas to separate items in a series, specifically with words, phrases, and clauses. Students will understand that commas are used to separate two or more adjectives that come before a noun.

Texts/ Materials:

- Prentice Hall Literature book
- Holt Handbook
- Students' ABC Fairytale
- Comma Handout
- Smart cards packet
- Wordmaster Words

Procedures/Activities:

1. After I take attendance and the students write in their planners, I will pass out the new words for their next Wordmaster's challenge and the new smart card packets. We will go over the words briefly so they understand their homework. (5-7 minutes).
2. I will go over the rules of commas that separate items in a series. We will look at sentences with words in a series, phrases in a series, and clauses in a series. We will also practice with some of the sentences in the Holt Handbook. (15-20 minutes).
3. We will also read a short story. I will make a copy of the first page on the overhead and we will look for commas that separate items in a series. The students will also have a class discussion to see that they comprehend the basic elements of the story. (20 minutes).

Homework:

For homework, the students will complete the first four words on their Words master's list for homework on smart cards.

Closure:

I will tell the students tomorrow we will go over the smart cards in class. We will then begin more review on commas and I will hand them out the rubric for their final assessment for the comma unit.

* * *

Day 7

Goals/Objectives:

Students will review and check vocabulary words for comprehension. Students will demonstrate understanding by reviewing comma usage before coordinating conjunctions. Students will also understand that commas set off an expression that interrupts a sentence. Students will understand commas that set off nonessential participial phrases and nonessential subordinate clauses, and commas that set off nonessential appositives and nonessential appositive phrases.

Texts/ Materials:

- Prentice Hall Literature book
- Holt Handbook
- Students' ABC Fairytale
- Comma Handout
- Smart cards packet
- Wordmaster Words

Activities/ Procedures:

1. After I take attendance and the students write in their planners, we will review their homework last night, which were the Word Master's challenge words. They were to complete four words on smart cards before class today. We will go over the words briefly so they understand their homework. (5-7 minutes).
2. I will hand out the rubric for the final assessment, which is a project based on each of the comma usage rules we are learning in class. They must as a group present the basics of the rules, provide examples, and create an activity for the class. We will go over this rubric in class. The teams will be predetermined. (5 minutes).
3. We will review comma usage before coordinating conjunctions when it joins independent clauses in a compound sentence, and commas that set off an expression that interrupts a sentence. We will use the Holt Handbook to go over examples and review some questions. (20 minutes).
4. We will look at a students' ABC Fairytale on the overhead to mark it for commas based on the knowledge the students have gained. (10 minutes).
5. If there is time, the students will have time to start their smart cards. (7 minutes).

Homework:

For homework, the students will complete the second four words on their Wordsmaster's list for homework on smart cards.

Closure:

I will tell the students tomorrow we will go over the smart cards in class. We will then begin more review on commas and we will play a review game in class.

* * *

Day 8

Goals/Objectives:

Students will review and check the vocabulary words for comprehension. The students will also review the last two days' rules on comma usage. Students will demonstrate understanding of commas that set off an expression that interrupts a sentence, specifically commas that set off words that are used in direct address, that set off parenthetical expressions, that set off certain introductory elements, and commas that set off mild exclamations such as yes, no, well, or why at the beginning of a sentence.

Texts/ Materials:

- Prentice Hall Literature book
- Holt Handbook
- Students' ABC Fairytale
- Comma Handout
- Smart cards packet
- Wordmaster Words

Activities/ Procedures:

1. After I take attendance and the students write in their planners, we will review their homework last night, which were the Wordmaster's challenge words. They were to complete four words on smart cards before class today. We will go over the words briefly so they understand their homework. (5-7 minutes).
2. We will continue to review comma usage that separates items in a series and comma usage that set off an expression that interrupts a sentence. We will use the Holt Handbook to go over examples and review some example questions from the book. (10 minutes).
3. We will go over some examples in the Holt Handbook of commas that set off words that are used in direct address, that set off parenthetical expressions, that set off certain introductory elements, and commas that set off mild exclamations such as yes, no, well, or why at the beginning of a sentence. (20 minutes).
4. The students will have a chance to play a review game. In teams the students must find words on pieces of construction paper to create a sentence and use proper punctuation. They can use the punctuation from the construction paper or mold themselves into human commas. (5-7 minutes).

Homework:

For homework, the students will complete the last four words on their Wordsmaster's list for homework on smart cards. The students must also write six sentences, one for each of the rules we have gone over so far.

Closure:

The students should enjoy the weekend and work hard on their homework. The quiz on the Wordmaster's challenge words will be on Tuesday of next week. We will continue comma usage for three more days, and the students will have class time to get their presentation ready before presentations on Friday.

* * *

Day 9**Goals/Objectives:**

Students will review for the Word Master's Challenge vocabulary words in preparation for their second quiz. We will also work on reviewing words from the previous week to check for comprehension.

Texts/ Materials:

- Prentice Hall Literature book
- Holt Handbook
- Students' ABC Fairytale
- Comma Handout
- Smart cards packet
- Wordmaster Words

Activities/Procedures:

1. After I take attendance and the students write in their planner, I will explain the format of the quiz tomorrow. The format of the quiz will be fill-in the blank with a word bank at the top. It will involve some of the words from the previous week. There will also be some extra credit words from the previous week. I will ask if the students have any questions before we continue. (5 minutes).
2. We will play a review game of the students' choice that we have played before: Cash Cab, Jeopardy, Pin The Tail On The Donkey, Scrabble, etc. If the game does not work we will simply review the way we have been reviewing during class in the morning. (20-25 minutes).
3. I will also give the students time to test each other in partners or practice writing sentences and definitions as a class on the overhead. Or the students have the

choice to work in groups on their project for Friday on comma usage rules. (10-15 minutes).

Homework:

For homework, the students should study for their quiz on the Word Master's Challenge words.

Closure:

I will tell the students that they may take the quiz at the beginning of class. If they finish early, they should read silently or work on other homework. When the class has finished, and if there is enough time, the students and I will continue comma usage skills tomorrow after the quiz.

* * *

Day 10

Goals/Objectives:

Students will understand comma usage, specifically comma use after introductory participial phrases and commas used after an introductory prepositional phrases and adverb clauses.

Texts/ Materials:

- Prentice Hall Literature book
- Holt Handbook
- Students' ABC Fairytale
- Comma Handout
- Smart cards packet
- Wordmaster Words

Activities/Procedures:

1. After I take attendance and the students write in their planner, I will give the students the exam on Word Masters Challenge vocabulary words. The format of the quiz will be fill-in the blank with a word bank at the top. It will involve some of the words from the previous week. There will also be some extra credit words from the previous week. I will ask if the students have any questions before we continue. They will have a few minutes to study. (5 minutes).
2. The students will take the Word Masters vocabulary quiz. (20-25 minutes).

3. The students will silently read a short story by O. Henry, "After Twenty Years." If there is time, we will have a class discussion about their reading. This is a quiet activity so the students who need to take their time on the quiz may do so. Students' work at different rates and it is important to give them the time they need to complete the quiz.

Homework: There will be no homework after the quiz.

Closure: We will continue with our work with comma usage and the students will have some time to work in groups on their comma project. They must make a poster and plan a presentation of their comma rule to the class.

The Most Dangerous Game

by Richard Connell

"OFF THERE to the right--somewhere--is a large island," said Whitney. "It's rather a mystery--"

"What island is it?" Rainsford asked.

"The old charts call it 'Ship-Trap Island,'" Whitney replied. "A suggestive name, isn't it? Sailors have a curious dread of the place. I don't know why. Some superstition--"

palpable
(✓) "Can't see it," remarked Rainsford, trying to peer through the dank tropical night that was palpable as it pressed its thick warm blackness in upon the yacht. *setting?*

"You've good eyes," said Whitney, with a laugh, "and I've seen you pick off a moose moving in the brown fall bush at four hundred yards, but even you can't see four miles or so through a moonless Caribbean night."

"Nor four yards," admitted Rainsford. "Ugh! It's like moist black velvet."

"It will be light enough in Rio," promised Whitney. "We should make it in a few days. I hope the jaguar guns have come from Purdey's. We should have some good hunting up the Amazon. Great sport, hunting."

"The best sport in the world," agreed Rainsford.

"For the hunter," amended Whitney. "Not for the jaguar."

"Don't talk rot, Whitney," said Rainsford. "You're a big-game hunter, not a philosopher. Who cares how a jaguar feels?"

"Perhaps the jaguar does," observed Whitney.

"Bah! They've no understanding."

"Even so, I rather think they understand one thing--fear. The fear of pain and the fear of death."

"Nonsense," laughed Rainsford. "This hot weather is making you soft, Whitney. Be a realist. The world is made up of two classes--the hunters and the huntees. Luckily, you and I are hunters. Do you think we've passed that island yet?" ** background info?*

"I can't tell in the dark. I hope so."

"Why?" asked Rainsford.

"The place has a reputation--a bad one."

"Cannibals?" suggested Rainsford.

"Hardly. Even cannibals wouldn't live in such a God-forsaken place. But it's gotten into sailor lore, somehow. Didn't you notice that the crew's nerves seemed a bit jumpy today?"

"They were a bit strange, now you mention it. Even Captain Nielsen--"

"Yes, even that tough-minded old Swede, who'd go up to the devil himself and ask him for a light. Those fishy blue eyes held a look I never saw there before. All I could get out of him was 'This place has an evil name among seafaring men, sir.' Then he said to me, very gravely, 'Don't you feel anything?'--as if the air about us was actually poisonous. Now, you mustn't laugh when I tell you this--I did feel something like a sudden chill.

"There was no breeze. The sea was as flat as a plate-glass window. We were drawing near the island then. What I felt was a--a mental chill; a sort of sudden dread."

"Pure imagination," said Rainsford.

"One superstitious sailor can taint the whole ship's company with his fear."

"Maybe. But sometimes I think sailors have an extra sense that tells them when they are in danger. Sometimes I think evil is a tangible thing--with wave lengths, just as sound and light have. An evil place can, so to speak, broadcast vibrations of evil. Anyhow, I'm glad we're getting out of this zone. Well, I think I'll turn in now, Rainsford."

"I'm not sleepy," said Rainsford. "I'm going to smoke another pipe up on the afterdeck."

"Good night, then, Rainsford. See you at breakfast."

"Right. Good night, Whitney."

There was no sound in the night as Rainsford sat there but the muffled throb of the engine that drove the yacht swiftly through the darkness, and the swish and ripple of the wash of the propeller.

Rainsford, reclining in a steamer chair, indolently puffed on his favorite brier. The sensuous drowsiness of the night was on him. "It's so dark," he thought, "that I could sleep without closing my eyes; the night would be my eyelids--"

An abrupt sound startled him. Off to the right he heard it, and his ears, expert in such matters, could not be mistaken. Again he heard the sound, and again. Somewhere, off in the blackness, someone had fired a gun three times.

Rainsford sprang up and moved quickly to the rail, mystified. He strained his eyes in the direction from which the reports had come, but it was like trying to see through a blanket. He leaped upon the rail and balanced himself there, to get greater elevation; his pipe, striking a rope, was knocked from his mouth. He lunged for it; a short, hoarse cry came from his lips as he realized he had reached too far and had lost his balance. The cry was pinched off short as the blood-warm waters of the Caribbean Sea dosed over his head.

He struggled up to the surface and tried to cry out, but the wash from the speeding yacht slapped him in the face and the salt water in his open mouth made him gag and strangle.

Desperately he struck out with strong strokes after the receding lights of the yacht, but he stopped before he had swum fifty feet. A certain coolheadedness had come to him; it was not the first time he had been in a tight place. There was a chance that his cries could be heard by someone aboard the yacht, but that chance was slender and grew more slender as the yacht raced on. He wrestled himself out of his clothes and shouted with all his power. The lights of the yacht became faint and ever-vanishing fireflies; then they were blotted out entirely by the night.

Rainsford remembered the shots. They had come from the right, and doggedly he swam in that direction, swimming with slow, deliberate strokes, conserving his strength. For a seemingly endless time he fought the sea. He began to count his strokes; he could do possibly a hundred more and then--

Rainsford heard a sound. It came out of the darkness, a high screaming sound, the sound of an animal in an extremity of anguish and terror.

He did not recognize the animal that made the sound; he did not try to; with fresh vitality he swam toward the sound. He heard it again; then it was cut short by another noise, crisp, staccato. *shortened / detached notes*

"Pistol shot," muttered Rainsford, swimming on.

Ten minutes of determined effort brought another sound to his ears--the most welcome he had ever heard--the muttering and growling of the sea breaking on a rocky shore. He was almost on the rocks before he saw them; on a night less calm he would have been shattered against them. With his remaining strength he dragged himself from the swirling waters. Jagged crags appeared to jut up into the opaqueness; *dark water* he forced himself upward, hand over hand. Gasping, his hands raw, he reached a flat place at the top. Dense jungle came down to the very edge of the cliffs. What perils that tangle of trees and underbrush might hold for him did not concern Rainsford just then. All he knew was that he was safe from his enemy, the sea, and that utter weariness was on him. He flung himself down at the jungle edge and tumbled headlong into the deepest sleep of his life.

When he opened his eyes he knew from the position of the sun that it was late in the afternoon. Sleep had given him new vigor; a sharp hunger was picking at him. He looked about him, almost cheerfully.

"Where there are pistol shots, there are men. Where there are men, there is food," he thought. But what kind of men, he wondered, in so forbidding a place? An unbroken front of snarled and ragged jungle fringed the shore.

He saw no sign of a trail through the closely knit web of weeds and trees; it was easier to go along the shore, and Rainsford floundered along by the water. Not far from where he landed, he stopped.

Some wounded thing--by the evidence, a large animal--had thrashed about in the underbrush; the jungle weeds were crushed down and the moss was lacerated; one patch of weeds was stained crimson. A small, glittering object not far away caught Rainsford's eye and he picked it up. It was an empty cartridge.

"A twenty-two," he remarked. "That's odd. It must have been a fairly large animal too. The hunter had his nerve with him to tackle it with a light gun. It's clear that the brute put up a fight. I suppose the first three shots I heard was when the hunter flushed his quarry and wounded it. The last shot was when he trailed it here and finished it."

He examined the ground closely and found what he had hoped to find--the print of hunting boots. They pointed along the cliff in the direction he had been going. Eagerly he hurried along, now slipping on a rotten log or a loose stone, but making headway; night was beginning to settle down on the island.

Bleak darkness was blacking out the sea and jungle when Rainsford sighted the lights. He came upon them as he turned a crook in the coast line; and his first thought was that he had come upon a village, for there were many lights. But as he forged along he saw to his great astonishment that all the lights were in one enormous building--a lofty structure with pointed towers plunging upward into the gloom. His eyes made out the shadowy outlines of a palatial chateau; it was set on a high bluff, and on three sides of it cliffs dived down to where the sea licked greedy lips in the shadows.

mirage
statue
to the park

"Mirage," thought Rainsford. But it was no mirage, he found, when he opened the tall spiked iron gate. The stone steps were real enough; the massive door with a leering gargoyle for a knocker was real enough; yet above it all hung an air of unreality.

He lifted the knocker, and it creaked up stiffly, as if it had never before been used. He let it fall, and it startled him with its booming loudness. He thought he heard steps within; the door remained closed. Again Rainsford lifted the heavy knocker, and let it fall. The door opened then--opened as suddenly as if it were on a spring--and Rainsford stood blinking in the river of glaring gold light that poured out. The first thing Rainsford's eyes discerned was the largest man Rainsford had ever seen--a gigantic creature, solidly made and black bearded to the waist. In his hand the man held a long-barreled revolver, and he was pointing it straight at Rainsford's heart.

Out of the snarl of beard two small eyes regarded Rainsford.

"Don't be alarmed," said Rainsford, with a smile which he hoped was disarming. "I'm no robber. I fell off a yacht. My name is Sanger Rainsford of New York City."

The menacing look in the eyes did not change. The revolver pointing as rigidly as if the giant were a statue. He gave no sign that he understood Rainsford's words, or that he had even heard them. He was dressed in uniform--a black uniform trimmed with gray astrakhan.

astrakhan
knap
faber
from
ASTORHO

"I'm Sanger Rainsford of New York," Rainsford began again. "I fell off a yacht. I am hungry."

The man's only answer was to raise with his thumb the hammer of his revolver. Then Rainsford saw the man's free hand go to his forehead in a military salute, and he saw him click his heels together and stand at attention. Another man was coming down the broad marble steps, an erect, slender man in evening clothes. He advanced to Rainsford and held out his hand.

In a cultivated voice marked by a slight accent that gave it added precision and deliberateness, he said, "It is a very great pleasure and honor to welcome Mr. Sanger Rainsford, the celebrated hunter, to my home."

Automatically Rainsford shook the man's hand.

"I've read your book about hunting snow leopards in Tibet, you see," explained the man. "I am General Zaroff."

Rainsford's first impression was that the man was singularly handsome; his second was that there was an original, almost bizarre quality about the general's face. He was a tall man past middle age, for his hair was a vivid white; but his thick eyebrows and pointed military mustache were as black as the night from which Rainsford had come. His eyes, too, were black and very bright. He had high cheekbones, a sharp nose, a spare, dark face--the face of a man used to giving orders, the face of an aristocrat. Turning to the giant in uniform, the general made a sign. The giant put away his pistol, saluted, withdrew.

* "Ivan is an incredibly strong fellow," remarked the general, "but he has the misfortune to be deaf and dumb. A simple fellow, but, I'm afraid, like all his race, a bit of a savage."

"Is he Russian?"

"He is a Cossack," said the general, and his smile showed red lips and pointed teeth. "So am I."

"Come," he said, "we shouldn't be chatting here. We can talk later. Now you want clothes, food, rest. You shall have them. This is a most-restful spot."

Ivan had reappeared, and the general spoke to him with lips that moved but gave forth no sound.

"Follow Ivan, if you please, Mr. Rainsford," said the general. "I was about to have my dinner when you came. I'll wait for you. You'll find that my clothes will fit you, I think."

It was to a huge, beam-ceilinged bedroom with a canopied bed big enough for six men that Rainsford followed the silent giant. Ivan laid out an evening suit, and Rainsford, as he put it on, noticed that it came from a London tailor who ordinarily cut and sewed for none below the rank of duke.

The dining room to which Ivan conducted him was in many ways remarkable. There was a medieval magnificence about it; it suggested a baronial hall of feudal times with its oaken panels, its high ceiling, its vast refectory tables where twoscore men could sit down to eat. About the hall were mounted heads of many animals--lions, tigers, elephants, moose, bears; larger or more perfect specimens Rainsford had never seen. At the great table the general was sitting, alone.

"You'll have a cocktail, Mr. Rainsford," he suggested. The cocktail was surpassingly good; and, Rainsford noted, the table appointments were of the finest--the linen, the crystal, the silver, the china.

They were eating *borsch*, the rich, red soup with whipped cream so dear to Russian palates. Half apologetically General Zaroff said, "We do our best to preserve the amenities of civilization here. Please forgive any lapses. We are well off the beaten track, you know. Do you think the champagne has suffered from its long ocean trip?"

"Not in the least," declared Rainsford. He was finding the general a most thoughtful and affable host, a true cosmopolite. But there was one small trait of the general's that made Rainsford uncomfortable. Whenever he looked up from his plate he found the general studying him, appraising him narrowly.

"Perhaps," said General Zaroff, "you were surprised that I recognized your name. You see, I read all books on hunting published in English, French, and Russian. I have but one passion in my life, Mr. Rainsford, and it is the hunt."

"You have some wonderful heads here," said Rainsford as he ate a particularly well-cooked *filet mignon*. "That Cape buffalo is the largest I ever saw."

"Oh, that fellow. Yes, he was a monster."

"Did he charge you?"

"Hurled me against a tree," said the general. "Fractured my skull. But I got the brute."

"I've always thought," said Rainsford, "that the Cape buffalo is the most dangerous of all big game."

For a moment the general did not reply; he was smiling his curious red-lipped smile. Then he said slowly, "No. You are wrong, sir. The Cape buffalo is not the most dangerous big game." He sipped his wine. "Here in my preserve on this island," he said in the same slow tone, "I hunt more dangerous game."

Rainsford expressed his surprise. "Is there big game on this island?"

The general nodded. "The biggest."

"Really?"

"Oh, it isn't here naturally, of course. I have to stock the island."

"What have you imported, general?" Rainsford asked. "Tigers?"

The general smiled. "No," he said. "Hunting tigers ceased to interest me some years ago. I exhausted their possibilities, you see. No thrill left in tigers, no real danger. I live for danger, Mr. Rainsford."

The general took from his pocket a gold cigarette case and offered his guest a long black cigarette with a silver tip; it was perfumed and gave off a smell like incense.

"We will have some capital hunting, you and I," said the general. "I shall be most glad to have your society."

"But what game--" began Rainsford.

"I'll tell you," said the general. "You will be amused, I know. I think I may say, in all modesty, that I have done a rare thing. I have invented a new sensation. May I pour you another glass of port?"

"Thank you, general."

The general filled both glasses, and said, "God makes some men poets. Some He makes kings, some beggars. Me He made a hunter. My hand was made for the trigger, my father said. He was a very rich man with a quarter of a million acres in the Crimea, and he was an ardent sportsman. When I was only five years old he gave me a little gun, specially made in Moscow for me, to shoot sparrows with. When I shot some of his prize turkeys with it, he did not punish me; he complimented me on my marksmanship. I killed my first bear in the Caucasus when I was ten. My whole life has been one prolonged hunt. I went into the army--it was expected of noblemen's sons--and for a time commanded a division of Cossack cavalry, but my real interest was always the hunt. I have hunted every kind of game in every land. It would be impossible for me to tell you how many animals I have killed."

The general puffed at his cigarette.

"After the debacle in Russia I left the country, for it was imprudent for an officer of the Czar to stay there. Many noble Russians lost everything. I, luckily, had invested heavily in American securities, so I shall never have to open a tearoom in Monte Carlo or drive a taxi in Paris. Naturally, I continued to hunt--grizzliest in your Rockies, crocodiles in the Ganges, rhinoceroses in East Africa. It was in Africa that the Cape buffalo hit me and laid me up for six months. As soon as I recovered I started for the Amazon to hunt jaguars, for I had heard they were unusually cunning. They weren't." The Cossack sighed. "They were no match at all for a hunter with his wits about him, and a high-powered rifle. I was bitterly disappointed. I was lying in my tent with a splitting headache one night when a terrible thought pushed its way into my mind. Hunting was beginning to bore me! And hunting, remember, had been my life. I have heard that in America businessmen often go to pieces when they give up the business that has been their life."

"Yes, that's so," said Rainsford.

The general smiled. "I had no wish to go to pieces," he said. "I must do something. Now, mine is an analytical mind, Mr. Rainsford. Doubtless that is why I enjoy the problems of the chase."

"No doubt, General Zaroff."

"So," continued the general, "I asked myself why the hunt no longer fascinated me. You are much younger than I am, Mr. Rainsford, and have not hunted as much, but you perhaps can guess the answer."

"What was it?"

"Simply this: hunting had ceased to be what you call 'a sporting proposition.' It had become too easy. I always got my quarry. Always. There is no greater bore than perfection."

The general lit a fresh cigarette.

"No animal had a chance with me any more. That is no boast; it is a mathematical certainty. The animal had nothing but his legs and his instinct. Instinct is no match for reason. When I thought of this it was a tragic moment for me, I can tell you."

Rainsford leaned across the table, absorbed in what his host was saying.

"It came to me as an inspiration what I must do," the general went on.

"And that was?"

The general smiled the quiet smile of one who has faced an obstacle and surmounted it with success. "I had to invent a new animal to hunt," he said.

"A new animal? You're joking." "Not at all," said the general. "I never joke about hunting. I needed a new animal. I found one. So I bought this island built this house, and here I do my hunting. The island is perfect for my purposes--there are jungles with a maze of traits in them, hills, swamps--"

"But the animal, General Zaroff?"

"Oh," said the general, "it supplies me with the most exciting hunting in the world. No other hunting compares with it for an instant. Every day I hunt, and I never grow bored now, for I have a quarry with which I can match my wits."

Rainsford's bewilderment showed in his face.

"I wanted the ideal animal to hunt," explained the general. "So I said, 'What are the attributes of an ideal quarry?' And the answer was, of course, 'It must have courage, cunning, and, above all, it must be able to reason.'"

"But no animal can reason," objected Rainsford.

"My dear fellow," said the general, "there is one that can."

"But you can't mean--" gasped Rainsford.

"And why not?"

"I can't believe you are serious, General Zaroff. This is a grisly joke."

"Why should I not be serious? I am speaking of hunting."

"Hunting? Great Guns, General Zaroff, what you speak of is murder."

The general laughed with entire good nature. He regarded Rainsford quizzically. "I refuse to believe that so modern and civilized a young man as you seem to be harbors romantic ideas about the value of human life. Surely your experiences in the war--"

"Did not make me condone cold-blooded murder," finished Rainsford stiffly.

Laughter shook the general. "How extraordinarily droll you are!" he said. "One does not expect nowadays to find a young man of the educated class, even in America, with such a naive, and, if I may say so, mid-Victorian point of view. It's like finding a snuffbox in a limousine. Ah, well, doubtless you had Puritan ancestors. So many Americans appear to have had. I'll wager you'll forget your notions when you go hunting with me. You've a genuine new thrill in store for you, Mr. Rainsford."

"Thank you, I'm a hunter, not a murderer."

"Dear me," said the general, quite unruffled, "again that unpleasant word. But I think I can show you that your scruples are quite ill founded."

"Yes?"

"Life is for the strong, to be lived by the strong, and, if needs be, taken by the strong. The weak of the world were put here to give the strong pleasure. I am strong. Why should I not use my gift? If I wish to hunt, why should I not? I hunt the scum of the earth: sailors from tramp ships--lassars, blacks, Chinese, whites, mongrels--a thoroughbred horse or hound is worth more than a score of them."

"But they are men," said Rainsford hotly.

"Precisely," said the general. "That is why I use them. It gives me pleasure. They can reason, after a fashion. So they are dangerous."

"But where do you get them?"

The general's left eyelid fluttered down in a wink. "This island is called Ship Trap," he answered. "Sometimes an angry god of the high seas sends them to me. Sometimes, when Providence is not so kind, I help Providence a bit. Come to the window with me."

Rainsford went to the window and looked out toward the sea.

"Watch! Out there!" exclaimed the general, pointing into the night. Rainsford's eyes saw only blackness, and then, as the general pressed a button, far out to sea Rainsford saw the flash of lights.

The general chuckled. "They indicate a channel," he said, "where there's none; giant rocks with razor edges crouch like a sea monster with wide-open jaws. They can crush a ship as easily as I crush this nut." He dropped a walnut on the hardwood floor and brought his heel grinding down on it. "Oh, yes," he said, casually, as if in answer to a question, "I have electricity. We try to be civilized here."

"Civilized? And you shoot down men?"

A trace of anger was in the general's black eyes, but it was there for but a second; and he said, in his most pleasant manner, "Dear me, what a righteous young man you are! I assure you I do not do the thing you suggest. That would be barbarous. I treat these visitors with every

consideration. They get plenty of good food and exercise. They get into splendid physical condition. You shall see for yourself tomorrow."

"What do you mean?"

"We'll visit my training school," smiled the general. "It's in the cellar. I have about a dozen pupils down there now. They're from the Spanish bark *San Lucar* that had the bad luck to go on the rocks out there. A very inferior lot, I regret to say. Poor specimens and more accustomed to the deck than to the jungle." He raised his hand, and Ivan, who served as waiter, brought thick Turkish coffee. Rainsford, with an effort, held his tongue in check.

"It's a game, you see," pursued the general blandly. "I suggest to one of them that we go hunting. I give him a supply of food and an excellent hunting knife. I give him three hours' start. I am to follow, armed only with a pistol of the smallest caliber and range. If my quarry eludes me for three whole days, he wins the game. If I find him "--the general smiled--" he loses."

"Suppose he refuses to be hunted?"

"Oh," said the general, "I give him his option, of course. He need not play that game if he doesn't wish to. If he does not wish to hunt, I turn him over to Ivan. Ivan once had the honor of serving as official knouter to the Great White Czar, and he has his own ideas of sport. Invariably, Mr. Rainsford, invariably they choose the hunt."

"And if they win?"

The smile on the general's face widened. "To date I have not lost," he said. Then he added, hastily: "I don't wish you to think me a braggart, Mr. Rainsford. Many of them afford only the most elementary sort of problem. Occasionally I strike a tartar. One almost did win. I eventually had to use the dogs."

"The dogs?"

"This way, please. I'll show you."

The general steered Rainsford to a window. The lights from the windows sent a flickering illumination that made grotesque patterns on the courtyard below, and Rainsford could see moving about there a dozen or so huge black shapes; as they turned toward him, their eyes glittered greenly.

"A rather good lot, I think," observed the general. "They are let out at seven every night. If anyone should try to get into my house--or out of it--something extremely regrettable would occur to him." He hummed a snatch of song from the *Folies Bergere*.

"And now," said the general, "I want to show you my new collection of heads. Will you come with me to the library?"

"I hope," said Rainsford, "that you will excuse me tonight, General Zaroff. I'm really not feeling well."

"Ah, indeed?" the general inquired solicitously. "Well, I suppose that's only natural, after your long swim. You need a good, restful night's sleep. Tomorrow you'll feel like a new man, I'll wager. Then we'll hunt, eh? I've one rather promising prospect--" Rainsford was hurrying from the room.

"Sorry you can't go with me tonight," called the general. "I expect rather fair sport--a big, strong, black. He looks resourceful--Well, good night, Mr. Rainsford; I hope you have a good night's rest."

The bed was good, and the pajamas of the softest silk, and he was tired in every fiber of his being, but nevertheless Rainsford could not quiet his brain with the opiate of sleep. He lay, eyes wide open. Once he thought he heard stealthy steps in the corridor outside his room. He sought to throw open the door; it would not open. He went to the window and looked out. His room was high up in one of the towers. The lights of the chateau were out now, and it was dark and silent; but there was a fragment of ^{yellow} moon, and by its wan light he could see, dimly, the courtyard. There, weaving in and out in the pattern of shadow, were black, noiseless forms; the hounds heard him at the window and looked up, expectantly, with their green eyes. Rainsford went back to the bed and lay down. By many methods he tried to put himself to sleep. He had achieved a doze when, just as morning began to come, he heard, far off in the jungle, the faint report of a pistol.

General Zaroff did not appear ^{7 o'clock / concerned} until luncheon. He was dressed faultlessly in the tweeds of a country squire. He was solicitous about the state of Rainsford's health.

"As for me," sighed the general, "I do not feel so well. I am worried, Mr. Rainsford. Last night I detected traces of my old complaint."

To Rainsford's questioning glance the general said, "Ennui. Boredom."

Then, taking a second helping of *crêpes Suzette*, the general explained: "The hunting was not good last night. The fellow lost his head. He made a straight trail that offered no problems at all. That's the trouble with these sailors; they have dull brains to begin with, and they do not know how to get about in the woods. They do excessively stupid and obvious things. It's most annoying. Will you have another glass of *Chablis*, Mr. Rainsford?"

"General," said Rainsford firmly, "I wish to leave this island at once."

The general raised his thickets of eyebrows; he seemed hurt. "But, my dear fellow," the general protested, "you've only just come. You've had no hunting--"

"I wish to go today," said Rainsford. He saw the dead black eyes of the general on him, studying him. General Zaroff's face suddenly brightened.

He filled Rainsford's glass with venerable *Chablis* from a dusty bottle.

"Tonight," said the general, "we will hunt--you and I."

Rainsford shook his head. "No, general," he said. "I will not hunt."

The general shrugged his shoulders and delicately ate a hothouse grape. "As you wish, my friend," he said. "The choice rests entirely with you. But may I not venture to suggest that you will find my idea of sport more diverting than Ivan's?"

He nodded toward the corner to where the giant stood, scowling, his thick arms crossed on his hogshead of chest.

"You don't mean--" cried Rainsford.

"My dear fellow," said the general, "have I not told you I always mean what I say about hunting? This is really an inspiration. I drink to a foeman worthy of my steel--at last." The general raised his glass, but Rainsford sat staring at him.

"You'll find this game worth playing," the general said enthusiastically. "Your brain against mine. Your woodcraft against mine. Your strength and stamina against mine. Outdoor chess! And the stake is not without value, eh?"

"And if I win--" began Rainsford huskily.

"I'll cheerfully acknowledge myself defeat if I do not find you by midnight of the third day," said General Zaroff. "My sloop will place you on the mainland near a town." The general read what Rainsford was thinking.

"Oh, you can trust me," said the Cossack. "I will give you my word as a gentleman and a sportsman. Of course you, in turn, must agree to say nothing of your visit here."

"I'll agree to nothing of the kind," said Rainsford.

"Oh," said the general, "in that case--But why discuss that now? Three days hence we can discuss it over a bottle of *Veuve Cliquot*, unless--"

The general sipped his wine.

Then a businesslike air animated him. "Ivan," he said to Rainsford, "will supply you with hunting clothes, food, a knife. I suggest you wear moccasins; they leave a poorer trail. I suggest, too, that you avoid the big swamp in the southeast corner of the island. We call it Death Swamp. There's quicksand there. One foolish fellow tried it. The deplorable part of it was that Lazarus followed him. You can imagine my feelings, Mr. Rainsford. I loved Lazarus; he was the finest hound in my pack. Well, I must beg you to excuse me now. I always take a siesta after lunch. You'll hardly have time for a nap, I fear. You'll want to start, no doubt. I shall not follow till dusk. Hunting at night is so much more exciting than by day, don't you think? Au revoir, Mr. Rainsford, au revoir." General Zaroff, with a deep, courtly bow, strolled from the room.

From another door came Ivan. Under one arm he carried khaki hunting clothes, a haversack of food, a leather sheath containing a long-bladed hunting knife; his right hand rested on a cocked revolver thrust in the crimson sash about his waist.

Rainsford had fought his way through the bush for two hours. "I must keep my nerve. I must keep my nerve," he said through tight teeth.

He had not been entirely clearheaded when the chateau gates snapped shut behind him. His whole idea at first was to put distance between himself and General Zaroff; and, to this end, he had plunged along, spurred on by the sharp rowers of something very like panic. Now he had got a grip on himself, had stopped, and was taking stock of himself and the situation. He saw that straight flight was futile; inevitably it would bring him face to face with the sea. He was in a picture with a frame of water, and his operations, clearly, must take place within that frame.

- ineffective, useless
- following instructions
"I'll give him a trail to follow," muttered Rainsford, and he struck off from the rude path he had been following into the trackless wilderness. He executed a series of intricate loops; he doubled on his trail again and again, recalling all the lore of the fox hunt, and all the dodges of the fox. Night found him leg-weary, with hands and face lashed by the branches, on a thickly wooded ridge. He knew it would be insane to blunder on through the dark, even if he had the strength. His need for rest was imperative and he thought, "I have played the fox, now I must play the cat of the fable." A big tree with a thick trunk and outspread branches was near by, and, taking care to leave not the slightest mark, he climbed up into the crotch, and, stretching out on one of the broad limbs, after a fashion, rested. Rest brought him new confidence and almost a feeling of security. Even so zealous a hunter as General Zaroff could not trace him there, he told himself; only the devil himself could follow that complicated trail through the jungle after dark. But perhaps the general was a devil--

- devoted, diligent
An apprehensive night crawled slowly by like a wounded snake and sleep did not visit Rainsford, although the silence of a dead world was on the jungle. Toward morning when a dingy gray was varnishing the sky, the cry of some startled bird focused Rainsford's attention in that direction. Something was coming through the bush, coming slowly, carefully, coming by the same winding way Rainsford had come. He flattened himself down on the limb and, through a screen of leaves almost as thick as tapestry, he watched. . . . That which was approaching was a man.

It was General Zaroff. He made his way along with his eyes fixed in utmost concentration on the ground before him. He paused, almost beneath the tree, dropped to his knees and studied the ground. Rainsford's impulse was to hurl himself down like a panther, but he saw that the general's right hand held something metallic--a small automatic pistol.

The hunter shook his head several times, as if he were puzzled. Then he straightened up and took from his case one of his black cigarettes; its pungent incenselike smoke floated up to Rainsford's nostrils.

Rainsford held his breath. The general's eyes had left the ground and were traveling inch by inch up the tree. Rainsford froze there, every muscle tensed for a spring. But the sharp eyes the hunter stopped before they reached the limb where Rainsford lay; a smile spread over his brown face. Very deliberately he blew a smoke ring into the air; then he turned his back on the tree and walked carelessly away, back along the trail he had come. The swish of the underbrush against his hunting boots grew fainter and fainter.

The pent-up air burst hotly from Rainsford's lungs. His first thought made him feel sick and numb. The general could follow a trail through the woods at night; he could follow an extremely difficult trail; he must have uncanny powers; only by the merest chance had the Cossack failed to see his quarry.

Rainsford's second thought was even more terrible. It sent a shudder of cold horror through his whole being. Why had the general smiled? Why had he turned back?

Rainsford did not want to believe what his reason told him was true, but the truth was as evident as the sun that had by now pushed through the morning mists. The general was playing with him! The general was saving him for another day's sport! The Cossack was the cat; he was the mouse. Then it was that Rainsford knew the full meaning of terror.

"I will not lose my nerve. I will not."

He slid down from the tree, and struck off again into the woods. His face was set and he forced the machinery of his mind to function. Three hundred yards from his hiding place he stopped where a huge dead tree leaned precariously on a smaller, living one. Throwing off his sack of food, Rainsford took his knife from its sheath and began to work with all his energy.

The job was finished at last, and he threw himself down behind a fallen log a hundred feet away. He did not have to wait long. The cat was coming again to play with the mouse.

Following the trail with the sureness of a bloodhound came General Zaroff. Nothing escaped those searching black eyes, no crushed blade of grass, no bent twig, no mark, no matter how faint, in the moss. So intent was the Cossack on his stalking that he was upon the thing Rainsford had made before he saw it. His foot touched the protruding bough that was the trigger. Even as he touched it, the general sensed his danger and leaped back with the agility of an ape. But he was not quite quick enough; the dead tree, delicately adjusted to rest on the cut living one, crashed down and struck the general a glancing blow on the shoulder as it fell; but for his alertness, he must have been smashed beneath it. He staggered, but he did not fall; nor did he drop his revolver. He stood there, rubbing his injured shoulder, and Rainsford, with fear again gripping his heart, heard the general's mocking laugh ring through the jungle.

"Rainsford," called the general, "if you are within sound of my voice, as I suppose you are, let me congratulate you. Not many men know how to make a Malay mancatcher. Luckily for me I, too, have hunted in Malacca. You are proving interesting, Mr. Rainsford. I am going now to have my wound dressed; it's only a slight one. But I shall be back. I shall be back."

When the general, nursing his bruised shoulder, had gone, Rainsford took up his flight again. It was flight now, a desperate, hopeless flight, that carried him on for some hours. Dusk came, then darkness, and still he pressed on. The ground grew softer under his moccasins; the vegetation grew ranker, denser; insects bit him savagely.

Then, as he stepped forward, his foot sank into the ooze. He tried to wrench it back, but the muck sucked viciously at his foot as if it were a giant leech. With a violent effort, he tore his feet loose. He knew where he was now. Death Swamp and its quicksand.

His hands were tight closed as if his nerve were something tangible that someone in the darkness was trying to tear from his grip. The softness of the earth had given him an idea. He stepped back from the quicksand a dozen feet or so and, like some huge prehistoric beaver, he began to dig.

Rainsford had dug himself in in France when a second's delay meant death. That had been a placid pastime compared to his digging now. The pit grew deeper; when it was above his

shoulders, he climbed out and from some hard saplings cut stakes and sharpened them to a fine point. These stakes he planted in the bottom of the pit with the points sticking up. With flying fingers he wove a rough carpet of weeds and branches and with it he covered the mouth of the pit. Then, wet with sweat and aching with tiredness, he crouched behind the stump of a lightning-charred tree.

* He knew his pursuer was coming; he heard the padding sound of feet on the soft earth, and the night breeze brought him the perfume of the general's cigarette. It seemed to Rainsford that the general was coming with unusual swiftness; he was not feeling his way along, foot by foot. Rainsford, crouching there, could not see the general, nor could he see the pit. He lived a year in a minute. Then he felt an impulse to cry aloud with joy, for he heard the sharp crackle of the breaking branches as the cover of the pit gave way; he heard the sharp scream of pain as the pointed stakes found their mark. He leaped up from his place of concealment. Then he cowered back. Three feet from the pit a man was standing, with an electric torch in his hand.

"You've done well, Rainsford," the voice of the general called. "Your Burmese tiger pit has claimed one of my best dogs. Again you score. I think, Mr. Rainsford, I'll see what you can do against my whole pack. I'm going home for a rest now. Thank you for a most amusing evening."

At daybreak Rainsford, lying near the swamp, was awakened by a sound that made him know that he had new things to learn about fear. It was a distant sound, faint and wavering, but he knew it. It was the baying of a pack of hounds. A

Rainsford knew he could do one of two things. He could stay where he was and wait. That was suicide. He could flee. That was postponing the inevitable. For a moment he stood there, thinking. An idea that held a wild chance came to him, and, tightening his belt, he headed away from the swamp.

The baying of the hounds drew nearer, then still nearer, nearer, ever nearer. On a ridge Rainsford climbed a tree. Down a watercourse, not a quarter of a mile away, he could see the bush moving. Straining his eyes, he saw the lean figure of General Zaroff; just ahead of him Rainsford made out another figure whose wide shoulders surged through the tall jungle weeds; it was the giant Ivan, and he seemed pulled forward by some unseen force; Rainsford knew that Ivan must be holding the pack in leash.

They would be on him any minute now. His mind worked frantically. He thought of a native trick he had learned in Uganda. He slid down the tree. He caught hold of a springy young sapling and to it he fastened his hunting knife, with the blade pointing down the trail; with a bit of wild grapevine he tied back the sapling. Then he ran for his life. The hounds raised their voices as they hit the fresh scent. Rainsford knew now how an animal at bay feels.

He had to stop to get his breath. The baying of the hounds stopped abruptly, and Rainsford's heart stopped too. They must have reached the knife.

He shinned excitedly up a tree and looked back. His pursuers had stopped. But the hope that was in Rainsford's brain when he climbed died, for he saw in the shallow valley that General Zaroff was still on his feet. But Ivan was not. The knife, driven by the recoil of the springing tree, had not wholly failed.

Rainsford had hardly tumbled to the ground when the pack took up the cry again.

"Nerve, nerve, nerve!" he panted, as he dashed along. A blue gap showed between the trees dead ahead. Ever nearer drew the hounds. Rainsford forced himself on toward that gap. He reached it. It was the shore of the sea. Across a cove he could see the gloomy gray stone of the chateau. Twenty feet below him the sea rumbled and hissed. Rainsford hesitated. He heard the hounds. Then he leaped far out into the sea. . . .

When the general and his pack reached the place by the sea, the Cossack stopped. For some minutes he stood regarding the blue-green expanse of water. He shrugged his shoulders. Then he sat down, took a drink of brandy from a silver flask, lit a cigarette, and hummed a bit from *Madame Butterfly*.

General Zaroff had an exceedingly good dinner in his great paneled dining hall that evening. With it he had a bottle of *Pol Roger* and half a bottle of *Chambertin*. Two slight annoyances kept him from perfect enjoyment. One was the thought that it would be difficult to replace Ivan; the other was that his quarry had escaped him; of course, the American hadn't played the game--so thought the general as he tasted his after-dinner liqueur. In his library he read, to soothe himself, from the works of Marcus Aurelius. At ten he went up to his bedroom. He was deliciously tired, he said to himself, as he locked himself in. There was a little moonlight, so, before turning on his light, he went to the window and looked down at the courtyard. He could see the great hounds, and he called, "Better luck another time," to them. Then he switched on the light.

A man, who had been hiding in the curtains of the bed, was standing there.

"Rainsford!" screamed the general. "How in God's name did you get here?"

"Swam," said Rainsford. "I found it quicker than walking through the jungle."

The general sucked in his breath and smiled. "I congratulate you," he said. "You have won the game." Rainsford did not smile. "I am still a beast at bay," he said, in a low, hoarse voice. "Get ready, General Zaroff."

The general made one of his deepest bows. "I see," he said. "Splendid! One of us is to furnish a repast for the hounds. The other will sleep in this very excellent bed. On guard, Rainsford." . . .

He had never slept in a better bed, Rainsford decided.

- Do you view hunting as a legitimate sport?

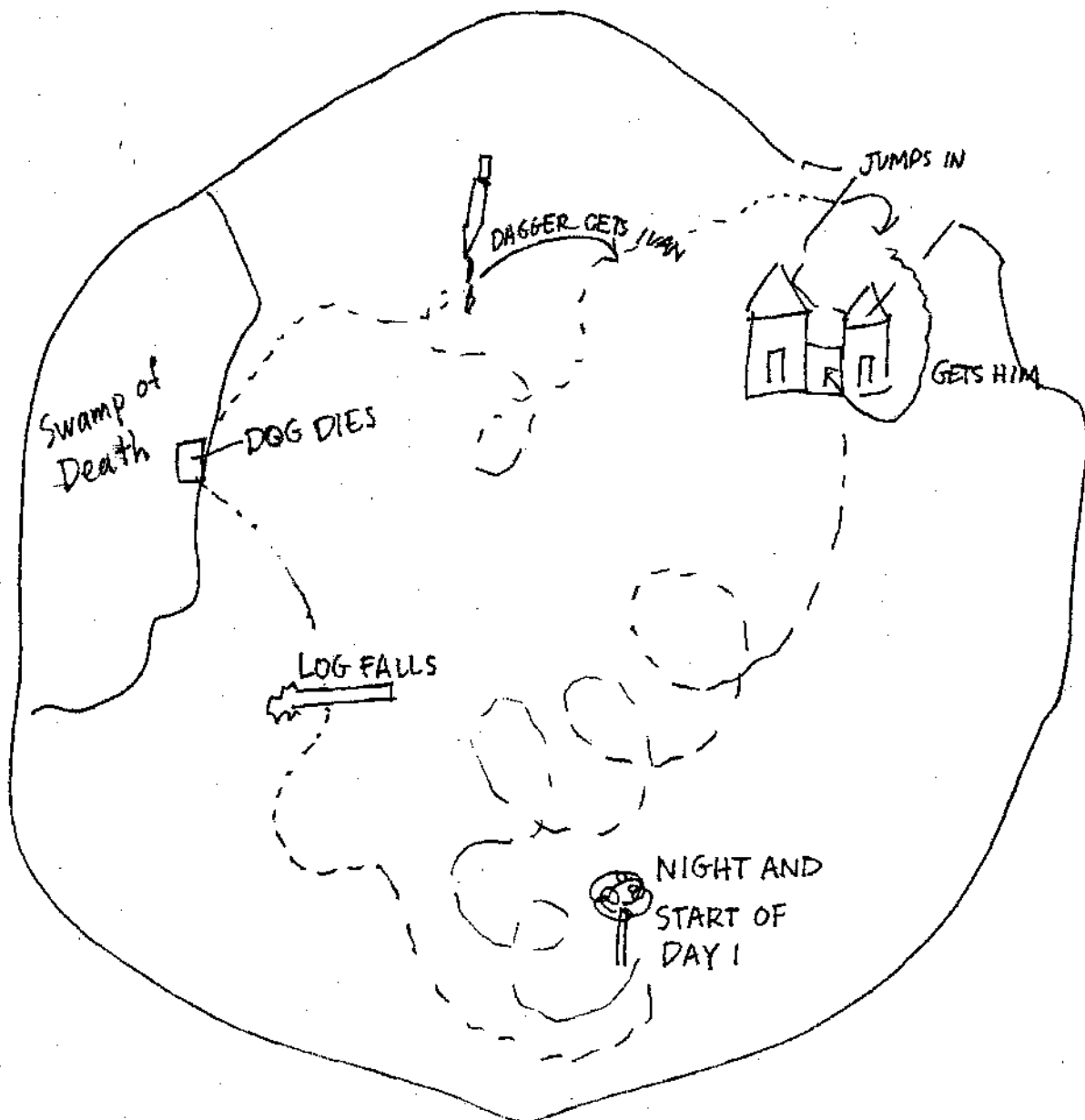
- State your claim and give reasons why you feel this way. Use support from the text to persuade the reader.

- Re-read pages 8 and 9 where Rainsford and General Zaroff are speaking about reason. Would you rather be the hunter or the hunted? How would you protect yourself as the hunter or the animal? Use reason and support from the text.
-

Thursday: Take out questions : go over days
TALK

ACTIVITY

Draw a map of the Island and mark out the chase .



HOMEWORK: answer questions on p.23 / Create
or write about a time when you
survived something in water

Name: KEY (15)
Date: _____
Subject: MDG

"The Most Dangerous Game"
Study Guide Part Two+3
pp. 15-23

READ ON UNTIL THE END OF PAGE 16

1. Are you surprised at what has happened? Why or why not?

2. What do you think will happen now?

READ ON: As you read, write down what happens on each day of the hunt. Start with the night that begins on the top of p.17
DESCRIBE THE JOURNEY AS MUCH AS POSSIBLE.

Night 1: Rainford believes he should put distance
between himself and General Zaroff. He begins to
panic, but he knows he cannot escape because
that would mean him "face to face w/ the sea" (13).
He decided to try and deceive the General by circling
the "trackless wilderness." Rainford was tired of walking
"leg-weary, w/ hands and face lashed by the branches"
He decided sleep was necessary and crawled into the
crotch of a large tree stretching out on broad limb / rested.

Morning 1: As the gray morning was approaching
Rainford woke to the sound of startled bird / signal
the General was on the move. The General stopped just
under the tree to examine the footprints. Rainford's
instinct was to hurl himself on the General, but
he was holding a pistol. He looked up in the tree,

smiled, and walked away. The General was playing with him, "saving him for another day's sport!" Three hundred yards from hiding place stopped at a huge dead tree leaned on a smaller living one -- took out knife -- General Zardoff hurt soldier Malay mancatcher - left to dress wound.

Night 2: Rainsford pressed on / food / bugs -- foot -- sinks into sand -- Death swamp. He began to dig a dozen feet in front of swamp until it was above his shoulders, cut out stakes from sapling stand up in pit, covered with a carpet of weeds. Crouching behind a stump, Rainsford wanted to cry for joy b/c he heard a cry as pit gave way -- scream of pain. When Rainsford jumped up, General Zardoff was standing w/ an electric torch (Burmese Tiger trap)

Morning 2: Rainsford near swamp, woke to the sound of a pack of hounds - stay where he was - suicide, flee and postpone death - head away from swamp. On a ridge R climbed a tree. Down a watercourse not a quarter of a mile away. Saw Ivan through tall jungle weeds holding pack of dogs. Trick of Uganda, slid down tree, took hold of springy sapling fastened to hunting knife blade pointing down trail tied back by grape vine.

Night 3:

General enjoyed dinner and drinks that night - but was bothered by Rainsford for not continuing the game. Finally, General retired to bed. Moonlight, howled to dogs "Better luck ^{another} time" and switched on light. Rainsford was waiting in curtains of bed. Rainsford still a beast at bay, wild, challenges the general who says one of us will be the meal for the dogs and the other will sleep.

ran for his life
climbed a tree
Rainsford sees Ivan
dead not gone
dove in sea 20 feet below

FCA _____ pts. _____

Name _____

FCA _____ pts. _____

Date

4/16/09

FCA _____ pts. _____

Title:

Most Dangerous Game

There are some things that I want to compare stuff to different MDG things. Things that are different in the story is that the story starts with Ransford and Whitney, Ransford falls off the boat, Ransford hears gun shots, no other people are there, Ivan is smart, and the person is called General Zaroff. Some things that are different in the movie are that it does not start with Ransford and Whitney, the ship

Most Dangerous Game


~~XXXXXXXXXXXX~~

Period 6

There are some things that are in the story and not in the movie so it makes them different. One thing that makes the story different is that it starts out with Ransford and Whitney on a cruise ship. Another thing that makes it different is that Ransford hears gun shots. Ransford also falls off the cruise ship and he tries to swim after it, but can't because it is too fast. When he swims to an island he finds a mansion and some one called General Zaroff lives there and says that Ransford can stay. Those are some things that make the story different from the movie.

There are some things that are in the movie and not in the story so it makes them different. One is that at the beginning of the movie there is a boat and it hits an ice burg. Every one is in the water yelling for help and then a shark comes and eats them all so then. Ransford does not get eaten so he swims for a while. When he reaches an island he hears animal sounds. He then goes to a mansion and some one

called Count Zaroff says that Ransford can stay there for the night.



Some things that are similar in the movie and the story. One is that Ransford and Zaroff are in it. Another one is that Ransford swims to an island. He finds the mansion and stays there for the night. Another one is that Zaroff loves to play hunting game and very dangerous games. Zaroff also likes to hunt animals and humans because they are a challenge for him.

Venn Diagram

The Most Dangerous Game

Short Story

movie

Great! I like
your Venn Diagram
Your rough
draft is well
written. I am
impressed you
spoke about
the characters
knowing it
was a R
point. I
was a
job

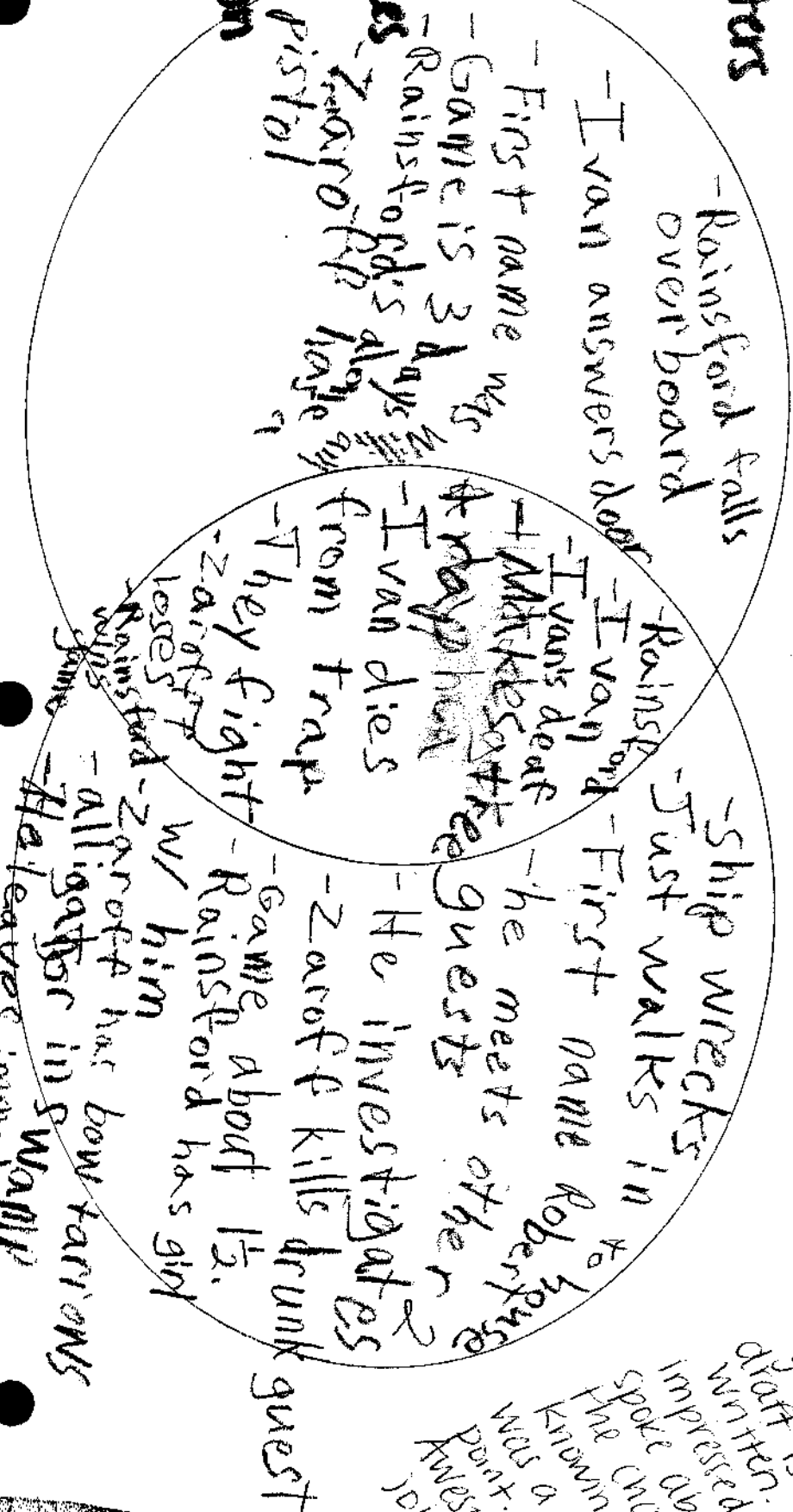
Characters

Plot

Setting

Themes

Resolution



FCA _____ pts. _____

Name _____

FCA _____ pts. _____

Date 4/16/09

FCA _____ pts. _____

Title: Most Dangerous Game

x There were a few character
x differences and similarities between
x the movie and story of the "Most
x Dangerous Game." They both have
x General Zaroff and Rainsford,
x Rainsford's name in the book is William,
x and Robert in the movie. Also, Ivan is in
x both and deaf in both. However, there
x are 2 certain guests in the movie.
x These are the character differences and
x similarities of the book and movie.

There are also differences between the book and movie with the events. In the story Rainsford falls overboard, but in the movie, the boat crashes, and he's the only survivor. Also, instead of Ivan answering the chateau like in the story, the door opens itself, Rainsford walks in, and Ivan then approaches him in the movie. Finally, in the movie, Rainsford stays with 2 other guests, and in the book, he's alone. These are a few reasons why there are differences in events.

Description word choice 20 points

Cops 30 points

Sentence variety and length 40 points

Creative energy 10 points

Jack Beanstock

A young kid named Jack went to town to sell a cow for money to feed himself and his mom.

But instead Jack meets a really really old man named Chris.

Chris said he would take the cow and, give Jack magic beans.

"Don't ever sell a cow for beans again", his mom shouted and sent Jack to bed without dinner.

Even without dinner Jack threw the beans out the window and over night a beanstock grew.

For the whole night the beanstock grew till it was as big as the sky.

Going until he reached the top Jack climbed the huge beanstock.

However at the top lived a man-eating ogre.

I am going to eat you raw the ogre said.

Jack said if you eat me you will be poisoned.

Kindly the ogre picked up jack and said "I don't believe you."

"Lying is something I can't do" said Jack.

Menacingly the ogre let Jack go with three cows.

"No more will we be without food" Jacks mom said.

"Or milk" Jack said laughing.

"People will want to be our friends again" said Jacks mom.

Questioning his luck Jack climbed the beanstock again.

Roaring the ogre whipped his sword at Jack who blocked with another sword.

Stand very still or just bow to death shouted the ogre.

Terror struck Jack with, every block like when one of his teachers went insane.

"You are good Jack said but I am smarter" and Jack jumped from the beanstock.

Very calmly the ogre followed on dragon back.

When suddenly Jack sliced open the ogre open took his heart then slayed the dragon.

Exclaiming that he was smart Jack fell and died.

"You are not that smart" said his mom.

Zarenia is the planet they buried Jack on his grave said Jack lives on in our hearts but he's dead.

AS I WAIT

Addresses and dates

- addresses need commas between the city and the state
- addresses need commas between the city and the country
- dates need commas between the day and the year

Set off non-essential information

- commas are needed to set off non-essential information in a sentence
- non-essential information is not of importance to the sentence. You can omit this information and the sentence will have the same meaning (e.g., The llama is hibernating, as you can see, underneath the gazebo.)

Introductory words or clauses

- use a comma to separate an introductory clause from the rest of the sentence. A clause is not a complete sentence and cannot stand alone. The remainder of the sentence is complete and can stand alone (e.g., After waiting in line for hours, the llama finally awoke.)
- use a comma to separate an introductory word at the beginning of the sentence from the rest of the sentence (e.g., Consequently, we had no idea what was going on.)

Words in lists

- use a comma to separate lists of words which have three or more items

Adjectives (two or more) for the same noun

- use a comma to separate adjectives that describe the same noun (e.g., She likes pretty, pink, frilly rugs.)

Independent clauses with coordinating conjunctions

- an independent clause contains a noun and verb and can stand alone as a complete sentence
- coordinating conjunctions are words that separate the two independent clauses (e.g., and, but, or, for, nor, so: The fire alarm went off, but there was no fire.)

Titles which follow a name

- titles are abbreviations for degrees that people have (e.g., Jacquin Marks, M.D.) or titles involving people who have the same names (e.g., Johnny Johnson, Jr. -or- Johnny Johnson, IV)

AS I WAIT Commas

Day 1: Addresses and dates / Conventional Situations

- addresses need commas between the city and ^{the} State
- addresses need commas between the city and the country
- dates need commas between the day and the year
- * use a comma after the salutation of a personal letter and after the closing of a letter.

1. Anna was born in Cheshire, Connecticut.

2. Denis visited Beijing, China.

3. Anna and Denis were born on January 5, 1994.

* Billy was born on July 5, 1990, in an old house on 980 West Street, Davenport, Iowa, where he lived until he was fifteen years old.

* Notice that commas separate the last item in a date or in an address from the words that follow. However, a comma does not separate a month from a day (January 26) or a house # from a street name (860 Parker Ave).

1. Dear Sharon,

2. Sincerely,

Let's Practice:

1. My aunt said to forward her mail to 302 Lancelot Drive Samponville SC 29681-57

* Commas are not needed after the state abbreviation and the zip-code.

2. On February 14, 1982 there were 1482 people at ~~xxx~~ Cupid's Restaurant.

* Comma separate every third digit in a #

Commas

- W₄ * 1. Use commas to separate items in a series.
- A₅ 2. Use commas to separate two or more adjectives that come before a noun.
- I₅ { * 3. Use a comma before FANBOYS when it joins independent clauses in a compound sentence.
- ? {
- S₂ * 4. Use commas to set off an expression that interrupts a sentence.
5. Use commas to set off non-essential participial phrases and non-essential subordinate clauses.
6. Use commas to set off non-essential appositives and non-essential appositive phrases.
7. Use commas to set off words that are used in direct address.
8. Use commas to set off parenthetical expressions.
9. Use commas after certain introductory elements.
10. Use a comma after yes, no, or any mild exclamation such as well or why at beginning of a sentence.
- I₆ * 11. Use a comma after an introductory participial phrase.
12. Use a comma after two or more introductory prepositional phrases.
13. Use a comma after an introductory adverb clause.
- A (1) * 14. Use commas in certain conventional situations.
15. Use commas to separate items in dates and addresses.
16. Use a comma after the salutation of a personal letter and after the closing of a letter.

* human comma

Pre-reading:

* one word poem w/ punctuation

* read a story

* ABC Fairytales

Introductory Words, Phrases, and Clauses

Introductory Words: * use a comma after
-yes - well mild exclamations at
-no - why the beginning of the
sentence.

Ex: yes, you can borrow my brand new red bicycle.

Well, I think you are mistaken.

Introductory Phrases

(participial phrases) Adj.

Ex: Beginning a new school year, Zelda felt somewhat nervous.

Greeted with applause from the fans, the baseball team ran out onto the field

* participial phrases - consists of a participle together w/ its modifiers and complements. The entire phrase is used as an adj.

Ex: stretching slowly, the cat jumped down from the windowsill.

[participle stretching is modified by the adverb slowly. The phrase modifies cat.]

* participial phrases should be placed close to the word it modifies. Otherwise the phrase may modify another word, and the sentence does not make sense.

misplaced: Hopping along the fence, I
saw a rabbit.

[Was I hopping?]

Correct: I saw a rabbit hopping along
the fence.

Prepositional phrases:

Ex: At the bottom of the hill, you
will see the field.

* nouns /
pronouns

pg. 90

Lesson
starter

Until the end of the song, just
keep circling the chairs.

* Also, use a comma after introductory
prepositional phrase if it is long. If it
is short, the comma may not be necessary.
Read the sentence aloud to decipher whether
or not the sentence makes sense w/o the comma.

Ex: In the morning they left. [clear]
In the morning, sunlight streamed
through the window ["morning"]
sunlight

Try these: In our school, regulations are
enforced by hall monitors.

After eating my dog takes a nap.

Introductory Clauses:

Ex: After I finish my homework, I will
go outside and play.

when you go to the store, could you
please pick up a gallon of milk?

adv.

* Adverb clauses that comes at the end of the sent.

~~XXXXXXXXXX~~
~~XXXXXXXXXX~~

As 1 wait A2

Adjectives (two or more) for the same noun
use a comma to separate ^{two or more} adjectives that describe the same noun.

Ex: Venus Williams played a powerful, brilliant game.

She likes pretty, pink, frilly curtains.

* Do not place a comma between an adjective and the noun immediately following it.

incorrect: my ^{husky} ~~spanner~~ is a plump, fluffy ⁿ puppy.

Correct: My husky is a plump, fluffy puppy.

* Sometimes the final adj is thought of as part of the noun. When the adj and the noun are linked in such a way, do not use a comma before the final adjective.

Ex: An unshaded, electric light hung from the ceiling.

The salty, buttery ^{compound noun} french bread ^{was} delicious.
X He is a striking, dapper, young man.

Try your own: ↓

Tricks and Tips:

You can tell if a comma is needed between two adjectives if you can place and between the adjectives and the sentence makes sense. If the addition of the conjunction sounds awkward do not use a comma.

Ex: tiny, dense star

→ tiny and dense star

* Use a comma

sassy Persian cat
unshaded ^{electric} light

unshaded and electric

no comma is needed

Another trick is to switch the order of the adjectives. If the sentence still makes sense after the switch use a comma.

Ex: gallant French soldier

French, gallant

^{vast?}
^{black} massive sea

massive black sea

1. Carla sneaked in and left her mom a huge & gorgeous & fragrant bouquet of flowers on her desk.

2. Smoking is a costly & dangerous habit.

Commas C

- 14i.** Use commas to set off an expression that interrupts a sentence.

Use commas to set off nonessential participial phrases, nonessential subordinate clauses, nonessential appositives, and nonessential appositive phrases.

NONESSENTIAL PARTICIPIAL PHRASE	The spring picnic, planned for months , is on Thursday.
NONESSENTIAL SUBORDINATE CLAUSE	My favorite aunt, who is a teacher , will drive the bus.
NONESSENTIAL APPOSITIVE	Jason's younger brother, Steve , is eight years old.
NONESSENTIAL APPOSITIVE PHRASE	Mr. Tarkov, Dad's new boss , will be an umpire.

EXERCISE A Each of the following sentences contains a nonessential phrase or clause. Insert commas as needed.

Example 1. Swimming, my favorite sport, is great exercise.

1. The Johnston City pool built ten years ago is a great place to swim.
2. City residents who are allowed to swim free use the pool all summer.
3. Our annual swim meet which was postponed will be next month.
4. Did you see Sheri my neighbor do a triple flip?
5. Mr. Epstein who is a retired firefighter teaches the beginning swimmers.

EXERCISE B Identify each underlined phrase or clause in the following sentences by writing above it *N* for nonessential or *E* for essential. Then, add commas to the nonessential phrases and clauses.

Examples 1. Parents ^E who know how to swim can join the group.

2. Lana, ^N the one who's laughing, wants her mother to swim with her.

6. The park equipped with a pool is the one we choose.
7. The pool water sparkling in the sunshine invites me to jump in.
8. Only students who have paid their fees can attend.
9. How would you an experienced instructor educate swimmers about safety?
10. Should we ask Mrs. Sims who walks every day to join us?
11. The lifeguard wearing blue shorts is the strictest one.
12. He stresses good behavior which is important for everyone's safety.
13. A child who is frightened can usually be calmed.
14. The third diving board which is the highest is reserved for experienced divers.
15. Nina Parks the Sentryville Middle School swimming champion is swimming laps.

Commas H

14k. Use commas in certain conventional situations.

Use commas to separate items in dates and addresses. Use a comma after the salutation of a personal letter and after the closing of any letter.

EXAMPLES My grandfather was born on May 4, 1948, in Philadelphia.
His first apartment was at 32 Walton Street, Dayton, Ohio.
Dear Grandpa,
Sincerely yours,

EXERCISE A Insert commas as needed in the following sentences.

Example 1. The new wing of the school was dedicated on April 4, 2000.

1. The public library in New Falls South Dakota received an anonymous donation.
2. You'll find the bakery at 719 Pixel Avenue Louisville.
3. Mary signed the letter, "Yours truly Mary Roberts."
4. Spring Break will begin March 1 2002.
5. Cory wrote, "Dear Mrs. Reszke I am writing to volunteer for math tutoring."
6. I have a pen pal who lives in North Platte Nebraska.
7. What were you doing on December 31 1999 when the clock struck midnight?
8. My mom's address is P.O. Box 338 Bangor Maine.
9. The movie theater at 462 Locust in Avery Montana is closing down.
10. Charlene's uncle will graduate from law school on May 17 2003.

EXERCISE B Insert commas as needed in the following letter.

Example Margo's address is 432 State Street, Tampa, Florida.

December 30 2001

Dear Margo

I'm catching up on my letters. No, I didn't forget your camp form. The camp's office moved from 1144 Howard Street Springfield Missouri. Now they're at 16 Rogers Road Deerfield Missouri. Camp starts on June 15 2001, but our forms need to be mailed by March 15 2001. Good news—they need counselors! I hope we both get jobs. Oh—use my new address when you write me back: P.O. Box 977 Fayetteville Arkansas.

Your pal

Nichola

Commas D

- 14i.** Use commas to set off an expression that interrupts a sentence.

Use commas to set off words that are used in direct address and to set off parenthetical expressions.

EXAMPLES Yes, **Tina**, I have extra notebook paper.

The best player, **in my opinion**, is Roberto.

EXERCISE A The following sentences contain words used in direct address or as parenthetical expressions. Insert commas before, after, or both before and after the words as needed.

Example 1. The omelet, to tell the truth, tasted scorched.

1. The time of our club meeting by the way has been changed.
2. Juan the glove on the other hand of the mannequin does not match this one.
3. The landscape architect said, "These pansies for example would look wonderful there."
4. I didn't know Lorena that you could sing so beautifully!
5. I suppose that you Rudolfo will fill in for Perrin while she is on vacation.
6. On the other hand that old barn looks quite picturesque.
7. Marina may I borrow a pencil?
8. You must of course be home by curfew.
9. In fact these are the cathedral's original stained-glass windows.
10. I'm not sure Kelly whether I want to go to the game.

EXERCISE B Insert commas as needed in the following paragraph.

Example Tell me, Edna, about your involvement in Habitat for Humanity.

Habitat for Humanity first caught my attention I suppose with its Web site. Victor do you know how to search for information on the Internet? To tell the truth searching on the Internet is quite simple. I will however e-mail you the URL you need. On this Web site Victor you will find lots of information. Habitat for Humanity for example welcomes volunteers to help build houses. You see the main purpose of the organization is to supply affordable housing to people who need it. The future homeowners of course help to build their houses. I thought that you Victor would be especially interested in this organization. Your goal of becoming an architect I think would be compatible with working for Habitat for Humanity.

Commas E

14j. Use a comma after certain introductory elements.

INTRODUCTORY WORD Yes, I'm the one who called.

INTRODUCTORY PHRASES Feeling confident and prepared, Sara decided to enter the contest.

In the backyard by the alley, I found this old horseshoe.

INTRODUCTORY CLAUSE After Tyrone wrote the essay, he checked it for errors.

EXERCISE A Insert commas as needed in the following sentences.

Example 1. Why, I see you cut your hair!

1. Under the picnic table beside the tent Frisky slept peacefully.
2. Hiding behind the bush during a game of hide-and-seek she scared me.
3. Well look who's here!
4. Beyond that mountain with a snowy peak there's a small cabin.
5. No it burned down last summer.
6. Although the air was muggy we turned off the air conditioner.
7. Oh look at all those birds!
8. Since their leaves stay green all year those trees are called evergreens.
9. After we ate we explored the woods surrounding the campground.
10. Why I wish all views were as beautiful as this!

EXERCISE B Insert commas as needed in the following paragraph.

Example Browsing Web sites on the Internet, I found some interesting information.

In the final month of the twentieth century *Time* magazine named Albert Einstein the Person of the Century. After I read the article by Frederic Golden I agreed with the choice. Yes Einstein won the distinction, but Franklin Roosevelt and Mohandas Gandhi were close runners-up. Although Einstein was a brilliant scientist everyday people recognize his name and photo. As a matter of fact you may even own a poster of Einstein. With his amazing intellect and his flyaway hair Einstein is a beloved figure in American culture. Indeed his ideas influenced more than just science. As Frederic Golden pointed out Einstein's ideas have influenced the arts as well. In fact artists and poets have studied Einstein, and filmmakers have portrayed his life and ideas. Although he died in 1955 Einstein seems very much alive today.

CHAPTER 14: PUNCTUATION pages 294-96

Commas A

14f. Use commas to separate items in a series.

14g. Use a comma to separate two or more adjectives that come before a noun.

WORDS IN A SERIES Dad's garden produced **carrots, beans, and cucumbers.**

PHRASES IN A SERIES Irene walked **around the corner, across the street, and to the store.**

CLAUSES IN A SERIES I want to know **who will be there, how long the event will last, and how much the food will cost.**

ADJECTIVES Ten **hungry, chirping** birds landed near our blanket.

EXERCISE A Insert commas as needed in the following sentences.

Example 1. I need tortillas, grated cheese, and ground beef.

1. Cars trucks and buses were stranded by the storm.
2. Mrs. Ortega won more votes than Mr. Harris Miss Steinberg or Dr. Gladstone.
3. Scallops oysters herring and shrimp are displayed in the fish-market window.
4. One tall weary man wearing a hat dropped a silver coin into the kettle hanging by the door.
5. The chairperson's responsibilities included calling the meeting to order asking for the minutes and announcing new officers.
6. Howie's dogs are friendly obedient and loyal to him and his family.
7. The zoo director had to feed the animals guide visitors and keep the grounds safe and clean.
8. A sleek powerful submarine slipped into the sea.
9. Many white purple and yellow crocuses grew on the hill.
10. Todd's uncle asked who Rory was when she had arrived and why she was asleep on the porch.

EXERCISE B Insert commas as needed in the following paragraph.

Example I plan to spend a long, interesting afternoon at the mall.

Have you heard about Riverside Shopping Mall? It is a big new place! It has department stores with clothing furniture and sporting goods. It even has specialty shops, such as those that sell only music boxes rare comic books organic health food shoes, or baseball caps. It has a noisy crowded food court that is filled with the smell of warm French bread. This weekend my father sister and I are going to look for running shoes a music box with a ballerina, and crunchy trail mix. Why don't you come with us?

Commas F

- 14f.** Use commas to separate items in a series.
- 14g.** Use a comma to separate two or more adjectives that come before a noun.
- 14h.** Use a comma before *and*, *but*, *for*, *nor*, *or*, *so*, or *yet* when it joins independent clauses in a compound sentence.
- 14i.** Use commas to set off an expression that interrupts a sentence.
- 14j.** Use a comma after certain introductory elements.

EXAMPLES I sketched **castles, dragons, and horses**.

Heavy, gray clouds filled the sky, **and** rain began to fall.

Splashing in the pool, the children were, **of course**, enjoying themselves.

EXERCISE A Insert commas as needed in the following sentences.

Example 1. Since my boots are muddy, may I borrow yours?

1. This mild creamy cheese will taste good on toast.
2. No one claimed the lost dog that I found so I decided to keep her.
3. My school has a tennis court a baseball diamond and a jogging track.
4. Where are we eating lunch Maxine?
5. "He can shake hands he can roll over and he can play dead," Scruffy's trainer told us.
6. Before I can watch television I have to finish my homework.
7. A landscape painting in my opinion would look better in this room than a portrait.
8. I bought the latest issue and I eagerly read every article.
9. Your clothing designs Cheryl are very promising.
10. Running across the lawn a squirrel attracted Alex's attention.

EXERCISE B Insert commas as needed in the following paragraph.

Example I missed the game on television, but Stephanie told me about it.

Smiling from ear to ear Stephanie had spectacular wonderful news. Yes the Bears won their fifth game! In the second half of the game they were awesome. When she told us we yelled jumped for joy and hugged each other. I pasted team pictures in my bedroom inside my locker on the refrigerator and on my notebook cover.

Commas G

- 14f.** Use commas to separate items in a series.
- 14g.** Use a comma to separate two or more adjectives that come before a noun.
- 14h.** Use a comma before *and*, *but*, *for*, *nor*, *or*, *so*, or *yet* when it joins independent clauses in a compound sentence.
- 14i.** Use commas to set off an expression that interrupts a sentence.
- 14j.** Use a comma after certain introductory elements.

EXAMPLES We hiked, we rafted, and we swam at the state park.
The soggy, overcooked vegetables didn't appeal to me, nor did the meatloaf.
After she got the camera, Katy, who is twelve, developed her own film.

EXERCISE A Insert commas in the following sentences as needed.

Example 1. Taught golf as a toddler, Tiger Woods was destined for greatness.

1. Tiger Woods's parents Earl and Kultida had Tiger playing golf at age two.
2. When Tiger was fifteen he won the U.S. Junior Amateur championship.
3. The dedicated gifted Tiger went on to win the 1992 and 1993 championships as well.
4. In each of the following three years he won the U.S. Amateur championship.
5. Tiger enrolled in Stanford University in 1994 but he did not give up golf.
6. Turning pro in August of 1996 Tiger left college.
7. He golfed in numerous events that year if I'm not mistaken.
8. He won two titles earned almost \$800,000 in prize money and was named outstanding rookie.
9. Tiger is well known for his golf swing which is graceful and accurate.
10. Tiger, in 1997, won the Masters Tournament a highly prestigious event.

EXERCISE B Insert commas as needed in the following paragraph.

Example Haunted houses, in Leon's opinion, really do not exist.

The grand old mansion fascinated neighborhood teenagers. Situated at the top of a hill it looked very stately. An iron fence which was covered with vines encircled the property. The teenagers discovered that they could part the vines peek through the fence and see a garden maze in the yard. One of the children Leon wanted to climb the fence. When he put his foot on the fence the other children shook their heads. Looking disappointed Leon said that he guessed the maze should remain a mystery.

Commas B

- 14h.** Use a comma before *and*, *but*, *for*, *nor*, *or*, *so*, or *yet* when it joins independent clauses in a compound sentence.

EXAMPLES Joshua's uncle drove us to the skating rink, and he decided to skate with us.
Ariel took her umbrella, for it looked like rain.

EXERCISE A Underline the conjunction in the sentences that follow. Then, add commas where necessary. If a sentence needs no comma, write C to the left of the item number.

Example 1. Some people enjoy long car trips, but others get restless in the car.

1. Our family planned a driving trip so we needed maps.
2. Mom looked carefully but couldn't find Elgin.
3. She put on glasses for the print was tiny.
4. The scenery was great yet my sister was restless.
5. Is that normal or is something wrong with the car's engine?
6. Carla noticed I'd forgotten my pencil so she lent me one of hers.
7. My cousin Cary writes music and plays in a band.
8. He invited us to listen but we had no time.
9. Who woke us up and why must we leave early?
10. Yoko is not a good traveler nor am I.

EXERCISE B Combine two sentences to make a compound sentence. Include commas as needed.

Example 1. Rain was pouring down. The football game continued. Rain was pouring down, yet the football game continued.

11. I brought a new camera. It broke. _____
12. It rained on Sunday. We were disappointed. _____
13. The mountains were snowy. The weather didn't seem very cold. _____
14. I can borrow skis. Maybe I can rent some. _____
15. Mariana spotted a fire tower. Dad saw a deer. _____

Name: _____ Date: _____ Period: _____

AS I WAIT COMMAS

A

ADDRESSES AND DATES:

- **Addresses need commas between the city and the state.**
 - Anna was born in Cheshire, Connecticut.
- **Addresses need commas between the city and the country.**
 - Dennis visited Beijing, China.
- **Dates need commas between the day and the year.**
 - Anna and Dennis were born on January 5, 1994.
 - Bill was born on July 7, 1990, in an old house on 980 West Street, Davenport, Iowa, where he lived until he was fifteen years old.
 - **NOTICE:** Commas separate the last item in a date (in an address) from the words that follow. However, a comma does not separate a month from a day (January 26) or a house number from a street name (860 Parker Avenue).
- **Commas are also used after the salutation of a personal letter and after the closing of a letter.**
 - Dear Sharon,
 - Sincerely,

LET'S PRACTICE

1. My aunt said to forward her mail to 302 Lancelot Drive Simpsonville SC 29681-5749.

* Commas are not needed after the state abbreviation and the ZIP code.

2. On February 14 1982 there were 1482 people at the opening of Cupid's Restaurant.
-

- Commas separate every third digit in a number to the left of a decimal point after number 999.

WRITE FIVE SENTENCES ON YOUR OWN TO PRACTICE EACH OF THESE COMMA RULES.

1. _____

2. _____

3. _____

4. _____

5. _____

Name: _____ Date: _____ Period: _____

AS I WAIT COMMAS

S

SET OFF NON-ESSENTIAL INFORMATION

- **Commas are needed to set off non-essential information in a sentence. Two commas are needed if the expression to be set off comes in the middle of the sentence. One comma is needed if the expression comes first or last.**
 - Mackenzie Myers, **my neighbor**, is an excellent skier.
 - **Naturally**, we expect to win our game on Saturday.
 - My homework is correct, **I think**.
- **Non-essential information is not of importance to the sentence. You can omit this information and the sentence will have the same meaning. Each boldface phrase or clause can be omitted because it is not essential to the main idea of the sentence and will not change the meaning.**
 - Non-essential Phrases
 - Paul, **thrilled by the applause**, took a bow.
 - Paul took a bow.
 - Non-essential Clauses
 - The *Wizard Of Oz*, **which I saw again last week**, is my favorite movie.
 - The *Wizard Of Oz* is my favorite movie.

DO THE FOLLOWING SENTENCES CONTAIN NON-ESSENTIAL INFORMATION?

- The people **waiting to see Michael Jordan** whistled and cheered.
- **essential** —? **which fans cheered?**
- The dress **that I liked** has been sold.
- **essential** —? **which dress?**
- **Notice:** The meanings change when essential information is omitted. A clause that begins with **that** is usually essential to the meaning of the sentence.

LET'S PRACTICE!

My grandfather's favorite photograph which was taken near Ellis Island shows his family after their arrival from Eastern Europe.

FOR HOMEWORK WRITE 5 THOUGHTFUL SENTENCE
USING EACH OF THE "S" COMMA RULES WE DISCUSSED TODAY IN
CLASS.

1. _____

2. _____

3. _____

4. _____

5. _____

Name: _____ Date: _____ Period: _____

AS I WAIT

"S" COMMAS CONTINUED...

SET OFF NON-ESSENTIAL INFORMATION:

- Commas set off non-essential appositives and non-essential appositive phrases
- Commas set off words that are used in direct address
- Commas set off parenthetical expressions

APPOSITIVE: a noun or pronoun used to identify or describe another noun or pronoun.

- **Non-essential appositive:**
 - My older sister, **Alicia**, will play in her last basketball game on Tuesday, February 20, 2009.
- **Non-essential appositive phrases:**
 - Jamaica, **a popular island for tourists**, is in the Caribbean Sea.
- **ESSENTIAL OR NON-ESSENTIAL?**
 - My sister **Alicia** is at basketball practice.
 - **essential** → which sister?
 - Why? **implies more than one sister**
 - The planet **Mercury** is closer to the Sun than any other planet in our solar system.
 - **essential**
 - Why? **more than one planet**

DIRECT ADDRESS:

- **Ben**, please answer the door.
- Mom needs you, **Judy**.

* TRY YOUR OWN:

PARENTHETICAL EXPRESSIONS:

- **PARENTHETICAL EXPRESSIONS:** a side remark that adds information or shows a relationship between ideas.
- **ADDS INFORMATION:**
 - To tell you the truth, Jake is one of my best friends.
- **SHOWS A RELATIONSHIP BETWEEN IDEAS:**
 - Carl, **on the contrary**, prefers soccer to baseball.

COMMON PARENTHETICAL EXPRESSIONS

By the way	In fact	Of course
For example	In my opinion	On the contrary
However	I suppose	On the other hand
I believe	Nevertheless	To tell the truth

1. _____
2. _____
3. _____
4. _____
5. _____

Name: _____ Date: _____ Period: _____

AS I WAIT COMMAS

I

INTRODUCTORY WORDS, PHRASES, AND CLAUSES:

- Use a comma to separate an **introductory word** at the beginning of the sentence **from** the rest of the sentence.
- Use a comma to separate an **introductory phrases or clause** from the rest of the sentence. A phrase or clause is not a complete sentence and cannot stand alone. The remainder of the sentence is complete and can stand alone.

INTRODUCTORY WORDS:

- Use a comma after introductory words at the beginning of a sentence.
- Yes * No
- Well * Why

EX: Yes, you can borrow my brand new red bicycle.
Well, I think you are a very special person.

INTRODUCTORY PHRASES:

EX: **Beginning a new school year**, Zelda felt somewhat nervous.
Stretching slowly, the cat jumped down from the windowsill.

- Notice the first words end in -ing. This is because they are acting as adjective phrases. These particular introductory phrases are called participial phrases.
- A participial phrase should be placed close to the object it modifies. Otherwise the phrase may modify another word, and the sentence is confusing to the reader.

EX: misplaced: **Hopping along the fence**, I saw a rabbit.
[Was I hopping along the fence?]

Correct: **Hopping along the fence**, the rabbit moved toward the **flower** patch.

EX: **At the bottom of the hill**, you will see the field.
Until the end of the song, you should continue to circle the chairs.

- The two sentences above contain introductory prepositional phrases. If the prepositional phrase is long, a comma should be added, but if the prepositional

phrase is short, the comma may not be necessary. Read the sentence aloud to decipher whether or not the sentence makes sense without a comma.

EX: **In the morning** they left.
In the morning sunlight streamed through the window.

TRY THESE: In our school regulations are enforced by the hall monitor.
After eating my dog takes a nap.

INTRODUCTORY CLAUSES:

EX: **After I finish my homework**, I will go outside and play.
When you go to the store, could you please pick up a gallon of milk?

- Adverb clauses that come at the ends of sentences do not usually need a comma.
- I will go outside and play **after I finish my homework**.

Name: _____ Date: _____ Period: _____

AS I WAIT COMMAS

W

WORDS IN A LIST:

- Use a comma to separate words that have three or more items. A *series* is a group of three or more items in a row. Words, phrases, and clauses may appear in a series.

WORDS IN A SERIES:

January, February, and March are all summer months in the Southern Hemisphere.
[Nouns]

The engine rattled, coughed, and stalled. [Verbs]

The baby was happy, alert, playful, and active. [Adjectives]

PHRASES IN A SERIES:

There were fingerprints on the top, on the sides, and on the bottom of the vehicle.
[Prepositional phrases]

Cut into pieces, aged for a year, and well dried, the wood was ready to burn. [Participial phrases]

To pitch in a World Series game, to practice medicine, and to run for mayor are all things I would like to do someday. [Infinitive phrases]

CLAUSES IN A SERIES:

We sing, we danced, we ate dinner, and we played trivia games on Saturday night. [Short independent clauses]

I knew that we were late, that the ice cream was melting, and that the car was nearly out of gas. [Short subordinate clauses]

* Long Independent Clauses are separated by semicolons.

Name: _____ Date: _____ Period: _____

AS I WAIT COMMAS

A #2

ADJECTIVES (TWO OR MORE) THAT DESCRIBE THE SAME NOUN

- Use a comma to separate two or more adjectives that describe the same noun.

EX: Venus Williams played a powerful, brilliant game.

She enjoys pretty, pink, frilly curtains.

- **Do not** place a comma between an adjective and the noun immediately following it.
- **INCORRECT:** My husky is a plump, fluffy, puppy.
- **CORRECT:** My husky is a plump, fluffy puppy.
- Sometimes the final adjective is thought of as part of the noun. When the adjective and the noun are linked in such a way, do not use a comma before the final adjective.

EX: The bright, electric light hung from the ceiling.

The salty, buttery garlic bread was delicious.

TRY YOUR OWN:

TIPS AND TRICKS:

- You can tell if a comma is needed between two adjectives if you can place **AND** between the adjectives and the sentence makes sense. If the addition of the conjunction sounds awkward, **do not** use a comma.

EX: tiny dense stars - ☐ tiny and dense star ☐ use a comma

sassy Persian cat ☐ sassy and Persian ☐ no comma is needed

- Another trick is to switch the order of the adjectives. If the sentences still make sense after the switch use a comma.

EX: gallant French soldier ☐ French gallant soldier ☐ no comma needed

black vast sea ☐ vast black sea ☐ use a comma

FIND THE COMMAS:

1. Carla **snuck** in and left her mom a huge gorgeous fragrant bouquet of flowers on her desk.
2. Smoking is a costly dangerous habit.

Name: _____ Date: _____ Period: _____

AS I WAIT COMMAS

I #2

INDEPENDENT CLAUSES WITH COORDINATING CONJUNCTIONS:

- An independent clause contains a noun and a verb and can stand alone as a complete sentence
- Coordinating conjunctions (FANBOYS) are words that separate the two independent clauses
- Use a comma before for, and, nor, but, or, yet, so when it joins two sentences (independent clauses) in a compound sentence.

EX: Tami offered me a ticket, and I accepted.

They had been working very hard, but they didn't seem especially tired after practice.

The Mullaney twins were excited, for they were going to day care for the first time.

- When the independent clauses are short and there is no chance of misunderstanding, the comma before **and, but, or** is sometimes omitted; this is unless the coordinating conjunction is **for, nor, so, or yet**.

EX: It rained and it rained.

Come with us or meet us there.

I was sleepy, yet I stayed up till 11pm.

≡

WHERE SHOULD THE COMMA GO?

- Usually we study in the morning and play basketball in the afternoon.
- Usually we study in the morning and we play basketball in the afternoon.

Name: _____ Date: _____ Period: _____

AS I WAIT COMMAS

T

TITLES THAT FOLLOW A NAME:

- Use a comma after a person's name and before their title. Titles are abbreviations for degrees that people have.
- **Taylor Marks, M.D.**
- Titles also involve people who have the same names.
- **Johnny Danger, Jr.**
- **Johnny Danger, IV**

TRY THESE SENTENCES & ADD COMMAS WHERE NEEDED:

1. My friends want to go to the movies to watch *Marley & Me* but I would rather go to the mall and shop for new sneakers.
2. Richard Keeney M.D. needs to write me a note so I have an excused absence for missing track.
3. "Sparky come here and you sit down!"
4. John Jacob II is an outstanding motivational speaker.
5. Normally I eat cereal for breakfast and swill a carton of orange juice.
6. I play soccer on Saturdays and I run five miles on Sundays.



GRADE 7
BLUE DIVISION
THIRD WORD LIST
MARCH-APRIL 2009

WORDMASTERS

All of the words listed here will appear in the third WordMasters Challenge, which will be held at your school between April 1 and April 22. (Your teacher will tell you exactly when.) The WordMasters Challenge is an analogy-solving contest. The contest will challenge you to use the words from your list in logical pairs that will look like this:

FAIRLY : CRITICIZE :: UNFAIRLY : _____
(a. disfigure / b. gibe / c. malign / d. deface / e. belabor)

To do this well, you will have to understand the exact meanings of all of your words, and you will have to reason carefully about the relationships shown in the pairs.

Here is how you should get ready for the Challenge: After you have learned the meanings of these words, think about possible relationships among them. Which words have similar meanings? Which words have nearly opposite meanings? (Of course, some words have more than one meaning.) Think of some categories under which several words might be grouped.

Be sure you understand the part of speech of a word—whether it's a noun, a verb, or an adjective. (Some words, such as “gibe” and “swill” and “rally” and “leach” and “garb” on this list, can be either a noun or a verb depending on how they are used. “Gallant” can be a noun or an adjective. “Malign” can be an adjective or a verb.) Pay attention to the prefixes and suffixes of words, because they are often clues to meaning and part of speech. And try to familiarize yourself with other forms of these words—not just “contemptuous” but also “contempt” and “contemptible,” not just “dishevel” but also “disheveled” and “dishevelment,” not just “infuse” but also “infusion,” not just “aspire” but also “aspiration,” not just “redundant” but also “redundancy,” not just “gallant” but also “gallantry,” not just “jaunty” but also “jauntiness” and “jauntily,” not just “superfluous” but also “superfluity,” not just “rogue” but also “roguish,” not just “disfigure” but also “disfigurement,” etc.

- | | |
|-------------------|------------------|
| 1. repast | 13. approbation |
| 2. disfigure | 14. gibe |
| 3. gallant | 15. rollicking |
| 4. swill | 16. bulwark |
| 5. malign | 17. rally |
| 6. redundant | 18. jaunty |
| 7. amulet | 19. travail |
| 8. dishevel | 20. aspire |
| 9. superfluous | 21. dapper |
| 10. commemoration | 22. rogue |
| 11. leach | 23. infuse |
| 12. pedestrian | 24. contemptuous |



4/16/09

NAME: Key

WORDMASTERS

DIRECTIONS: Fill each blank in the analogies below with the most suitable word or pair of words from the choices given.

1. KNIGHT : GALLANTRY :: ROGUE : c. skullduggery
(a. travail / b. amulet / c. skullduggery / d. buffoonery / e. approbation)
2. SPEAKER : UNIMAGINATIVE :: PRESENTATION : e. pedestrian
(a. rollicking / b. redundant / c. maligned / d. forthright / e. pedestrian)
3. WALL : DEFACE :: FACE : d. disfigure
(a. dishevel / b. defame / c. malign / d. disfigure / e. confront)
4. BANQUET HALL : BARN :: a. repast : swill
(a. repast : swill / b. silo : larder / c. garb : frippery / d. shrine : threshold / e. herd : drove)
5. GUESTS : BOISTEROUS :: PARTY : d. rollicking
(a. roguish / b. gallant / c. pedestrian / d. rollicking / e. plebeian)
6. STATUE : REPRESENT :: SHRINE : b. commemorate
(a. flaunt / b. commemorate / c. malign / d. infuse / e. disfigure)
7. SUBTRACT : LEACH :: ADD : a. infuse
(a. infuse / b. rally / c. swill / d. disfigure / e. aspire)
8. HAIRDO : UNCOMBED :: GARB : c. disheveled
(a. disfigured / b. gallant / c. disheveled / d. jaunty / e. genteel)
9. SOCCER : GOAL :: LIFE : e. aspiration
(a. commemoration / b. travail / c. approbation / d. aversion / e. aspiration)
10. BULWARK : ATTACK :: b. amulet : evil
(a. larder : soup / b. amulet : evil / c. omelet : sage / d. garb : frippery / e. rain : umbrella)
11. HEALTH : IMPROVE :: SPIRITS : a. rally
(a. rally / b. aspire / c. recoil / d. gravitate / e. roister)
12. STATEMENT : REDUNDANT :: EFFORT : d. superfluous
(a. rollicking / b. malign / c. jaunty / d. superfluous / e. disheveled)
13. PROPERTY : DEFACED :: REPUTATION : c. maligned
(a. bolstered / b. disfigured / c. maligned / d. commemorated / e. spurned)
14. INJURIES : BLOOD :: TRAVAILS : d. sweat
(a. smile / b. ache / c. fist / d. sweat / e. howl)
15. APPROBATION : CHEERS :: CONTEMPT : c. gibes
(a. travails / b. rallies / c. gibes / d. repasts / e. rogues)
16. MANNER : JAUNTY :: CLOTHING : b. dapper
(a. garbed / b. dapper / c. disheveled / d. genteel / e. convivial)
17. FLAVOR : LEACHED :: COLOR : e. drained
(a. added / b. brightened / c. infused / d. disfigured / e. drained)
18. BEYOND : SUPERFLUOUS :: BENEATH : b. deficient
(a. redundant / b. deficient / c. malign / d. gluttonous / e. averse)
19. SOLDIERS : RALLY :: b. clouds : gather
(a. lightning : strike / b. clouds : gather / c. wind : whip / d. temperature : climb / e. sky : darken)
20. HEROISM : PRAISEWORTHY :: WICKEDNESS : e. contemptible
(a. contemptuous / b. pilloried / c. maligned / d. rollicking / e. contemptible)

Name: _____

Date: _____

Period: _____

Superfluous

su-per-flu-ous
syn: excessive, addition, overflow
ant: shortfall, concise
part of speech: adj
definition: more than is needed
example: extra credit
non-example: incomplete assignment

(v) commemorate

Commemoration

com-mem-o-ra-tion
syn: reminisce
ant: neglect, negligence
part of speech: noun
definition: the act of remembering
example: memorial
non-example: forgetful

leach

leach
syn: sieve, filter, percolate, strain
ant: fill up
part of speech: verb / noun
definition: to pass a liquid through / to dissolve
n → material / vessel for teaching
example: leach minerals from rocks / brew coffee
non-example: U extra pulp

pedestrian

pe-des-tri-an
syn: mobile, ordinary, stroll
ant: different, exceptional, walker
part of speech: adj or noun
definition: not interesting
designed for walking
a person who walks
example: talking a stroll
non-example:

Name: _____

Date: _____

Period: _____

Repast

re-past

Syn: banquet or feast

Ant:

part of speech: noun or verb

definition: n → the time at which one eats; mealtime

V → to eat or feast

example: breakfast, lunch, or dinner

non-example: skipping meals; starving

disfigure

dis-figure

Syn: deform, deface, distort

Ant:

part of speech: verb

definition: to alter the appearance of

example: graffiti

non-example:

gallant

gal-lant

Syn: chivalrous, chivalric, court

Ant:

part of speech: adj, noun, or verb

definition: adj → brave, honorable

noun → suitor, lover

verb → to court a lover

example: a brave knight w/ shining armor

non-example: a baby boy

swill

swill

Syn: drench, drink, guzzle, sip, waste

Ant:

part of speech: noun or verb

definition: noun → any liquid mess or waste

verb → to drink greedily or excessively

example: ^{guzzle} swill an ^{Monster} energy drink

non-example: Sip a beverage

malign

ma·lign

Syn: abuse, vilify, calumniate

Ant: praise

Part of speech: verb or adj

Definition: to speak evil of or slander
verb → defame, harmful untruths

adj → evil in effect; injurious
malicious

Example: mean girls

non-example: preacher

redundant

re·dun·dant

Syn: verbose, repetitive
excessive, superfluous

Ant: concise

Part of speech: adj

Definition: adj → repetition in
expressing ideas

Example: broken record

non-example: instructions

amulet

am·u·let

Syn: talisman

Ant:

Part of speech: noun

Definition: a small object worn to
ward off evil; protecting
charm

Example: rosemary beads

non-example:

dishevel

di·shev·el

Syn: disarray, disorder

Ant: order, tidy

Part of speech: verb

Definition: verb → to cause
untidiness; to
let down

Example: laziness causes my room
to be disheveled

non-example: compulsive cleaning

Name: _____

Date: _____

Period: _____

Approbation

ap·pro·ba·tion

Syn: Verification

ant: Criticism

part of speech: noun

definition: approval or praise

example: Consent

non-example: Critic

gibe

gibe

Syn: mock, jeer, taunt, ridicule

ant: praise, admire

part of speech: noun or verb

definition: an insulting remark

v → to make insulting remarks

example: bully, joke

non-example: friend

rollicking

rol·lick·ing

Syn: joyous, exuberant, cheerful

ant: serious, solemn

part of speech: ad

definition: fun-loving, lively

example: Skipping

non-example: Stern person

ramp + frolic

bulwark

bul·wark

Syn: fortress, guard, safe guard

ant: weak point

part of speech: noun

definition: wall of earth built for defense

example: fort or barrier

non-example: straw hut

rally

rally

convention, celebration, commemoration, weakening, remission

noun → celebratory meeting
turn for better

verb → recognize, unite
revive

travail

travail

labor, toil, work, strive, toil
lazy, lethargic

n → physical work that is
usually tiring

v → exert mental/physical
powers

jaunty

jaunty

bold, spirited, dapper, gallant, rollicking
depressed, lifeless, lethargic

adj → lively
displaying light-hearted
nonchalance.

aspire

aspire

ambitions, desire, dream
satisfied, content, satisfied
v → aim, hope

example: when I grow up:

non-example:

Name: _____

Date: _____

Period: _____

dapper

dap·per

Syn: dashing, spiffy, posh, jaunty

Ant: dirty, disheveled, ungroomed

Part of Speech: adj

Definition: well-groomed, neat

Example: suit and tie

Non-example: sweatpants

roque

roque

Syn: cheater, swindler, villain

Ant: honest, frank, protagonist

Part of Speech: noun, verb, adj

Definition: n → dishonest person
scoundrel

V → to cheat

adj → savage, unpredictable
disposition

infuse

in·fuse

Syn: animate, inspire, invest
saturate

Ant: dehydrate

Part of Speech: verb

Definition: to introduce, pour, or
soak

to inspire

Example: water a plant

Non-example: kill plant

contemptuous

con·temp·tu·ous

Syn: disdainful, insolent, arrogant

Ant: respectful

Part of Speech: adj

Definition: showing or expressing
contempt or disdain
scornful

Example: Judge held lawyer
in contempt

Non-example: kids running free

garb

garb

Syn: attire, outfit, garment

Ant: disrobe, undress

Part of speech: noun or verb

definition: n → apparel

clothes
fashion

v → to dress

example: halloween costume

non. example: naked cowboy



NAME

HF

WORDMASTERS

DIRECTIONS: Fill each blank in the analogies below with the most suitable word or pair of words from the choices given.

1. KNIGHT : GALLANTRY :: ROGUE : skullduggery
(a. travail / b. amulet / c. skullduggery / d. buffoonery / e. approbation)
2. SPEAKER : UNIMAGINATIVE :: PRESENTATION : pedestrian
(a. rollicking / b. redundant / c. maligned / d. forthright / e. pedestrian)
3. WALL : DEFACE :: FACE : disfigure
(a. dishevel / b. defame / c. malign / d. disfigure / e. confront)
4. BANQUET HALL : BARN :: silo : larder
(a. repast : swill / b. silo : larder / c. garb : frippery / d. shrine : threshold / e. herd : drove)
5. GUESTS : BOISTEROUS :: PARTY : rollicking
(a. roguish / b. gallant / c. pedestrian / d. rollicking / e. plebeian)
6. STATUE : REPRESENT :: SHRINE : commemorate
(a. flaunt / b. commemorate / c. malign / d. infuse / e. disfigure)
7. SUBTRACT : LEACH :: ADD : infuse
(a. infuse / b. rally / c. swill / d. disfigure / e. aspire)
8. HAIRDO : UNCOMBED :: GARB : disheveled
(a. disfigured / b. gallant / c. disheveled / d. jaunty / e. genteel)
9. SOCCER : GOAL :: LIFE : aspiration
(a. commemoration / b. travail / c. approbation / d. aversion / e. aspiration)
10. BULWARK : ATTACK :: amulet : evil
(a. larder : soup / b. amulet : evil / c. omelet : sage / d. garb : frippery / e. rain : umbrella)
11. HEALTH : IMPROVE :: SPIRITS : rally
(a. rally / b. aspire / c. recoil / d. gravitate / e. roister)
12. STATEMENT : REDUNDANT :: EFFORT : superfluous
(a. rollicking / b. malign / c. jaunty / d. superfluous / e. disheveled)
13. PROPERTY : DEFACED :: REPUTATION : maligned
(a. bolstered / b. disfigured / c. maligned / d. commemorated / e. spurned)
14. INJURIES : BLOOD :: TRAVAILS : sweat
(a. smile / b. ache / c. fist / d. sweat / e. howl)
15. APPROBATION : CHEERS :: CONTEMPT : gibes
(a. travails / b. rallies / c. gibes / d. repasts / e. rogues)
16. MANNER : JAUNTY :: CLOTHING : dapper
(a. garbed / b. dapper / c. disheveled / d. genteel / e. convivial)
17. FLAVOR : LEACHED :: COLOR : drained
(a. added / b. brightened / c. infused / d. disfigured / e. drained)
18. BEYOND : SUPERFLUOUS :: BENEATH : deficient
(a. redundant / b. deficient / c. malign / d. gluttonous / e. averse)
19. SOLDIERS : RALLY :: clouds : gather
(a. lightning : strike / b. clouds : gather / c. wind : whip / d. temperature : climb / e. sky : darken)
20. HEROISM : PRAISEWORTHY :: WICKEDNESS : contemptible
(a. contemptible / b. pilloried / c. maligned / d. rollicking / e. contemptible)



NAME .

4/15/09 P-3

WORDMASTERS

DIRECTIONS: Fill each blank in the analogies below with the most suitable word or pair of words from the choices given.

1. KNIGHT : GALLANTRY :: ROGUE : skulduggery
(a. travail / b. amulet / c. skulduggery / d. buffoonery / e. approbation)
2. SPEAKER : UNIMAGINATIVE :: PRESENTATION : rollicking
(a. rollicking / b. redundant / c. maligned / d. forthright / e. pedestrian)
3. WALL : DEFACE :: FACE : disfigure
(a. dishevel / b. defame / c. malign / d. disfigure / e. confront)
4. BANQUET HALL : BARN :: larder : soup
(a. repast : swill / b. silo : larder / c. garb : frippery / d. shrine : threshold / e. herd : drove)
5. GUESTS : BOISTEROUS :: PARTY : raucous
(a. roguish / b. gallant / c. pedestrian / d. rollicking / e. plebeian)
6. STATUE : REPRESENT :: SHRINE : commemorate
(a. flaunt / b. commemorate / c. malign / d. infuse / e. disfigure)
7. SUBTRACT : LEACH :: ADD : infuse
(a. infuse / b. rally / c. swill / d. disfigure / e. aspire)
8. HAIRDO : UNCOMBED :: GARB : disheveled
(a. disfigured / b. gallant / c. disheveled / d. jaunty / e. genteel)
9. SOCCER : GOAL :: LIFE : aspiration
(a. commemoration / b. travail / c. approbation / d. aversion / e. aspiration)
10. BULWARK : ATTACK :: larder : soup
(a. larder : soup / b. amulet : evil / c. omelet : sage / d. garb : frippery / e. rain : umbrella)
11. HEALTH : IMPROVE :: SPIRITS : rally
(a. rally / b. aspire / c. recoil / d. gravitate / e. roister)
12. STATEMENT : REDUNDANT :: EFFORT : superfluous
(a. rollicking / b. malign / c. jaunty / d. superfluous / e. disheveled)
13. PROPERTY : DEFACED :: REPUTATION : maligned
(a. bolstered / b. disfigured / c. maligned / d. commemorated / e. spurned)
14. INJURIES : BLOOD :: TRAVAILS : sweat
(a. smile / b. ache / c. fist / d. sweat / e. howl)
15. APPROBATION : CHEERS :: CONTEMPT : gibes
(a. travails / b. rallies / c. gibes / d. repasts / e. rogues)
16. MANNER : JAUNTY :: CLOTHING : dapper
(a. garbed / b. dapper / c. disheveled / d. genteel / e. convivial)
17. FLAVOR : LEACHED :: COLOR : drained
(a. added / b. brightened / c. infused / d. disfigured / e. drained)
18. BEYOND : SUPERFLUOUS :: BENEATH : deficient
(a. redundant / b. deficient / c. malign / d. gluttonous / e. averse)
19. SOLDIERS : RALLY :: clouds : gallies
(a. lightning : strike / b. clouds : gallies / c. wind : whip / d. temperature : climb / e. sky : darken)
20. HEROISM : PRAISEWORTHY :: WICKEDNESS : contemptible
(a. contemptuous / b. pilloried / c. maligned / d. rollicking / e. contemptible)

-3



NAME: _____

WORDMASTERS

DIRECTIONS: Fill each blank in the analogies below with the most suitable word or pair of words from the choices given.

1. KNIGHT : GALLANTRY :: ROGUE : skulduggery
(a. travail / b. amulet / c. skulduggery / d. buffoonery / e. approbation)
2. SPEAKER : UNIMAGINATIVE :: PRESENTATION : pedestrian
(a. rollicking / b. redundant / c. maligned / d. forthright / e. pedestrian)
3. WALL : DEFACE :: FACE : disfigure
(a. dishevel / b. defame / c. malign / d. disfigure / e. confront)
4. BANQUET HALL : BARN :: repast : swill
(a. repast : swill / b. silo : larder / c. garb : frippery / d. shrine : threshold / e. herd : drove)
5. GUESTS : BOISTEROUS :: PARTY : rollicking
(a. roguish / b. gallant / c. pedestrian / d. rollicking / e. plebeian)
6. STATUE : REPRESENT :: SHRINE : commemorate
(a. flaunt / b. commemorate / c. malign / d. infuse / e. disfigure)
7. SUBTRACT : LEACH :: ADD : infuse
(a. infuse / b. rally / c. swill / d. disfigure / e. aspire)
8. HAIRDO : UNCOMBED :: GARB : disheveled
(a. disfigured / b. gallant / c. disheveled / d. jaunty / e. genteel)
9. SOCCER : GOAL :: LIFE : aspiration
(a. commemoration / b. travail / c. approbation / d. aversion / e. aspiration)
10. BULWARK : ATTACK :: amulet : evil
(a. larder : soup / b. amulet : evil / c. omelet : sage / d. garb : frippery / e. rain : umbrella)
11. HEALTH : IMPROVE :: SPIRITS : rally
(a. rally / b. aspire / c. recoil / d. gravitate / e. roister)
12. STATEMENT : REDUNDANT :: EFFORT : superfluous
(a. rollicking / b. malign / c. jaunty / d. superfluous / e. disheveled)
13. PROPERTY : DEFACED :: REPUTATION : maligned
(a. bolstered / b. disfigured / c. maligned / d. commemorated / e. spurned)
14. INJURIES : BLOOD :: TRAVAILS : grief
(a. smile / b. ache / c. fist / d. sweat / e. howl)
15. APPROBATION : CHEERS :: CONTEMPT : ribes
(a. travails / b. rallies / c. gibes / d. repasts / e. logues)
16. MANNER : JAUNTY :: CLOTHING : dapper
(a. garbed / b. dapper / c. disheveled / d. genteel / e. convivial)
- ✓ FLAVOR : LEACHED :: COLOR : infused
(a. added / b. brightened / c. infused / d. disfigured / e. drained)
- ✓ BEYOND : SUPERFLUOUS :: BENEATH : redundant
(a. redundant / b. deficient / c. malign / d. gluttonous / e. averso)
19. SOLDIERS : RALLY :: clouds : gather
(a. lightning : strike / b. clouds : gather / c. wind : whip / d. temperature : climb / e. sky : darken)
- ✓ HEROISM : PRAISEWORTHY :: WICKEDNESS : contemptible
(a. contemptuous / b. pilloried / c. maligned / d. rollicking / e. contemptible)

-3



NAME: _____

5

WORDMASTERS

DIRECTIONS: Fill each blank in the analogies below with the most suitable word or pair of words from the choices given.

1. KNIGHT : GALLANTRY :: ROGUE : skulldigger
(a. travail / b. amulet / c. skullduggery / d. buffoonery / e. approbation)
2. SPEAKER : UNIMAGINATIVE :: PRESENTATION : pedestrian
(a. rollicking / b. redundant / c. maligned / d. forthright / e. pedestrian)
3. WALL : DEFACE :: FACE : disfigure
(a. dishevel / b. defame / c. malign / d. disfigure / e. confront)
4. BANQUET HALL : BARN :: silo : larder
(a. repast : swill / b. silo : larder / c. garb : frippery / d. shrine : threshold / e. herd : drove)
5. GUESTS : BOISTEROUS :: PARTY : rollicking
(a. roguish / b. gallant / c. pedestrian / d. rollicking / e. plebeian)
6. STATUE : REPRESENT :: SHRINE : commemorate
(a. flaunt / b. commemorate / c. malign / d. infuse / e. disfigure)
7. SUBTRACT : LEACH :: ADD : infuse
(a. infuse / b. rally / c. swill / d. disfigure / e. aspire)
8. HAIRDO : UNCOMBED :: GARB : disheveled
(a. disfigured / b. gallant / c. disheveled / d. jaunty / e. genteel)
9. SOCCER : GOAL :: LIFE : aspiration
(a. commemoration / b. travail / c. approbation / d. aversion / e. aspiration)
10. BULWARK : ATTACK :: amulet : evil
(a. larder : soup / b. amulet : evil / c. omelet : sage / d. garb : frippery / e. rain : umbrella)
11. HEALTH : IMPROVE :: SPIRITS : rally
(a. rally / b. aspire / c. recoil / d. gravitate / e. roister)
12. STATEMENT : REDUNDANT :: EFFORT : superfluous
(a. rollicking / b. malign / c. jaunty / d. superfluous / e. disheveled)
13. PROPERTY : DEFACED :: REPUTATION : maligned
(a. bolstered / b. disfigured / c. maligned / d. commemorated / e. spurned)
14. INJURIES : BLOOD :: TRAVAIS : sweat
(a. smile / b. ache / c. fist / d. sweat / e. howl)
15. APPROBATION : CHEERS :: CONTEMPT : gibes
(a. travails / b. rallies / c. gibes / d. repasts / e. rogues)
16. MANNER : JAUNTY :: CLOTHING : dapper
(a. garbed / b. dapper / c. disheveled / d. genteel / e. convivial)
17. FLAVOR : LEACHED :: COLOR : brightened
(a. added / b. brightened / c. infused / d. disfigured / e. drained)
18. BEYOND : SUPERFLUOUS :: BENEATH : deficient
(a. redundant / b. deficient / c. malign / d. gluttonous / e. averse)
19. SOLDIERS : RALLY :: clouds : gather
(a. lightning : strike / b. clouds : gather / c. wind : whip / d. temperature : climb / e. sky : darken)
20. HEROISM : PRAISEWORTHY :: WICKEDNESS : contemptuous
(a. contemptuous / b. pilloried / c. maligned / d. rollicking / e. contemptible)



April 16th

GRADE 7
BLUE DIVISION
THIRD CHALLENGE MEET
APRIL 2009

NAME: MF

WORDMASTERS

DIRECTIONS: Fill each blank in the analogies below with the most suitable word or pair of words from the choices given.

1. KNIGHT : GALLANTRY :: ROGUE : skullduggery
(a. travail / b. amulet / c. skullduggery / d. buffoonery / e. approbation)
2. SPEAKER : UNIMAGINATIVE :: PRESENTATION : redundant
(a. rollicking / b. redundant / c. maligned / d. forthright / e. pedestrian)
3. WALL : DEFACE :: FACE : disfigure
(a. dishevel / b. defame / c. malign / d. disfigure / e. confront)
4. BANQUET HALL : BARN :: shrine : threshold
(a. repast : swill / b. silo : larder / c. garb : frippery / d. shrine : threshold / e. herd : drove)
5. GUESTS : BOISTEROUS :: PARTY : rollicking
(a. roguish / b. gallant / c. pedestrian / d. rollicking / e. plebeian)
6. STATUE : REPRESENT :: SHRINE : commemorate
(a. flaunt / b. commemorate / c. malign / d. infuse / e. disfigure)
7. SUBTRACT : LEACH :: ADD : infuse
(a. infuse / b. rally / c. swill / d. disfigure / e. aspire)
8. HAIRDO : UNCOMBED :: GARB : disheveled
(a. disfigured / b. gallant / c. disheveled / d. jaunty / e. genteel)
9. SOCCER : GOAL :: LIFE : aspiration
(a. commemoration / b. travail / c. approbation / d. aversion / e. aspiration)
10. BULWARK : ATTACK :: amulet : evil
(a. larder : soup / b. amulet : evil / c. omelet : sage / d. garb : frippery / e. rain : umbrella)
11. HEALTH : IMPROVE :: SPIRITS : cereal
(a. rally / b. aspire / c. recoil / d. gravitate / e. roister)
12. STATEMENT : REDUNDANT :: EFFORT : superfluous
(a. rollicking / b. malign / c. jaunty / d. superfluous / e. disheveled)
13. PROPERTY : DEFACED :: REPUTATION : maligned
(a. bolstered / b. disfigured / c. maligned / d. commemorated / e. spurned)
14. INJURIES : BLOOD :: TRAVAILS : sweat
(a. smile / b. ache / c. fist / d. sweat / e. howl)
15. APPROBATION : CHEERS :: CONTEMPT : gibes
(a. travails / b. rallies / c. gibes / d. repasts / e. rogues)
16. MANNER : JAUNTY :: CLOTHING : dapper
(a. garbed / b. dapper / c. disheveled / d. genteel / e. convivial)
17. FLAVOR : LEACHED :: COLOR : drained
(a. added / b. brightened / c. infused / d. disfigured / e. drained)
18. BEYOND : SUPERFLUOUS :: BENEATH : deficient
(a. redundant / b. deficient / c. malign / d. gluttonous / e. averse)
19. SOLDIERS : RALLY :: clouds : gather
(a. lightning : strike / b. clouds : gather / c. wind : whip / d. temperature : climb / e. sky : darken)
20. HEROISM : PRAISEWORTHY :: WICKEDNESS : contemptuous
(a. contemptuous / b. pilloried / c. maligned / d. rollicking / e. contemptible)

(4)

Perzeng.
4/9/09

EXTRA-CREDIT SENTENCES

- ① We enjoyed turkey, mashed potatoes, cranberry sauce, and pumpkin pie for our Thanksgiving repast.
- ② I swilled 2 bottles of water after an exhausting track meet.
- ③ The jaunty girl was very popular; she was friendly, nice, and extremely outgoing.
- ④ The redundant teacher kept repeating herself; she said everything three times.
- ⑤ I wear a special bracelet to all of my theater auditions as an amulet for good luck.
- ⑥ I aspire to be a professional prima ballerina for the Boston Ballet.
- ⑦ The dapper prince was very stylish and well groomed.

⑤ I got a letter from Robert about
some more job in the
petroleum.

④ The armor saved the princess from being killed by the enemy.

⑤ Wulfenite - colorless, hexagonal, often
known in the form of prisms.

2. The parade clowns walked around
during the afternoon.

(5) ~~The 1st observation~~ for May
storm started. lasted until 2:30
PM.

6. The girl was more than 10 years;
the girl got extremely offended
and cried.

(14) The birds were a combination of ~~all~~
the last birds and a few of the new
dress and a few.

⑮ I rallied my friends to study together for the big, vocabulary quiz.

⑯ The rogue boy lied to everyone, even his friends, family, and teachers! "Gasp!"

⑰ The rollicking, 9-year-old girl ran around in the open field for hours; she flew a kite, watched the clouds go by, and took a short nap.

⑱ The soldiers built a bulwark as a defense during the battle; they were losing badly and needed a barrier between them and their enemies.

⑲ The new principal infused the students and teachers with fresh and exciting ideas for field trips.

⑳ Sandy was contemptuous of hip hop; she thought it was stupid and easy.

㉑ The man was disheveled; his glasses were crooked, his clothes were wrinkly, and his shoelaces were untied.

(22) The graffiti on the wall survived
the new building.

(23) There was a superfluous amount of
lollipops; there were 40, and we only
needed 7!

(24) I leached the water out of the pasta
with a strainer.

(25) The girl made a malign; she told
the girl that she was ugly and
stupid.

Name: _____ Date: _____ Period: _____

Study Guide for COPS quiz
Tuesday, March 24, 2009

Along with your first Wordmaster's Vocabulary Quiz (12 words) on Tuesday, there will be a grammar component on COPS (capitalization, organization, punctuation, and spelling). There will be 12 fill in the blank questions based on vocabulary and 8 questions having to do with COPS grammar. These 8 questions will be made up of sentences you must proofread and correct as well as justify why the sentences are correct. Here is a study guide to help you with the quiz on Tuesday. Happy Studying!

12 Wordmaster Vocabulary Words:

*** USE SMART CARDS**

1. repast	2. disfigure
3. gallant	4. swill
5. malign	6. redundant
7. amulet	8. dishevel
9. superfluous	10. commemoration
11. leach	12. pedestrian

Capitalization:

*** USE GRAMMAR COPS WKST**

1. Always capitalize someone's **proper name**:
Ex: I see that Cinderella found her glass slipper.
2. Always capitalize the names of towns, cities, states, and countries.
Ex: Ben lives in Austin, Texas.
3. Always capitalize the letter I when it stands for a person.
Ex: When I grow up, I want to be a fireman.
4. Always capitalize the first letter of the first word of a sentence.
Ex: Since it is St. Patrick's Day, I decided to wear a green shirt.

Organization:

*** USE THIS GUIDE TO STUDY, AND IF YOU PASS IT
IN BEFORE YOUR QUIZ ON TUESDAY, YOU WILL
RECEIVE 10 EXTRA POINTS ON YOUR QUIZ
GRADE!**

Punctuation:

*** USE THE HANDOUT ON RUN-ON SENTENCES**

1. What is a run-on sentence?

- It is a word group made up of two complete sentences that have been run together with no punctuation between them or with only a comma between them.
- Run-on: Asteroids are tiny planets they are sometimes called planetoids.
Asteroids are tiny planets, they are sometimes called planetoids.

2. How do I fix a run-on sentence?

- Three ways to fix run-on sentences are: by using a period to make two complete sentences, by using a comma and a coordinating conjunction before the second sentence, or by using a semicolon if the topics of the sentences are related.

- **Creating two sentences:**

Asteroids are tiny planets. They are sometimes called planetoids.

- **Adding a comma and a coordinating conjunction:**

Asteroids are tiny planets, and they are sometimes called planetoids.

***FANBOYS: FOR, AND, NOR, BUT, OR, YET, SO**

- **Using a semicolon: * Notice items are related**

Asteroids are tiny planets; they are sometimes called planetoids.

Spelling:

*** USE GRAMMAR COPS/ USING THE RIGHT WORD**

CONTRACTION	POSSESSIVE	OTHER
They're is a contraction of "they are." (Example: They're ready for the big quiz.)	is a possessive form of "they." (Example: They forgot their mittens.)	There is a place and it is the opposite of here. It can also act as a pronoun to begin a sentence.
It's is a contraction of "it is." (Example: It's time for lunch.)	Its is a possessive form of "it." (Example: The squirrel dropped its acorn.)	
You're is a contraction of "you are." (Example: You're so beautiful to me.)	Your is the possessive form of "you." (Example: I like your jeans.)	

Name: KEY Date: 3/24/09 Period: A11

**Word Master's Vocabulary Quiz
&
COPS Grammar Quiz**

Word Bank:

* amulet * redundant * dishevel * repast
* superfluous * disfigure * leach * commemoration
* gallant * swill * malign * pedestrian

Please fill in the blank with the appropriate Word Master word and include the ending if the sentence requires one. Each word is used once. Good Luck!

1. After running the Boston Marathon, I swill(ed) a sixty-four ounce bottle of Gatorade.
2. The graffiti disfigure(d) the building so badly that it cost the culprit two hundred dollars and an entire afternoon of painting.
3. These two words are synonyms of each other; they both mean repetitive or excessive:
superfluous and redundant.
4. The amulet my grandmother gave me reminds me that she is protecting me.
5. A minister would never ^{use} malign(ant) language in a sermon.
6. I prefer my orange juice leach(ed) of all the pulp.

7. The commemoration for the soldiers in Vietnam was very emotional for the veterans as well as their family members.
8. The gallant knight rescued the princess Rapunzel from the enormous tower by climbing up her long, blonde hair.
9. My sister is a compulsive cleaner while my room is disheveled at the end of a long week.
10. A holiday repast is not as much fun when one is on a diet.
11. Pedestrians walk the streets of New York during the daytime to avoid the traffic.

COPS GRAMMAR

Questions 3-7 have many errors in them. Please rewrite the sentence correctly in the space provided. The numbers at the ends of the sentences include the number of mistakes in each sentence. Good Luck!

1. What is the definition of a run-on sentence?

A run-on sentence is two sentences run together w/ no punctuation or only a comma

2. Can you name all of the coordinating conjunctions? There are seven.

FANBOYS → for, and, nor, but, or, yet, so

3. during april vacation, i am going to north Carolina with my best friend janet. (5)

4. Did you remember to bring your study guide because its worth ten points that could raise you're score won full letter grade. (5)

5. the children thought there shoes where clean, the children marked they're mother's carpet with muddy footprints while they were at the Springfield town fare. (7)

when

↑

this was lowercase on test!

6. They're too paw prints on the knew white, linen drape from my cats, ginger and snap. "You're going to get it," my dad yelled when he got home. (7)

↑ was shared on test!

7. There are going to the mall to find dresses fore the dance tonite it's theme is, "A nite in paris." (7)

8. Explain two different changes you made to sentence number five and why you made them.

Name: KEY Date: 4/8/09 Period: A11

The first 19 questions are all questions from this week's Word Master Vocabulary words. They can be used more than once and some of them may require endings. The extra credit words are included in the Word Bank. Good Luck!

Word Bank:

* approbation	* gibe	* rollicking	* bulwark
* dapper	* rogue	* infuse	* contemptuous
* rally	* jaunty	* travail	* aspire
* garb	* leach	* malign	* dishevel

1. My mother tells me I was a little rogue growing up, but I am an upstanding, young lady now.
2. The council has finally indicated its approbation of the plans for the new school.
3. The soccer players formed a bulwark in front of the goal post during the penalty kick.
4. Military garb should be ironed and hung up before the commemoration tomorrow.
5. As a child, he aspire(d) to be a successful writer; now he has written more than sixty-seven novels, which have been translated into English, French, and Spanish.
6. Wendy's jaunty grin proved that she was confident about her quiz.
7. He was rather contemptuous of popular singers, whom he claimed had no talent.

8. The town of Winchester held a campaign rally for animal rights.
9. When one of the students ran out of the cafeteria sobbing, the gibe was taken too far.
10. James Bond's dapper attire in the movie *Casino Royale* costs more than five thousand dollars.
11. Allow the tea to infuse for five minutes before you sip it.
12. Coal miners perform painstakingly hard travail for more than fourteen hours a day.
13. A rollicking adventure film, for example *Otis and Milo*, can make the most stern man smile and cheer.
14. These two words are synonyms of each other; they both mean stylish and well-groomed:
jaunty and dapper.
15. rollicking meaning lively or joyous is also a synonym of the two words above.
16. Criticism and disapproval are antonyms of approbation.
17. To revive or to unite is the verb form of rally.
18. What is the definition of travail? to work

19. If someone is giving you scornful looks, they are giving you contemptuous looks.

Extra Credit:

1. This old vocabulary word is an antonym of dapper: dishevel

2. What is the second (not-so-popular) definition of pedestrian; it's an adjective?

ordinary; not interesting

3. This old vocabulary word meaning to slander is an antonym of approbation:

malign

4. This old vocabulary word meaning to strain is an antonym of infuse:

leach

5. Please use gallant in a sentence.

The gallant knight ...

Name: KEY Date: 4/13 - 4/17 Period: A11

RETAKES

The first 13 questions are all questions from this week's Word Master Vocabulary words. They can be used more than once and some of them may require endings.

Word Bank:

- | | | | |
|---------------|----------|--------------|----------------|
| * approbation | * gibe | * rollicking | * bulwark |
| * dapper | * rogue | * infuse | * contemptuous |
| * rally | * jaunty | * travail | * aspire |
| * garb | | | |

1. Angus has always aspire (d) to be an astronaut, but he's not good at science so it may not happen. However, he is still going to try.
2. Digging ditches and clearing trees were travail (s) many prisoners had to endure during the 1920's. Neither were popular activities.
3. The bulwark around the castle was used to help slow down enemy troops. It's usually at least ten feet high.
4. The president gave his approbation to the new law passed in Congress. He feels it will help many people throughout the country.
5. Jamal looked very dapper when he appeared in his tux and was finished getting ready for the prom.
6. Mrs. Johnson had an extremely contemptuous look on her face when Jack gave her the wrong answer.
7. Dress garb for the U.S. Marine Corps is the sharpest looking of any of the military services.
8. Politicians often hold rallies before elections. It's a great way for them to get information out to the voters.
9. The air in the coffee shop was infused with the smell of roasting coffee.

10. Steve and Lucy had a rollicking, good time riding around on their four-wheelers.
11. His pitching performance was so poor, he had to endure many gibes from the hometown crowd.
12. After years of swindling people out of their money, the rogue was caught and imprisoned.
13. With a swinging and jaunty walk, the student council president walked through the cafeteria saying hello to all she met.

Recall from your studying and consult the classroom word wall for a complete list of words.

Thoughtfully answer these questions:

14. What two words mean to speak badly of?
malign / contemptuous / gibe acceptable
15. What two words mean to percolate or to steep as you might with tea?
leach / infuse
16. What does superfluous mean? excessive / redundant
17. What is your aspiration? Thoughtful and complete sentence please.
I aspire to be an English teacher.
18. Who or what might swill? a marathon runner
19. Give an example of garb.
shorts, skirt, etc.
20. Who or what might be rollicking? Santa Claus

Name: _____

FCA's

"The Most Dangerous Game"
map & wkst

Accuracy:	20 pts.
color:	20 pts.
details:	20 pts.
MDG wkst:	40 pts.
	<hr/>
	100 pts.

Name: _____ Date: _____ Period: _____

Use this guide as a reference as you are studying for your quiz. Remember the acronym AS I WAIT.

COMMA STUDY GUIDE

ACRONYM	RULE	EXAMPLE
A	Addresses and dates	July 4, 1776
S	Set off non-essential info.	Yolanda, who has a poodle, lives in the city.
I	Introductory words or clauses	Foraging in the forest for food, Fred and friends found fries.
W	Words in lists	Wentworth swept, whisked and whistled while he worked.
A	Adjectives	Quiet, tranquil dawn crept in as Kwan drifted into somnolence.
I	Independent clauses With coordinating conjunctions	Trina waited for the trolley at the corner, but it was delayed by the storm.
T	Titles which follow a name	John F. Kennedy, Jr. was the founder of a political magazine entitled, "George".

Name: KEY Date: 4/15/09 Period: All

READ THESE DIRECTIONS CAREFULLY

AS I WAIT COMMA QUIZ

Please match the number above the underlined and bolded section with the appropriate letter of the acronym, AS I WAIT. Please fill in the comma rule as it applies to each letter of the acronym. Also answer the questions below.

The Most Dangerous Game written by: ^①Richard Connell, III was published in Collier's Weekly on ^②January 19, 1944. "After the debacle in Russia I left the country, for it was imprudent for an officer of the Czar to stay there. Many noble Russians lost everything. I, luckily, had invested heavily in American securities, so I shall never have to open a tearoom in Monte Carlo or drive a taxi in Paris. Naturally, I continued to hunt—grisliest in the Rockies, crocodiles in the Ganges, ^④rhinoceroses in East Africa. It was in Africa that the Cape Buffalo hit me and laid me up for six months. As soon as I recovered, I started for the Amazon to hunt jaguars, for I heard they were usually cunning. They weren't." ^⑤

The Cossack sighed. "They were no match at all for a hunter with his wits about him and a high powered rifle. I was bitterly disappointed. I was lying in my tent with a pounding, splitting ^⑥ headache one night when a terrible thought pushed its way into my mind. Hunting was beginning to bore me, and hunting, remember, ^⑦ had been my life. I have heard that American businessmen often go to pieces when they give up the business that has been their life."

A. 2

Rule: Addresses and Dates

S. 7

Rule: Set off non-essential information

I. 5

Rule: Introductory words or clauses

W. 4

Rule: Words in a list

A. 6

Rule: Adjectives

I. 7

Rule: Independent clauses w/ coordinating conjunctions

T. 1

Rule: Titles which follow a name

9. What is the difference between a phrase and a clause? Give an example.

A phrase has no verb or its subject and a
clause contains both a verb and its subject.

phrase - walking in the woods

clause - while I was walking in the woods

10. List the coordinating conjunctions. There are seven.

for, and, nor, but, or, yet, so

11. Dear Julie

I wanted to write you to let you know that I have moved as of April 14, 2009, and my new address is 302 Lancelot Drive, Simpsonville, SC 02541.

Sincerely,
Sally

(6)

12. The fans **waiting to see Michael Jordan** whistled and cheered.

Essential

or

Non-essential

circle one

13. A comma **does** go in between the final adjective and the noun following it?

True

or

false

circle one

14. Please write two sentences using the correct comma usage and describe the rule your sentence follows.

A) _____ Rule: _____
B) _____ Rule: _____

Name: _____ Date: _____ Period: _____

PLEASE FILL IN THE COMMA RULE FOR EACH LETTER OF THE ACRONYM
AND WRITE A SENTENCE THAT SHOWS YOU UNDERSTAND THE COMMA
RULE. UNDERLINE YOUR EXAMPLE PLEASE. GOOD LUCK!

A.

S.

I.

W.

A.

I.

T.

FIND THE MISSING COMMAS IN THE FOLLOWING PARAGRAPH:

ALTHOUGH MANY INDUSTRIES SAFELY DISPOSE OF THEIR HAZARDOUS MATERIALS SOME OF AMERICA'S TOXIC WASTE IS DUMPED ILLEGALLY INTO FIELDS DITCHES SEWERS AND STREAMS. TOXIC DUMPING CAN ENDANGER WATER SUPPLIES POLLUTE THE AIR OR CREATE A FIRE HAZARD. THIS ILLEGAL ACTIVITY POLLUTES RIVERS AND LAKES KILLS FISH AND WATER PLANTS AND DESTROYS RECREATION AREAS.

REFLECTION LOW FEMALE

LF is a sweet, jaunty girl who enjoys the social aspect of middle school very much. She has a group of friends that are somewhat hard to deal with at her age, but she loves to be around people. LF is also in period eight with twenty-five other students who all have big personalities. She is often inattentive if she is around other females or if she is not seated close to the instructor. She does not have an IEP or a 504 plan. She is capable of completing the assignments, but I am inclined to think she needs extra help and attention.

LF does not take the time to complete homework assignments or locate them; she does not study for quizzes, and she rarely makes up her work. She does as much as she thinks she needs to do to "get by." Earlier in the year during our Mercy Carter unit in February, she plagiarized her KWL essay from a website offline. I had a meeting with LF about this situation and told her that the essay was not acceptable and I needed her to write her KWL essay in her own words. I also informed her that plagiarism is the type of thing that can result in expulsion in high school and college.

LF began to turn things around when her parents came into the school for the meeting with all of her teachers. Two women adopted LF when she was very young; her mothers care very much about her and it was a good experience for LF to understand that everyone in the room was there to help her. She has since been completing homework, having her teachers sign her planner indicating she wrote down her homework, and making up work or quizzes that she has missed. Still she seems to need extra support.

LF's first two Word Master vocabulary quizzes were below her potential as was her make up. She received a 77 C on her AS WAIT comma quiz, which is more in the range of where I would like to see LF's grades. She is a very hardworking student and she aspires to do well; her MDG writing prompt as honest and thoughtful and her map of Ship Trap Island was very well done. LF was missing the last half of her summary worksheet and did not come in for extra support.

Name: _____

Date: _____

Period: _____

Word Master's Vocabulary Quiz
&
COPS Grammar Quiz

Word Bank:

~~* amulet~~ * redundant ~~* dishevel~~ * repast
~~* superfluous~~ * disfigure * leach * commemoration
* gallant * swirl * malign * pedestrian

Please fill in the blank with the appropriate Word Master word and include the ending if the sentence requires one. Each word is used once. Good Luck!

1. After running the Boston Marathon, I swirl a sixty-four ounce bottle of Gatorade.

-5 2. The graffiti ^{disfigured} superfluous the building so badly that it cost the culprit two hundred dollars and an entire afternoon of painting.

-10 3. These two words are synonyms of each other; they both mean repetitive or excessive:

superfluous and redundant.

4. The swirl my grandmother gave me reminds me that she is protecting me.

-5 5. A minister would never ^{use} malignant redundant language in a sermon.

6. I prefer my orange juice leached of all the pulp.

6704

wish to see me. I know that this grade can be higher! :)

43
+10

- 5
7. The commemoration for the soldiers in Vietnam was very emotional for the veterans as well as their family members.
- 5
8. The ^{gallant} medieval knight rescued the princess Rapunzel from the enormous tower by climbing up her long, blonde hair.
9. My sister is a compulsive cleaner while my room is disturbed at the end of a long week.
- 5
10. A holiday ^{repast} repast is not as much fun when one is on a diet.
11. Peckham walk the streets of New York during the daytime to avoid the traffic.

COPS GRAMMAR

Questions 3-7 have many errors in them. Please rewrite the sentence correctly in the space provided. The numbers at the ends of the sentences include the number of mistakes in each sentence. Good Luck!

1. What is the definition of a run-on sentence?

A run-on sentence is a sentence that has two or more independent clauses joined together without proper punctuation.

2. Can you name all of the coordinating conjunctions? There are seven.

For, And, Nor, But, Or, So, Yet

3. during april vacation, i am going to north Carolina with my best friend. janet. (6)

During my April vacation, I am going to North Carolina with my best friend, Janet.

4. Did you remember to bring your study guide because its worth ten points that could raise you're score won full letter grade. (5)

3

Did you remember to bring your study guide

because its worth ten points that could raise your score won full letter grade

5. the children thought there shoes where clean, the children marked they're mother's carpet with muddy footprints while they were at the springfield town fare. (7)

-2

The children thought their shoes were clean, the children marked their mother's carpet with muddy footprints while they were at the Springfield town fair.

doesn't make sense

children thought their shoes were clean, the children marked their mother's carpet with muddy footprints while they were at the Springfield town fair.

6. They're too paw prints on the knew white, linen drape from my cats, ginger and snap "Your going to clean that up, right," my dad snarled when he got home. (7)

-3

They're too paw prints on the knew white, linen drape from my cats, ginger and snap "Your going to clean that up, right," my dad snarled when he got home.

They're too paw prints on the knew white, linen drape from my cats, ginger and snap

linen drape from my cats, ginger and snap

"You're going to clean that up, right," my dad snarled when he got home.

7. There are going to the mall to find dresses for the dance tonite, it's theme is, "A nite in paris." (7)

They're going to the mall to find dresses for the dance tonite, it's theme is, "A nite in paris."

the dance tonite, it's theme is, "A nite in paris."

the dance tonite, it's theme is, "A nite in paris."

8. Explain two different changes you made to sentence number five and why you made them.

I capitalized 'the' because it is the first

letter of the word 'the' in the sentence. I

also put 'so' in the place of a comma. It

would make more sense.

The first 19 questions are all questions from this week's Word Master Vocabulary words. They can be used more than once and some of them may require endings. The extra credit words are included in the Word Bank. Good Luck!

—* approbation	—* gibe	—* rollicking	—* bulwark
—* dapper	—* rogue	—* infuse	—* contemptuous
—* rally	—* jaunty	* travail	—* aspire
—* garb	* leach	* malign	* dishevel

1. My mother tells me I was a little contaminated growing up, but I am an upstanding, young lady now.
2. The council has finally indicated its approbation of the plans for the new school.
3. The soccer players formed a bulwark in front of the goal post during the penalty kick.
4. Military garb should be ironed and hung up before the commemoration tomorrow.
5. As a child, he aspired to be a successful writer; now he has written more than sixty-seven novels, which have been translated into English, French, and Spanish.
6. Wendy's jaunty clapper grin proved that she was confident about her quiz.
7. He was rather contemptuous couge of popular singers, whom he claimed had no talent.

8. The town of Winchester held a campaign rally for animal rights.

9. When one of the students ran out of the cafeteria sobbing, the grief was taken too far.

10. James Bond's dapper attire in the movie *Casino Royale* costs more than five thousand dollars.

11. Allow the tea to steep for five minutes before you sip it.

12. Coal miners perform painstakingly hard drudgery for more than fourteen hours a day.

13. A rollicking adventure film, for example *Otis and Milo*, can make the most stern man smile and cheer.

14. These two words are synonyms of each other; they both mean stylish and well-groomed:

dapper and dandy

15. lively meaning lively or joyous is also a synonym of the two words above.

16. Criticism and disapproval are antonyms of praise.

17. To revive or to unite is the verb form of unity.

18. What is the definition of travail? hard work

19. If someone is giving you scornful looks, they are giving you contemptuous looks.

Extra Credit:

1. This old vocabulary word is an antonym of dapper: disheveled

2. What is the second (not-so-popular) definition of pedestrian; it's an adjective?

a person who walks. ordinary, boring, not interesting

3. This old vocabulary word meaning to slander is an antonym of approbation:

leech malign

4. This old vocabulary word meaning to strain is an antonym of infuse:

disheveled leech

5. Please use gallant in a sentence.

The gallant knight

Name: _____

Date: April 16, 2009 Period: 8

The first 13 questions are all questions from this week's Word Master Vocabulary words. They can be used more than once and some of them may require endings.

Better

67.5

Word Bank:

- * approbation - * gibe - * rollicking - * bulwark
- * dapper * rogue - * infuse - * contemptuous
- * rally - * jaunty * travail - * aspire
* garb

1. Angus has always aspired to be an astronaut, but he's not good at science so it may not happen. However, he is still going to try.
2. Digging ditches and clearing trees were travails many prisoners had to endure during the 1920's. Neither were popular activities.
3. The bulwark around the castle was used to help slow down enemy troops. It's usually at least ten feet high.
4. The president gave his approbation to the new law passed in Congress. He feels it will help many people throughout the country.
5. Jamal looked very dapper when he appeared in his tux and was finished getting ready for the prom.
6. Mrs. Johnson had an extremely contemptuous look on her face when Jack gave her the wrong answer.
7. Dress garb for the U.S. Marine Corps is the sharpest looking of any of the military services.
8. Politicians often hold rally's before elections. It's a great way for them to get information out to the voters.
9. The air in the coffee shop was infused with the smell of roasting coffee.

10. Steve and Lucy had a rollicking, good time riding around on their four-wheelers.
11. His pitching performance was so poor, he had to endure many gibes from the hometown crowd.
12. After years of swindling people out of their money, the rogue was caught and imprisoned.
13. With a swinging and ^{jaunty} rollicking walk, the student council president walked through the cafeteria saying hello to all she met.

Recall from your studying and consult the classroom word wall for a complete list of words.

Thoughtfully answer these questions:

14. What two words mean to speak badly of?

gibe, capper

- 25 15. What two words mean to percolate or to steep as you might with tea?

infuse / steep

16. What does superfluous mean?

over exceeded

17. What is your aspiration? Thoughtful and complete sentence please.

When I grow up, I aspire to be a Marine biologist

18. Who or what might swill? You can swill coke.

19. Give an example of garb.

I wear garb, such as Sears, J.C. Penny

20. Who or what might be rollicking? I am always rollicking.

I am always very lively and care-free.

Name: _____

Date: April 15, 2009Period: 8

READ THESE DIRECTIONS CAREFULLY

AS I WAIT COMMA QUIZ

Please match the number above the underlined and bolded section with the appropriate letter of the acronym, AS I WAIT. Please fill in the comma rule as it applies to each letter of the acronym. Also answer the questions below.

The Most Dangerous Game written by: Richard Connell, III was published in Collier's Weekly on January 19, 1944. "After the debacle in Russia I left the country, for it was imprudent for an officer of the Czar to stay there. Many noble Russians lost everything. I, luckily, had invested heavily in American securities, so I shall never have to open a tearoom in Monte Carlo or drive a taxi in Paris. Naturally, I continued to hunt—grisliest in the Rockies, crocodiles in the Ganges, rhinoceroses in East Africa. It was in Africa that the Cape Buffalo hit me and laid me up for six months. As soon as I recovered, I started for the Amazon to hunt jaguars, for I heard they were usually cunning. They weren't."

The Cossack sighed. "They were no match at all for a hunter with his wits about him and a high powered rifle. I was bitterly disappointed. I was lying in my tent with a pounding, splitting headache one night when a terrible thought pushed its way into my mind. Hunting was beginning to bore me, and hunting, remember, had been my life. I have heard that American businessmen often go to pieces when they give up the business that has been their life."

A. 2

Rule: Addresses and dates

S. 7

Rule: Setting off non-essential information

I. 5

Rule: Introductory phrases and clauses

W. 4

Rule: Objects in lists

A. 6

Rule: Objectives

C. 3

Rule: Independent clauses w/ cc

T. 1

Rule: titles

Nice job!
Keep up
the
good work

77c

9. What is the difference between a phrase and a clause? Give an example.

Please try.

10. List the coordinating conjunctions. There are seven.

F-for A-and n-nor b-but o-or y-yet S-so

11. Dear Julie

I wanted to write you to let you know that I have moved as of April 14, 2009, and my new address is 102 Lancelot Drive Simpsonville, SC 22541.

Sincerely
Sally

(6)

12. The fans waiting to see Michael Jordan whistled and cheered.

Essential

or

Non-essential

circle one

13. A comma does go in between the final adjective and the noun following it?

True

or

false

circle one

fuzzy, pink slippers

14. Please write two sentences using the correct comma usage and describe the rule your sentence follows.

- A) I live at 1381 Etc. 123 North Stoddard. Rule: addresses and dates
- B) I have a dog named Boo, a fish named Jaws, and two mice named Kibbles and Bitts. Rule: words in lists

MDG

✓

March 2 April 1, 200

Period 8

"Would you rather be
a hunter or the hunted(huntee)"

I would much rather be the hunted(huntee).
I would rather be the huntee because I have
never used a weapon. Well at least to harm
an animal. I have shot a gun but only
at trees and targets. I have watched
the hunting channels and what they
do is so mean. Also for prompt
number one... I do not consider hunting
a sport. Sports are something that involve
running, motivation and agility. All that
hunting does for you is to get you to
fear animals. *Note* shooting, hunting, scalping
and eating animals is very cruel. I'm not
a vegetarian but I don't eat meat
often. Very seldomly do you see me eating
meat. If I was going to be the huntee
I would obviously have to be prepared
for any hunters. I would probably be
a nunga moose or a ballett forkey!
Nungas are AWESOME!! haha

great
word
😊

great job

You have some interesting
things to say. I enjoyed reading
your prompt. 😊



• ACC. NAME - 30pts
• De. - 20pts
• d. - 20pts
• e. - 20pts

19
20
20
30

80 B+

~~_____~~ Your
map is awesome! 😊
You forgot to add some
details to your worksheet.

Name: [redacted] 415
Date: [redacted]
Subject: [redacted]

"A DANGEROUS GAME"
Guide Part Two: 3
-23

READ ON UNTIL THE END OF PAGE 16

1. Are you surprised at what has happened? Why or why not?

2. What do you think will happen now?

READ ON: As you read, write down what happens on each page. Start with the night that begins on the top of p.17. DESCRIBE THE JOURNEY AS MUCH AS POSSIBLE.

ght 1: found him [redacted] a big tree with a "tick
YONK and outbreathed [redacted] of the
ree: broad limbs: general was a devil:
[redacted] [redacted] slowly like a
[redacted] snake:

ing 1: the cry of some [redacted] had focused
[redacted] attention: [redacted] [redacted] town
the limb: It was [redacted] [redacted]
fixed: He paused, almost [redacted] the tree
[redacted] to his knees [redacted] the ground:

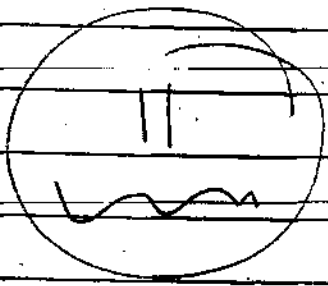
the swish of the underbrush against his hunting boots drew fainter and fainter: the rent-up air burst hotly from Ramsford's lungs: made him feel sick and numb:

Night 2: He knew where he was now, Death Swamp and its quicksand:

~~What~~ what happens next?



Morning 2:



Night 3:

Venn Diagram

The Most Dangerous Game

Pl. 8 April 16, 2009

Short story

movie

great Observations

Characters

Story
Events

Setting
References

Resolution

-he just simply falls off of the boat; it does not blow up and crash.

-there is not a smiling hobo.

-there are not people in the Dr's house

-Rainsford was hunted for 1 day

-he hides inside of a cave

-there is a casket.

-Rainsford gets a casket.

-there is a deadly man killing trap

-the boat crashes and blows up.

-there is a smiling hobo.

-there are people in the Dr's house.

-count Zoroff

-more people

-Rainsford gets

-the girl goes with him

-he does not hide inside of a cave.

REFLECTION LOW MALE

LM is a wonderful student to work with in my experience. He has responded well to me and turned his academic performance around lately. He has promised Patrice and I “nothing but his best for the fourth quarter,” and I am happy to say he has stayed true to his word to date. LM can be a very endearing, sweet, and caring young man. He does get excited about some things and can work hard. LM’s strengths are in the areas of basic reading and reading comprehension. He has average abilities in written language and math calculations according to his Individualized Education Plan.

LM is in a 7th grade heterogeneous classroom. Period three English is a large classroom with 26 students. The students are all predominately white with a wide range of capabilities. LM is a student with special needs; it has been determined that he has a learning disability in the area of math reasoning. He has also been diagnosed with ADHD (Inattentive type) and Asperger’s Syndrome. A small case of Anxiety is being investigated. He normally sits in the back of the room near the paraprofessional he works with because he has established a great relationship with him, which has helped his performance. At times he is non-compliant and he has problems with anger-management. He needs a quiet place to cool down before returning to the classroom. Often he does not participate in class or complete homework assignments. There are also some issues with lying.

LM is capable of doing the work, but he does need more time than more students and I can tell that he has some anxiety about graded assignments. He does not take homework as seriously. Sometimes his assignments are modified to alleviate his stress level. The first Word Master vocabulary Quiz did not go as well for LM, but

unfortunately he is used to worse grades. He did not study for the quiz and refused help during the quiz, so I was told to grade it as I would any other student. LM did not make up the first quiz and so his score of 50 stayed in the grade book.

When the students were given time to work with partners and discuss their smart cards for the second part of the Word Masters Challenge words, it was very difficult to motivate LM. He would not work on his smart cards (he is giving a choice) and as a result his grade reflected very poorly on his average. I was able to motivate LM this time to come in and retake the quiz; I collected his test and administered the same test. I gave the medium and higher-level students a different exam. He received a 100 A+ and I brought him over to the computer so he could watch his grade rise from an F to a 73 C-. His eyes lit up and a shy smile came over his face. With the exception of his MDG writing prompt all of his work is what I have expected.

I do believe that the Word Master Challenge words were difficult. The Word Masters Challenge is designed for kids with strong language abilities. However, I do not think it is a bad thing to give the students a difficult task and it is very important to the 7th grade Language Arts committee at Keene Middle School. The quizzes and tests I gave did require some re-takes, but with determination and direction, LM is a fine student and can succeed to his personal best.

Name: _____ Date: _____ Period: _____

Word Master's Vocabulary Quiz
&
COPS Grammar Quiz

Word Bank:

- * amulet * redundant * dishevel * repast
* superfluous * disfigure * leach * commemoration
* gallant * swill * malign * pedestrian

Please fill in the blank with the appropriate Word Master word and include the ending if the sentence requires one. Each word is used once. Good Luck!

1. After running the Boston Marathon, I swilled a sixty-four ounce bottle of Gatorade.

2. The graffiti disfigured the building so badly that it cost the culprit two hundred dollars and an entire afternoon of painting.

- 5 3. These two words are synonyms of each other; they both mean repetitive or excessive: redundant and repast superfluous.

4. The amulet my grandmother gave me reminds me that she is protecting me.

5. A minister would never malign language in a sermon.

- 5 6. I prefer my orange juice leached of all the pulp.

50

would, if you
retake like to
be happy to give
you a higher
grade.

7. The common motif for the soldiers in Vietnam was very emotional for the veterans as well as their family members.

8. The gallant knight rescued the princess Rapunzel from the enormous tower by climbing up her long, blonde hair.

9. My sister is a compulsive cleaner while my room is ^{disneveled} superfluous at the end of a long week.

10. A holiday ^{repast} leach is not as much fun when one is on a diet.

11. Pedestrians walk the streets of New York during the daytime to avoid the traffic.

COPS GRAMMAR

Questions 3-7 have many errors in them. Please rewrite the sentence correctly in the space provided. The numbers at the ends of the sentences include the number of mistakes in each sentence. Good Luck!

1. What is the definition of a run-on sentence?

A run on sentence is when a sentence shows no sign of ending.

2. Can you name all of the coordinating conjunctions? There are seven.

and, but, or, yet, so, for, and

3. ~~during~~ april vacation, ~~i~~ am going to north Carolina with my best friend ~~janet~~. (6)

during April vacation, I am going to North Carolina with my best friend Janet.

4. Did you remember to bring your study guide because it's worth ten points that you could raise your score ~~on~~ full letter grade (5)

Did you remember to bring your study guide it's worth ten points

5. ~~The children thought their shoes were clean, the children marked their mother's carpet with muddy footprints while they were at the Springfield town fair.~~ (7)

The children thought shoes were clean, the children marked mom's car pet/muddy at fair

6. ~~They're too~~ paw prints on the ~~new~~ white, linen drape from my cats, ginger and snap "Your going to clean that up, right," my dad snarled when he got home. (7)

Their two paw prints on the new white linen drape from my cats, ginger and snap "You going to clean that up, right" my dad snarled when he got home

7. There ~~is~~ going to the mall to find dresses for the dance, tonite, it's theme is, "A night in paris." (7)

There is going to the ^{not needed} mall to find dresses for the dance tonite if the theme is a night in paris

8. Explain two different changes you made to sentence number five and why you made them.

The has to be capital start of sentence fair right car

Name: [REDACTED] Date: Period:

The first 19 questions are all questions from this week's Word Master Vocabulary words. They can be used more than once and some of them may require endings. The extra credit words are included in the Word Bank. Good Luck!

Word Bank:

* apprehension	* gibe	* rollicking	* bulwark
* dapper	* rogue	* infuse	* contemptuous
* rally	* jaunty	* 	* aspire
* garb	* leach	* malign	* dishevel

~~[REDACTED]~~ please consider re-taking this quiz for a higher grade. You have one week from the time I hand the quiz back.

1. My mother tells me I was a little jaunty growing up, but I am an upstanding, young lady now.

2. The council has finally indicated its affiliation of the plans for the new school.

3. The soccer players formed a bulwark in front of the goal post during the penalty kick.

4. Military garb should be ironed and hung up before the commemoration tomorrow.

5. As a child, he aspired to be a successful writer; now he has written more than sixty-seven novels, which have been translated into English, French, and Spanish.

6. Wendy's jaunty grin proved that she was confident about her quiz.

7. He was rather contemptuous of popular singers, whom he claimed had no talent.

8. The town of Winchester held a campaign rally for animal rights.

9. When one of the students ran out of the cafeteria sobbing, the gibes was taken too far.

10. James Bond's dapper attire in the movie *Casino Royale* costs more than five thousand dollars.

11. Allow the tea to infuse for five minutes before you sip it.

12. Coal miners perform painstakingly hard travail for more than fourteen hours a day.

13. A disheveled adventure film, for example *Otis and Milo*, can make the most stern man smile and cheer.

14. These two words are synonyms of each other; they both mean stylish and well-groomed:

garb dapper and garbed jaunty

15. rollicking meaning lively or joyous is also a synonym of the two words above.

16. Criticism and disapproval are antonyms of approbation

17. To revive or to unite is the verb form of rally

18. What is the definition of travail?

to work hard physically or mentally
to aspire to be
something great

- 19 If someone is giving you scornful looks, they are giving you contemptuous looks.

Extra Credit:

1. This old vocabulary word is an antonym of dapper: distrevelled
2. What is the second (not-so-popular) definition of pedestrian; it's an adjective?

ordinary or normal

3. This old vocabulary word meaning to slander is an antonym of approbation:

malign

4. This old vocabulary word meaning to strain is an antonym of infuse:

leach

5. Please use gallant in a sentence.

the very gallant knight killed
the dragon with only a dagger.

Name: _____ Date: _____ Period: _____

The first 19 questions are all questions from this week's Word Master Vocabulary words. They can be used more than once and some of them may require endings. The extra credit words are included in the Word Bank. Good Luck!

Word Bank:

* approbation	* gibe	* rollicking	* bulwark
* dapper	* rogue	* infuse	* contemptuous
* rally	* jaunty	* travail	* aspire
* garb	* leach	* malign	* dishevel

Extra
Credit

1. My mother tells me I was a little rogue growing up, but I am an upstanding, young lady now.
2. The council has finally indicated its approbation of the plans for the new school.
3. The soccer players formed a bulwark in front of the goal post during the penalty kick.
4. Military garbs should be ironed and hung up before the commemoration tomorrow.
5. As a child, he aspired to be a successful writer; now he has written more than sixty-seven novels, which have been translated into English, French, and Spanish.
6. Wendy's jaunty grin proved that she was confident about her quiz.
7. He was rather contemptuous of popular singers, whom he claimed had no talent.

8. The town of Winchester held a campaign only for animal rights.
9. When one of the students ran out of the cafeteria sobbing, the gibes was taken too far.
10. James Bond's dapper attire in the movie *Casino Royale* costs more than five thousand dollars.
11. Allow the tea to infuse for five minutes before you sip it.
12. Coal miners perform painstakingly hard hurdled for more than fourteen hours a day.
13. A aspired adventure film, for example *Otis and Milo*, can make the most stern man smile and cheer.
14. These two words are synonyms of each other; they both mean stylish and well-groomed:
dapper and scruffy.
15. collicking meaning lively or joyous is also a synonym of the two words above.
16. Criticism and disapproval are antonyms of appreciation.
17. To revive or to unite is the verb form of only.
18. What is the definition of travail? to work hard

19. If someone is giving you scornful looks, they are giving you _____ looks.

contemptuous

Extra Credit:

1. This old vocabulary word is an antonym of dapper:

malformed
disfigured

2. What is the second (not-so-popular) definition of pedestrian; it's an adjective?

2 + ordinary if normal

3. This old vocabulary word meaning to slander is an antonym of approbation:

disheveled

4. This old vocabulary word meaning to strain is an antonym of infuse:

2 + leach

5. Please use gallant in a sentence.

the gallant knight killed the dragon with only a dagger

+6
+6

Name: _____ Date: _____ Period: _____

READ THESE DIRECTIONS CAREFULLY

AS I WAIT COMMA QUIZ

Please match the number above the underlined and bolded section with the appropriate letter of the acronym, AS I WAIT. Please fill in the comma rule as it applies to each letter of the acronym. Also answer the questions below.

② The Most Dangerous Game written by: ^①**Richard Connell, III** was ^③published in Collier's Weekly on January 19, 1944. "After the debacle in Russia I left the country, for ^④it was imprudent for an officer of the Czar to stay there. Many noble Russians lost everything. I, luckily, had invested heavily in American securities, so I shall never have to open a tearoom in Monte Carlo or drive a taxi in Paris. Naturally, I continued to hunt—grisliest in the Rockies, crocodiles in the Ganges ^④rhinoceroses in East Africa. It was in Africa that the Cape Buffalo hit me and laid me up for six months. As soon as I recovered ^⑤I started for the Amazon to hunt jaguars, for I heard they were usually cunning. They weren't." ^⑤

The Cossack sighed. "They were no match at all for a hunter with his wits about him and a high powered rifle. I was bitterly disappointed. I was lying in my tent with a pounding, splitting ^⑥headache one night when a terrible thought pushed its way into my mind. Hunting was beginning to bore me, and hunting, remember ^⑦had been my life. I have heard that American businessmen often go to pieces when they give up the business that has been their life."

A. 2
S. 7
I. 5
W. 4
A. 6
I. 3
T. 1

Rule:

Rule:

Rule:

Rule:

Rule:

Rule:

Rule:

addresses and
dates
sets of non essential
info
words and phrases
words and phrases
words in lists
adjectives
independent clauses
phrases which follow
name

-2.5 9. What is the difference between a phrase and a clause? Give an example.
Phrase starts sentence

phrase =
no verb or
subject

What's up with you do this
 assignment

Clause = verb and
subject

-5 10. List the coordinating conjunctions. There are seven.

FANBOYS → for, and, nor, but
 or, yet, so

-2 11. Dear Julie
 I wanted to write you to let you know that I have moved as of April 14, 2009, and
 my new address is 302 Lancelot Drive, Simpsonville, SC 02541.

Sincerely
 Sally (6)

12. The fans waiting to see Michael Jordan whistled and cheered.

Essential

or

Non-essential

Which fans cheered?
 circle one

13. A comma does go in between the final adjective and the noun following it?

True

or

false

adj

n.

circle one

fuzzy, pink slippers
 ↑

14. Please write two sentences using the correct comma usage and describe the rule your sentence follows.

A) I live on 17 Gardner St.

Rule: addresses

B) It is May 9th, 09.

Rule: dates

It is May 9, 2009.

MGD PROMPT

If I were an animal being
hunted - would I ~~run~~ for my
life. I could try cartoon antics.
I would also try to take cover
in a deep dark cave.

Good
start.

Continue on that
theme. Add more
and detail please.
I'm interested in
what you have to
say...

Name: [REDACTED]

Date: 4/14/17

Period: 3

HOMEWORK NOT HANDED IN

Will turn in
Flx
during 4/14

Please explain why you did not hand in your homework assignment today. Please also include the name of the assignment.

Assignment: most dangerous game map

5 Lines-Type 1

- * I didn't do the assignment
- * because I have been
- * very busy with my other
- * homework and helping my
- * dad work on the apartment he works on.

Name: _____

FCA's
"The Most Dangerous Game"
map & wkst

Accuracy:	20 pts.	15
Color:	20 pts.	20
details:	20 pts.	15
MDG wkst:	40 pts.	30

80 / 100 pts.

great job! 😊
I am so proud of
you for working so
hard on this project.
I think you're going
to have a very successful
4th quarter. 😊



very big ocean

Venn Diagram

The Most Dangerous Game

Short Story

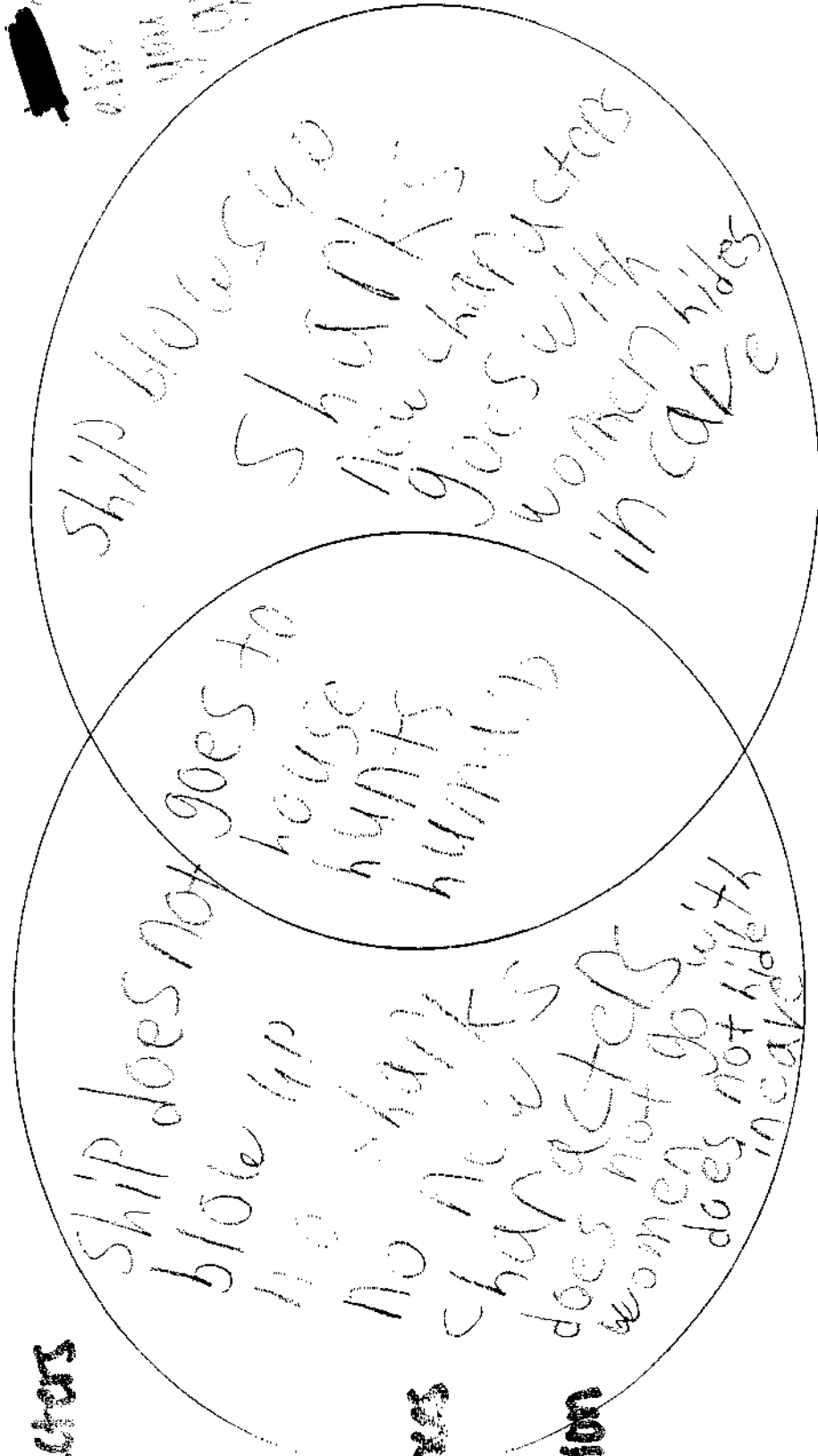
movie

characters

story
events

setting
themes

resolution



REFLECTION MEDIUM FEMALE

MF is a very quiet child who keeps to herself and a couple other female students. MF is in my homeroom and so I see her often. She hangs out with two young females who are constantly bickering; MF seems to mediate between the two girls because she is very calm and collected.

MF is very hardworking and has a dapper sense of style. She is in period four with twenty other predominately white students who are all very intellectual and advanced in their reading comprehension and writing skills. She does not need any individualized attention; she and all her classmates are capable of handling their workload.

MF did an exceptional job on her Word Master vocabulary words and placed fifth place in Cluster D for the Word Masters Challenge. She also did very well on her AS I WAIT COMMA quiz. She is attentive during class and studies very hard, but I would like to see her participate more in class.

MF did a great job on her MDG writing prompt; she wrote responses for both prompts and had interesting things to say about animals not being able to reason as well as hunters. She used material she read from the text and placed it into the context of the situation she was encouraged to write about. MF made some great connections between the short story and the movie on the compare and contrast Venn diagram. She pays attention to detail, and she works hard on all of her assignments.

I really enjoyed MF's map of Ship Trap Island, which she received a 100 A+ on. She drew a scroll and outlined the island on the scroll; I thought it was creative and original. She is a talented artist. Her worksheet was very detailed and she even used quotes from the text while she was summarizing the key points of the three-day hunt.

Name: _____ Date: _____ Period: 2

Word Master's Vocabulary Quiz
&
COPS Grammar Quiz

Word Bank:

~~* amulet~~ ~~* redundant~~ ~~* dishevel~~ ~~* repast~~
~~* superfluous~~ ~~* disfigure~~ ~~* leach~~ ~~* commemoration~~
~~* gallant~~ ~~* swill~~ ~~* malign~~ ~~* pedestrian~~

105 At
Excellent
"

Please fill in the blank with the appropriate Word Master word and include the ending if the sentence requires one. Each word is used once. Good Luck!

1. After running the Boston Marathon, I swilled a sixty-four ounce bottle of Gatorade.
2. The graffiti disfigured the building so badly that it cost the culprit two hundred dollars and an entire afternoon of painting.
3. These two words are synonyms of each other; they both mean repetitive or excessive:
superfluous and redundant
4. The amulet my grandmother gave me reminds me that she is protecting me.
5. A minister would never use malignant language in a sermon.
6. I prefer my orange juice leached of all the pulp.

-5
+10

7. The Commemoration for the soldiers in Vietnam was very emotional for the veterans as well as their family members.
8. The gallant knight rescued the princess Rapunzel from the enormous tower by climbing up her long, blonde hair.
9. My sister is a compulsive cleaner while my room is disheveled at the end of a long week.
10. A holiday repost is not as much fun when one is on a diet.
11. Pedestrians walk the streets of New York during the daytime to avoid the traffic.

COPS GRAMMAR

Questions 3-7 have many errors in them. Please rewrite the sentence correctly in the space provided. The numbers at the ends of the sentences include the number of mistakes in each sentence. Good Luck!

1. What is the definition of a run-on sentence?

A sentence that could really be broken down into 2 or 3 sentences. It has 2 or 3 sentences in itself.

2. Can you name all of the coordinating conjunctions? There are seven.

for, and, nor, but, or, yet, so

3. during april vacation, i am going to north Carolina with my best friend janet. (5)

During April vacation, I am going to North Carolina with my best friend Janet.

4. Did you remember to bring your study guide because its worth ten points that could raise you're score won full letter grade (5)

2 Did you remember to bring your study guide, because it's worth ten points that could your score one full letter grade?

5. the children thought there shoes where clean, the children marked they're mother's carpet with muddy footprints while they were at the springfield town fare. (7)

1 The children thought their shoes were clean.

The children marked their mother's carpet with muddy footprints while they were at the Springfield town fare.

6. They're too paw prints on the new white, linen drape from my cats, ginger and snap, "Your going to clean that up, right," my dad snarled when he got home. (7)

1 There are two paw prints on the new white

linen drape from my cats, ginger and snap.

7. There are going to the mall to find dresses fore the dance tonite, it's theme is, "A nite when in paris." (7) he got home

They're going to the mall to find dresses

for the dance tonight. Its theme is, "A nite in paris."

8. Explain two different changes you made to sentence number five and why you made them.

Well, I ~~not~~ ~~aperiod~~ after clean because it seemed like that should be the end of that sentence. I also corrected the word where, with the word were.

Name: _____ Date: _____ Period: _____

The first 19 questions are all questions from this week's Word Master Vocabulary words. They can be used more than once and some of them may require endings. The extra credit words are included in the Word Bank. Good Luck!

Word Bank:

~~approbation~~

* gibe

* rollicking

~~bulwark~~

~~clapper~~

* rogue

* infuse

~~contemptuous~~

~~rally~~

~~jaunty~~

~~travail~~

~~aspire~~

~~garb~~

~~etch~~

~~malign~~

* dishevel

89 B+
great job
"

1. My mother tells me I was a little rogue malign growing up, but I am an upstanding, young lady now.
2. The council has finally indicated its approbation of the plans for the new school.
3. The soccer players formed a bulwark in front of the goal post during the penalty kick.
4. Military garb should be ironed and hung up before the commemoration tomorrow.
5. As a child, he aspired to be a successful writer; now he has written more than sixty-seven novels, which have been translated into English, French, and Spanish.
6. Wendy's jaunty rogue grin proved that she was confident about her quiz.
7. He was rather contemptuous of popular singers, whom he claimed had no talent.

(89)

8. The town of Winchester held a campaign rally for animal rights.

9. When one of the students ran out of the cafeteria sobbing, the gibe was taken too far.

10. James Bond's dapper attire in the movie *Casino Royale* costs more than five thousand dollars.

11. Allow the tea to infuse for five minutes before you sip it.

12. Coal miners perform painstakingly hard travail for more than fourteen hours a day.

13. A rollicking adventure film, for example *Otis and Milo*, can make the most stern man smile and cheer.

14. These two words are synonyms of each other; they both mean stylish and well-groomed:

dapper and jaunty.

15. Rollicking meaning lively or joyous is also a synonym of the two words above.

16. Criticism and disapproval are antonyms of aprobation ^{SV}.

17. To revive or to unite is the verb form of rally.

18. What is the definition of travail? hard, exhausting
work

- 5 19. If someone is giving you scornful looks, they are giving you ^{contemptuous} malign looks.

Extra Credit:

1. This old vocabulary word is an antonym of dapper: disfigure

2. What is the second (not-so-popular) definition of pedestrian; it's an adjective?

a boring person, ordinary,

3. This old vocabulary word meaning to slander is an antonym of approbation:

malign

4. This old vocabulary word meaning to strain is an antonym of infuse:

leach

5. Please use gallant in a sentence.

The gallant knite saved the princess from the Dragon, +6

Name: [REDACTED] Date: April 15th Period: _____

READ THESE DIRECTIONS CAREFULLY

AS I WAIT COMMA QUIZ

Please match the number above the underlined and bolded section with the appropriate letter of the acronym, AS I WAIT. Please fill in the comma rule as it applies to each letter of the acronym. Also answer the questions below.

A
x2
8
+4
12

88B

4 The Most Dangerous Game written by: Richard Connell, III was published in Collier's Weekly on January 19, 1944. "After the debacle in Russia I left the country, for it was imprudent for an officer of the Czar to stay there. Many noble Russians lost everything. I, luckily, had invested heavily in American securities, so I shall never have to open a tearoom in Monte Carlo or drive a taxi in Paris. Naturally, I continued to hunt—grislies in the Rockies, crocodiles in the Ganges, rhinoceroses in East Africa. It was in Africa that the Cape Buffalo hit me and laid me up for six months. As soon as I recovered, I started for the Amazon to hunt jaguars, for I heard they were unusually cunning. They weren't."

The Cossack sighed. "They were no match at all for a hunter with his wits about him and a high powered rifle. I was bitterly disappointed. I was lying in my tent with a pounding, splitting headache one night when a terrible thought pushed its way into my mind. Hunting was beginning to bore me, and hunting, remember, had been my life. I have heard that American businessmen often go to pieces when they give up the business that has been their life."

A. 2

Rule: addresses & dates

S. 7

Rule: set off non-essential information

I. 5

Rule: Introductory words, Phrases, clauses

W. 4

Rule: words in a list

A. 6

Rule: adjectives

I. 3

Rule: Independent clauses with coordinating conjunctions

T. 1

Rule: Title that follows a name

* Patrice's grading

9. What is the difference between a phrase and a clause? Give an example.

clauses have a verb & subject

She ate ice cream, then a hotdog.

S V

10. List the coordinating conjunctions. There are seven.

For, and, nor, not, or, yet, so

11. Dear Julie

I wanted to write you, to let you know that I have moved as of April 14, 2009, and my new address is 302 Lancelot Drive, Simpsonville, SC 02541.

Sincerely,
Sally

(6)

12. The fans **waiting to see Michael Jordan** whistled and cheered.

Essential

or

Non-essential

circle one

13. A comma **does** go in between the final adjective and the noun following it?

True

or

false

circle one

14. Please write two sentences using the correct comma usage and describe the rule your sentence follows.

A) He was blonde, mean, and selfish. Rule: Words in a list

B) That was a ticky, funny old man. Rule: adjectives

4

MDG Prompt

#1

I don't think hunting is really a sport because the animal isn't as smart as the hunter, so they don't have an equal chance of winning.

great quote
😊

Quote: "I started for the amazon to hunt jaguars I heard they were unusually cunning. They weren't" which shows animals can't usually win against the hunter

#2

I would rather be the animal because I couldn't be the hunter. To defend myself I would run, hide or if I had to, attack.

Nice job, [redacted]

√

Being a hunter must be hard, but what if you are the animal attacking...

100AT

Name: _____

Date: _____

Subject: _____

"The Most Dangerous Game"
Study Guide Part Two+2
pp. 15-23

READ ON UNTIL THE END OF PAGE 16

1. Are you surprised at what has happened? Why or why not?

No, I figured that Rainsford would live,

2. What do you think will happen now?

He will free the captives (if there are any) then leave the island.

READ ON: As you read, write down what happens on each day of the hunt. Start with the night that begins on the top of p. 17.
DESCRIBE THE JOURNEY AS MUCH AS POSSIBLE. 13

Night 1: Rainsford leaves a trail for Zaroff to follow "playing fox" then he goes to sleep in a big tree, > great quote

Morning 1: General Zaroff stands below the tree Rainsford is in and stops looking right below the branch Rainsford is on. He leaves. Now Rainsford goes and makes a log trap which falls on Zaroff.

Night 2: Rainsford makes another trap by digging a pit then put stakes at the bottom. When Zaroff came his best dog fell in and was killed.

Morning 2: He wakes to the sound of the whole pack of dogs coming. He makes a trap with a dagger. Ivan (the general's helper) gets killed by the springing dagger. Rainsford is still being followed by the dogs so he jumps into the sea.

Night 3: He swims to Zaroff's house and fights him in his bedroom. Rainsford wins!

great summary.
You outlined the key points very well
U

Venn Diagram

The Most Dangerous Game

Short Story

movie

characters

story events

setting

themes

resolution

Wow! This is very detailed. Excellent!

The ship (rashes and explodes)

eaten by sharks
monster with kid
dock worker

Ivan's sister

Count Zaroff

Brother and sister

Zaroff has a son

The girl goes with him

the tree doesn't hurt him.

the same thing is a bit different

rainford falls off boat

Off boat

lionboard closer to knocker

Ivan's ~~sister~~ ^{nugget}

crew rainford

Ivan, Zaroff

at one point

Zaroff says

He came things as

he doesn't hurt

General Zaroff

No brother & sister

he is hunted by himself

The tree hits Zaroff's shoulder

he doesn't sleep in a tree

in a tree

REFLECTION MEDIUM MALE

MM is a very hard worker, but naturally talented students surround him. He studies very hard and tries very hard to reach his academic best. He is very personable and has a quirky group of male friends. He enjoys the social aspect of middle school very much. He is in a 7th grade heterogeneous classroom of predominately white students. There are 21 students in the classroom and it is the highest-level classroom that I teach. HF and MF are also in the same class as MM. MM does not have any special needs. The classroom does not need any type of alternate instruction and MM does not need individualized instruction.

MM appears to have an attitude at times and becomes very frustrated with his performance if it is not at his academic best as one can see by the comments he wrote on his second Word Masters Challenge quiz. However, he is responsible enough to make up his work in time and he did receive a 90 A- on his re-take quiz.

MM is very insightful and listens to directions well. He had some very interesting things to say in his MDG writing prompt about how he would survive if he were being hunted like an animal. MM also did an excellent job on his compare and contrast Venn diagram, which shows me that he enjoyed the short story and the movie, and he was able to make some great connections.

MM is also very creative. His map and worksheet of Ship Trap Island, the island in "The Most Dangerous Game" was in the shape of a skull because General Zaroff, the master of the island, was an evil villain. He was also able to summarize the key points of the three-day hunt in chronological order and with details he found in the text.

Name: [REDACTED] Date: 3/24/01 Period: 4

Word Master's Vocabulary Quiz
&
COPS Grammar Quiz

103 A+
Excellent
H

Word Bank:

* ~~amulet~~ * ~~redundant~~ * ~~dishevel~~ * ~~repast~~
* ~~superfluous~~ * ~~disfigure~~ * ~~leech~~ * ~~commemoration~~
* ~~gallant~~ * ~~evil~~ * ~~malignant~~ * ~~pedestrian~~

Please fill in the blank with the appropriate Word Master word and include the ending if the sentence requires one. Each word is used once. Good Luck!

1. After running the Boston Marathon, I swilled a sixty-four ounce bottle of Gatorade.
2. The graffiti disfigured the building so badly that it cost the culprit two hundred dollars and an entire afternoon of painting.
3. These two words are synonyms of each other; they both mean repetitive or excessive:
redundant and superfluous.
4. The amulet my grandmother gave me reminds me that she is protecting me.
5. A minister would never use malignant language in a sermon.
6. I prefer my orange juice leached of all the pulp.

-7
+10

7. The commemoration for the soldiers in Vietnam was very emotional for the veterans as well as their family members.
8. The gallant knight rescued the princess Rapunzel from the enormous tower by climbing up her long, blonde hair.
9. My sister is a compulsive cleaner while my room is disheveled at the end of a long week.
10. A holiday repast is not as much fun when one is on a diet.
11. pedestrians walk the streets of New York during the daytime to avoid the traffic.

COPS GRAMMAR

Questions 3-7 have many errors in them. Please rewrite the sentence correctly in the space provided. The numbers at the ends of the sentences include the number of mistakes in each sentence. Good Luck!

1. What is the definition of a run-on sentence?

One long sentence consisting of two sentences put together by a comma, semi-colon or nothing at all.

2. Can you name all of the coordinating conjunctions? There are seven.

For, And, Nor, But, Or, Yet, So

3. during april vacation, I am going to north Carolina with my best friend janet. (5)

During April vacation, I am going to North Carolina with my best friend Janet.

- 2 4. Did you remember to bring your study guide, because it's worth ten points that could raise ~~your~~^{your} score ~~on~~^{one} full letter grade. (5)

Did you remember to bring your study guide, because it's

worth ten points that could raise your score one full letter grade.

- 1 8. The children thought ~~there~~^{their} shoes ~~were~~^{were} clean; the children marked ~~they're~~^{their} mother's carpet with muddy footprints while they were at the Springfield town fare. (7)

The children thought their shoes were clean; the children marked their mother's carpet with muddy footprints while they were at the Springfield Town fare

- 2 6. ~~They're~~^{There are} ~~two~~ paw prints on the ~~new~~ white, linen drape from my cats, ginger and snap, "Your going to clean that up, right," my dad snarled when he got home. (7)

There are two paw prints on the new white, linen drape from

my cats, Ginger and Snap. "Your going to clean that up, right," my dad snarled when he got home.

- 1 7. ~~There~~^{They're} are going to the mall to find dresses for ~~the~~^{tonight} dance ~~tonite~~^{tonight}, it's theme is: "A ~~night~~^{night} in Paris." (7)

They are going to the mall to find dresses for the dance tonight

its theme is: "A night in Paris."

8. Explain two different changes you made to sentence number five and why you made them.

I put a capital T at the beginning because it is the start of a sentence and I capitalized Springfield because it's the name of a town.

Name: _____

Date: 4/8/09

Period: 4

The first 19 questions are all questions from this week's Word Master Vocabulary words. They can be used more than once and some of them may require endings. The extra credit words are included in the Word Bank. Good Luck!

Word Bank:

* approbation

* gibe

* rollicking

* bulwark

* dapper

* rogue

* infuse

* contemptuous

* rally

* jaunty

* travail

* aspire

* garb

* leach

* malign

* dishevel

53F

NICE

IF YOU
wish to retake
this quiz, you have
one week from the
date it is returned.

1. My mother tells me I was a little ~~naughty~~ rogue growing up, but I am an upstanding, young lady now.

2. The council has finally indicated its approbation of the plans for the new school.

3. The soccer players formed a bulwark in front of the goal post during the penalty kick.

4. Military ~~leach~~ garb should be ironed and hung up before the commemoration tomorrow.

5. As a child, he aspired to be a successful writer; now he has written more than sixty-seven novels, which have been translated into English, French, and Spanish.

6. Wendy's ~~contemptuous~~ jaunty grin proved that she was confident about her quiz.

7. He was rather ~~malign~~ contemptuous of popular singers, whom he claimed had no talent.

8. The town of Winchester held a campaign rally for animal rights.

9. When one of the students ran out of the cafeteria sobbing, the
was taken too far.

gibe

10. James Bond's dapper attire in the movie *Casino Royale* costs more than
five thousand dollars.

11. Allow the tea to infuse for five minutes before you sip it.

12. Coal miners perform painstakingly hard travail for more than fourteen
hours a day.

13. A rollicking adventure film, for example *Otis and Milo*, can make the
most stern man smile and cheer.

14. These two words are synonyms of each other; they both mean stylish and well-groomed:

jaunty and dapper

15. rollicking meaning lively or joyous is also a synonym of the two
words above.

16. Criticism and disapproval are antonyms of adoration.

17. To revive or to unite is the verb form of rally.

18. What is the definition of travail? A really hard thing to do
hard labor

-5 +9. If someone is giving you scornful looks, they are giving you ~~scornful~~ contemptuous looks.

Extra Credit:

1. This old vocabulary word is an antonym of dapper: distasteful

2. What is the second (not-so-popular) definition of pedestrian; it's an adjective?

boring

3. This old vocabulary word meaning to slander is an antonym of approbation:

realign

4. This old vocabulary word meaning to strain is an antonym of infuse:

leach

+8

5. Please use gallant in a sentence.

The gallant knight in shining armor entered the castle and saved the princess from any harm.

15

Name: _____

Date: 4/17/09Period: 4Retain

The first 13 questions are all questions from this week's Word Master Vocabulary words. They can be used more than once and some of them may require endings.

Word Bank:* ~~approbation~~* ~~gibe~~* ~~rollicking~~* ~~bulwark~~

* dapper

* rogue

* infuse

* contemptuous

* rally

* jaunty

* ~~travail~~* ~~aspire~~* ~~garb~~

90A
Nice job.!!

1. Angus has always aspired to be an astronaut, but he's not good at science so it may not happen. However, he is still going to try.
2. Digging ditches and clearing trees were travail many prisoners had to endure during the 1920's. Neither were popular activities.
3. The bulwark around the castle was used to help slow down enemy troops. It's usually at least ten feet high.
4. The president gave his approbation to the new law passed in Congress. He feels it will help many people throughout the country.
5. Jamal looked very dapper when he appeared in his tux and was finished getting ready for the prom.
6. Mrs. Johnson had an extremely contemptuous look on her face when Jack gave her the wrong answer.
7. Dress garb for the U.S. Marine Corps is the sharpest looking of any of the military services.
8. Politicians often hold rallys before elections. It's a great way for them to get information out to the voters.
9. The air in the coffee shop was infused with the smell of roasting coffee.

10. Steve and Lucy had a rollicking, good time riding around on their four-wheelers.
11. His pitching performance was so poor, he had to endure many gibe from the hometown crowd.
12. After years of swindling people out of their money, the rouge was caught and imprisoned.
13. With a swinging and jaunty dapper walk, the student council president walked through the cafeteria saying hello to all she met.

Recall from your studying and consult the classroom word wall for a complete list of words.

Thoughtfully answer these questions:

14. What two words mean to speak badly of?

malign and gibe

15. What two words mean to percolate or to steep as you might with tea?

leach and infuse

16. What does superfluous mean? excess amount

17. What is your aspiration? Thoughtful and complete sentence please.

I aspire to be a really good MLB player on the Red Sox.

18. Who or what might swill? Chugging Contest

19. Give an example of garb.

I wear nice garb when I go to something formal

20. Who or what might be rollicking? A person who just won \$1,000,000!

Name: _____ Date: 4/18/09 Period: 4

READ THESE DIRECTIONS CAREFULLY

AS I WAIT COMMA QUIZ

Please match the number above the underlined and bolded section with the appropriate letter of the acronym, AS I WAIT. Please fill in the comma rule as it applies to each letter of the acronym. Also answer the questions below.

3
x4
12

12
14

SOB
good!

¹
The *Most Dangerous Game* written by: Richard Connell, III was published in Collier's Weekly on January 19, 1944. ³ "After the debacle in Russia I left the country, for it was imprudent for an officer of the Czar to stay there. Many noble Russians lost everything. I, luckily, had invested heavily in American securities, so I shall never have to open a tearoom in Monte Carlo or drive a taxi in Paris. Naturally, I continued to hunt—grisliest in the Rockies, crocodiles in the Ganges, ⁴ rhinoceroses in East Africa. It was in Africa that the Cape Buffalo hit me and laid me up for six months. As soon as I recovered, I started for the Amazon to hunt jaguars, for I heard they were usually cunning. They weren't." ⁵

⁷ The Cossack sighed. "They were no match at all for a hunter with his wits about him and a high powered rifle. I was bitterly disappointed. I was lying in my tent with a pounding, splitting ⁶ headache one night when a terrible thought pushed its way into my mind. Hunting was beginning to bore me, and hunting, remember, had been my life. I have heard that American businessmen often go to pieces when they give up the business that has been their life."

A. 2

Rule: Addresses + dates

S. 7

Rule: Set off non essential info

I. 5

Rule: Intro phrases

W. 4

Rule: Word lists

A. 6

Rule: Adjectives

I. 3

Rule: Independent clauses with coordinating conjunctions

T. 1

Rule: Titles that follow a name

* Patricia's grading

9. What is the difference between a phrase and a clause? Give an example.

A clause makes the sentence keep going and it's one word and a phrase is the beginning of a sentence starting it off.

✓ ✓ ✓

7

10. List the coordinating conjunctions. There are seven.

For, And, Nor, But, Or, Yet, So

11. Dear Julie,

I wanted to write you to let you know that I have moved as of April 14, 2009, and my new address is 302 Lancelot Drive, Simpsonville, SC 02541.

Sincerely,
Sally

(6)

12. The fans **waiting to see Michael Jordan** whistled and cheered.

Essential

or

Non-essential

circle **one**

13. A comma **does** go in between the final adjective and the noun following it?

True

or

false

circle **one** haha

14. Please write two sentences using the correct comma usage and describe the rule your sentence follows.

A) On April 15, 2009, we had a comma quiz in English.

Rule: Address + date because you

B) On Tuesday, I had to vacuum, sweep, and dust.

Rule: word lists because there is more than one thing I had to do on Tuesday.

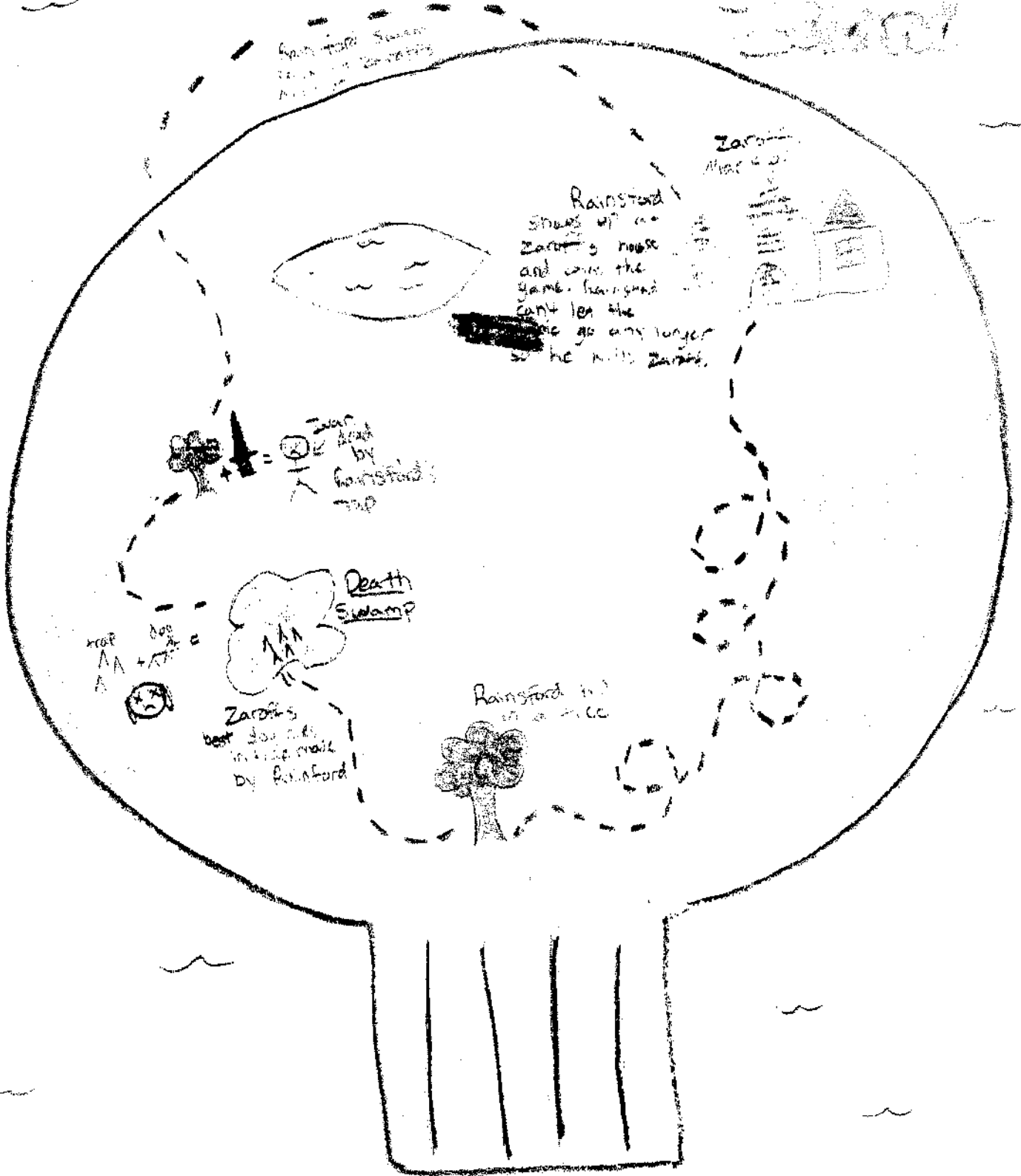
2

The Most Dangerous Game Prompt

I would rather be the hunted instead of the hunter. I think this because I would use my surroundings to my favor to hide and be sneaky around the hunters. Also, I really don't trust my shot, if I was the hunter. Another reason I would be the hunted is because I can run pretty fast when I am getting chased. I would protect myself by using trees, bushes, leaves, and dirt, and put it all on my back for camouflage. Another way I would protect myself is to climb up trees with my awesome ninja/monkey skills. One last way I would get away from the hunter is that I would charge him and it would make him scared and he would misfire and then run away, and I run faster than him so I would catch him and eat him for dinner.

Nice to meet you.
You had some interesting
things to say.

My Pupp School



By: [redacted]

FCA's

	Accuracy	(20 pts)	<u>20</u>	pts
Map:	Color	(20 pts)	<u>20</u>	pts
	Details	(20 pts)	<u>20</u>	pts
Worksheet		(40 pts)	<u>40</u>	pts

100 A+

[REDACTED], I love
the map. How
creative that
Ship Trap Island
is in the shape
of a skull.
great details.
Well done!

[REDACTED]
P-4 4/14/09

✓

10 pps
The Most Dangerous Game"
Study Guide Part Two:3
pp. 15-23

Account: [REDACTED]
Date: 4/18/04
Subject: English
Level: 4

READ ON UNTIL THE END OF PAGE 16

1. Are you surprised at what has happened? Why or why not?

Yes because I never thought Rainsford would find
someone that hunts humans!

2. What do you think will happen now?

I think Rainsford is going to bail on General
Zaroff

READ ON: As you read, write down what happens on each day of the
hunt. Start with the night that begins on the top of p.17
DESCRIBE THE JOURNEY AS MUCH AS POSSIBLE.

Night 1: Rainsford starts to run away from General
Zaroff. He runs up a tree to rest but he never
falls asleep that night.

Morning 1: General Zaroff tries to hunt down Rainsford
but fails to find exactly where he is. Rainsford ran farther
and General Zaroff followed him. Rainsford whipped a branch
at Zaroff which hurt his shoulder.

Night 2: Rainsford is still running when he runs right into the deadly quicksand. He came out and made a trap with very sharp sticks sticking up acting like a trap. The trap caught one of Zaroff's dogs.

Morning 2: General Zaroff got his whole pack of dogs to find Rainsford. Zaroff brought the huge Ivan. Rainsford starts running for his life. The knife that he set up killed Ivan. Rainsford started to swim away.

Night 3: Rainsford showed up in Zaroff's room and Zaroff told him that he had won the game. Rainsford killed General Zaroff.

Venn Diagram

The Most Dangerous Game

P-4

4/16/09

Short Story

movie

Characters

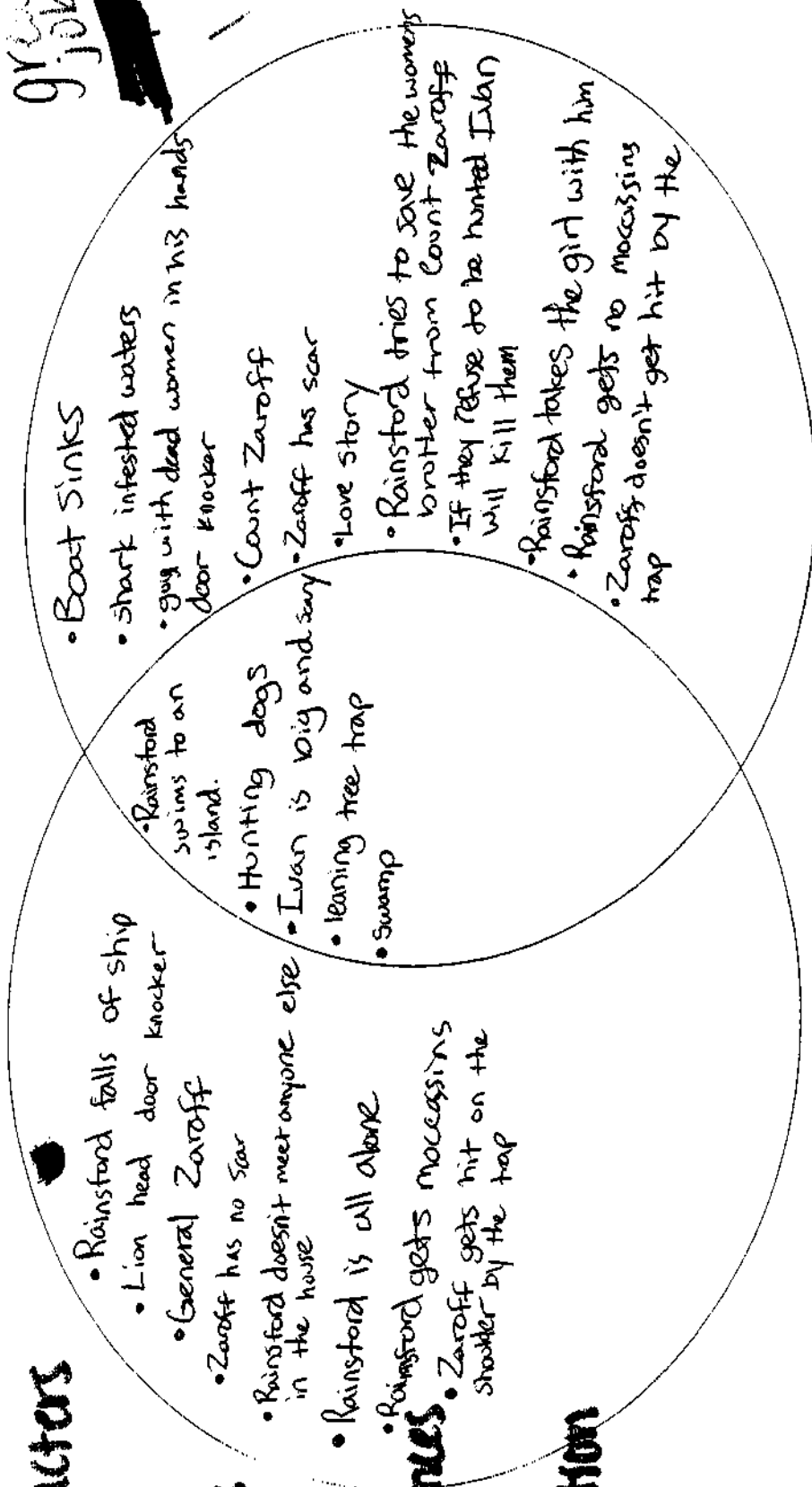
- Rainsford falls off ship
- Lion head door knocker
- General Zaroff
- Zaroff has no scar
- Rainsford doesn't meet anyone else in the house

Plot

- Rainsford is all alone
- Rainsford gets moccasins
- Zaroff gets hit on the shoulder by the trap

Cliffhanger

Resolution



• Boat sinks

• Shark infested waters

• Guy with dead women in his hands door knocker

• Count Zaroff

• Zaroff has scar

• Love story

• Rainsford tries to save the women's brother from Count Zaroff

• If they refuse to be hunted Ivan will kill them

• Rainsford takes the girl with him

• Rainsford gets no moccasins trap

• Zaroff doesn't get hit by the

REFLECTION HIGH FEMALE

HF is a brilliant student. She is involved in band, concert band, Friends Of Rachel (started after the Columbine tragedy to motivate people to be open-minded and accepting of one another), and other extra curricular activities. HF is soft spoken, but she is exceptionally polite and mature for her age.

HF is in period four English in 7th grade with a heterogeneous classroom full of predominately white students. Her class is one of the higher-level classroom and most of the students come prepared and ready to work. I have never known HF to be inattentive, unorganized, or unprepared. She is very involved around the school and always asks for her make-up work.

HF did outstandingly well on her Word Masters vocabulary quizzes and she was our Cluster D winner for the Word Masters Challenge with a score of 18/20 in the 90 percentile range. She worked very hard to study the comma usage rules as well receiving a 96 A.

HF's writing prompt was very interesting to read; she made some valid points and supported her answer with quotes from the text, which is exactly what I asked during class. HF pays close attention to detail and I only see her best work. Her MDG map and summary worksheet was very descriptive and detailed. She made some excellent connections between the short story and the movie on her compare and contrast Venn diagram.

Name: _____

Date: 3/25/09

Period: 4

Word Master's Vocabulary Quiz
&
COPS Grammar Quiz

109A+
Excellent job
[Signature]

Word Bank:

* ~~amulet~~ * ~~redundant~~ * ~~dishevel~~ * ~~repast~~
* ~~superfluous~~ * ~~disfigure~~ * ~~leech~~ * ~~commemoration~~
* ~~gallant~~ * ~~swill~~ * ~~malign~~ * ~~pedestrian~~

Please fill in the blank with the appropriate Word Master word and include the ending if the sentence requires one. Each word is used once. Good Luck!

1. After running the Boston Marathon, I swilled a sixty-four ounce bottle of Gatorade.
2. The graffiti disfigured the building so badly that it cost the culprit two hundred dollars and an entire afternoon of painting.
3. These two words are synonyms of each other; they both mean repetitive or excessive:
redundant and superfluous.
4. The amulet my grandmother gave me reminds me that she is protecting me.
5. A minister would never ^{use} malign language in a sermon.
6. I prefer my orange juice leached of all the pulp.

-1
+10

7. The commemoration for the soldiers in Vietnam was very emotional for the veterans as well as their family members.

8. The gallant knight rescued the princess Rapunzel from the enormous tower by climbing up her long, blonde hair.

9. My sister is a compulsive cleaner while my room is disheveled at the end of a long week.

10. A holiday repast is not as much fun when one is on a diet.

11. Pedestrians walk the streets of New York during the daytime to avoid the traffic.

COPS GRAMMAR

Questions 3-7 have many errors in them. Please rewrite the sentence correctly in the space provided. The numbers at the ends of the sentences include the number of mistakes in each sentence. Good Luck!

1. What is the definition of a run-on sentence?

A run-on sentence is a sentence that can be broken up by a period, semicolon, or a comma and a coordinating conjunction.

2. Can you name all of the coordinating conjunctions? There are seven.

for, and, nor, but, or, yet, so

3. during april vacation, i am going to north Carolina with my best friend janet. (5)

During April vacation, I am going to North Carolina with my best friend, Janet.

4. Did you remember to bring your study guide because ^{it's} worth ten points that could raise ^{your} score ^{on} full letter grade. (5)

Did you remember to bring your study
guide because it's worth ten points. That could
raise your score one full letter grade.

5. ^{their} the children thought ^{we're} there shoes ^{but} were clean, ^{their} the children marked ^{their} mother's carpet with muddy footprints ^{when} while they were at the springfield town ^{fair} fare. (7)

The children thought their shoes were clean, but

the children marked their mother's carpet with
muddy footprints when they were at the Springfield
town fair.

6. ^{There are} They're too paw prints on the ^{new} knew white, linen drape from my cats, ginger and snap. "You're going to clean that up, right?" my dad snarled when he got home. (7)

There are two paw prints on the new white linen drape

from my cats, Ginger and Snap. "You're going to clean that up,
right?" my dad snarled.

7. ^{They} There are going to the mall to find dresses for ^{tonight} the dance ^{tonight} tonight, it's theme is, ^{light} "A Night in Paris." (7)

They are going to the mall to find dresses for the dance

tonight, its theme is, "A Night in Paris."

8. Explain two different changes you made to sentence number five and why you made them.

One change I made to sentence number 5 was

I changed there to their because we need to use
the possessive form. Another change I made was
I capitalized Springfield because it is
the name of a place.

Name: [REDACTED] Date: 4/2/09 Period: 1

The first 19 questions are all questions from this week's Word Master Vocabulary words. They can be used more than once and some of them may require endings. The extra credit words are included in the Word Bank. Good Luck!

Word Bank:

* approbation	* gibe	* rollicking	* bulwark
* dapper	* rogue	* infuse	* contemptuous
* rally	* jaunty	* travail	* aspire
* garb	* leach	* malign	* dishevel

95A
Awesome!
!!

1. My mother tells me I was a little ^{rogue} ~~contemptuous~~ growing up, but I am an upstanding, young lady now.
2. The council has finally indicated its application of the plans for the new school.
3. The soccer players formed a bulwark in front of the goal post during the penalty kick.
4. Military garb should be ironed and hung up before the commemoration tomorrow.
5. As a child, he aspired to be a successful writer; now he has written more than sixty-seven novels, which have been translated into English, French, and Spanish.
6. Wendy's jaunty grin proved that she was confident about her quiz.
7. He was rather gibe ^{contemptuous} of popular singers, whom he claimed had no talent.

8. The town of Winchester held a campaign rally for animal rights.

5 9. When one of the students ran out of the cafeteria sobbing, the roque gibe was taken too far.

10. James Bond's dapper attire in the movie *Casino Royale* costs more than five thousand dollars.

11. Allow the tea to infuse for five minutes before you sip it.

12. Coal miners perform painstakingly hard travail for more than fourteen hours a day.

13. A rollicking adventure film, for example *Otis and Milo*, can make the most stern man smile and cheer.

14. These two words are synonyms of each other; they both mean stylish and well-groomed:

jaunty and dapper.

15. Rolllicking meaning lively or joyous is also a synonym of the two words above.

16. Criticism and disapproval are antonyms of approbation.

17. To revive or to unite is the verb form of rally.

18. What is the definition of travail? hard work or labor

19. If someone is giving you scornful looks, they are giving you contemptuous looks.

Extra Credit:

1. This old vocabulary word is an antonym of dapper: dishevelled

2. What is the second (not-so-popular) definition of pedestrian; it's an adjective?

boring, every day, monotonous

3. This old vocabulary word meaning to slander is an antonym of approbation:

malign

4. This old vocabulary word meaning to strain is an antonym of infuse:

leach

5. Please use gallant in a sentence.

The gallant knight was so brave, he was able to fight 3 dragons at once without being afraid.

+10

Name: [REDACTED] Date: 4/6/09 Period: 4

READ THESE DIRECTIONS CAREFULLY

AS I WAIT COMMA QUIZ

96A
great!

Please match the number above the underlined and bolded section with the appropriate letter of the acronym, AS I WAIT. Please fill in the comma rule as it applies to each letter of the acronym. Also answer the questions below.

The Most Dangerous Game written by: **Richard Connell, III** was published in Collier's Weekly on **January 19, 1944**. "**After the debacle in Russia I left the country, for** it was imprudent for an officer of the Czar to stay there. Many noble Russians lost everything. I, luckily, had invested heavily in American securities, so I shall never have to open a tearoom in Monte Carlo or drive a taxi in Paris. Naturally, I continued to hunt—**grisliest in the Rockies, crocodiles in the Ganges, rhinoceroses in East Africa**. It was in Africa that the Cape Buffalo hit me and laid me up for six months. **As soon as I recovered**, I started for the Amazon to hunt jaguars, for I heard they were usually cunning. They weren't."

The Cossack sighed. "They were no match at all for a hunter with his wits about him and a high powered rifle. I was bitterly disappointed. I was lying in my tent with a **pounding, splitting** headache one night when a terrible thought pushed its way into my mind. Hunting was beginning to bore me, and hunting, **remember**, had been my life. I have heard that American businessmen often go to pieces when they give up the business that has been their life."

A. 2

Rule: Addresses & Dates

S. 7

Rule: Setting of nonessential info

I. 5

Rule: Introductory words & phrases

W. 4

Rule: Words in titles

A. 6

Rule: Adjectives

I. 3

Rule: Independent clauses with coordinating conjunctions

T. 1

Rule: Titles of full sentences

* Patrice's grading

9. What is the difference between a phrase and a clause? Give an example.

A clause contains verb & a phrase doesn't.

phrase = After dinner, I'll do my homework. clause = I like blue, but I will get this shirt in green.

10. List the coordinating conjunctions. There are seven.

for, and, nor, but, or, yet, so

11. Dear Julie,

I wanted to write you to let you know that I have moved as of April 14, 2009, and my new address is 302 Lancelot Drive, Simpsonville, SC 02541.

Sincerely,
Sally

(6)

12. The fans waiting to see Michael Jordan whistled and cheered.

Essential

or

Non-essential

circle one

13. A comma does go in between the final adjective and the noun following it?

True

or

false

circle one

14. Please write two sentences using the correct comma usage and describe the rule your sentence follows.

A) My neighbor, who is nice, will water our plants while we are gone. Rule: setting off nonessential info (5)
B) Would you like to play dodgeball, scooter basketball, or soccer today in gym? Rule: words in a list (w)

✓x

Ps. 4

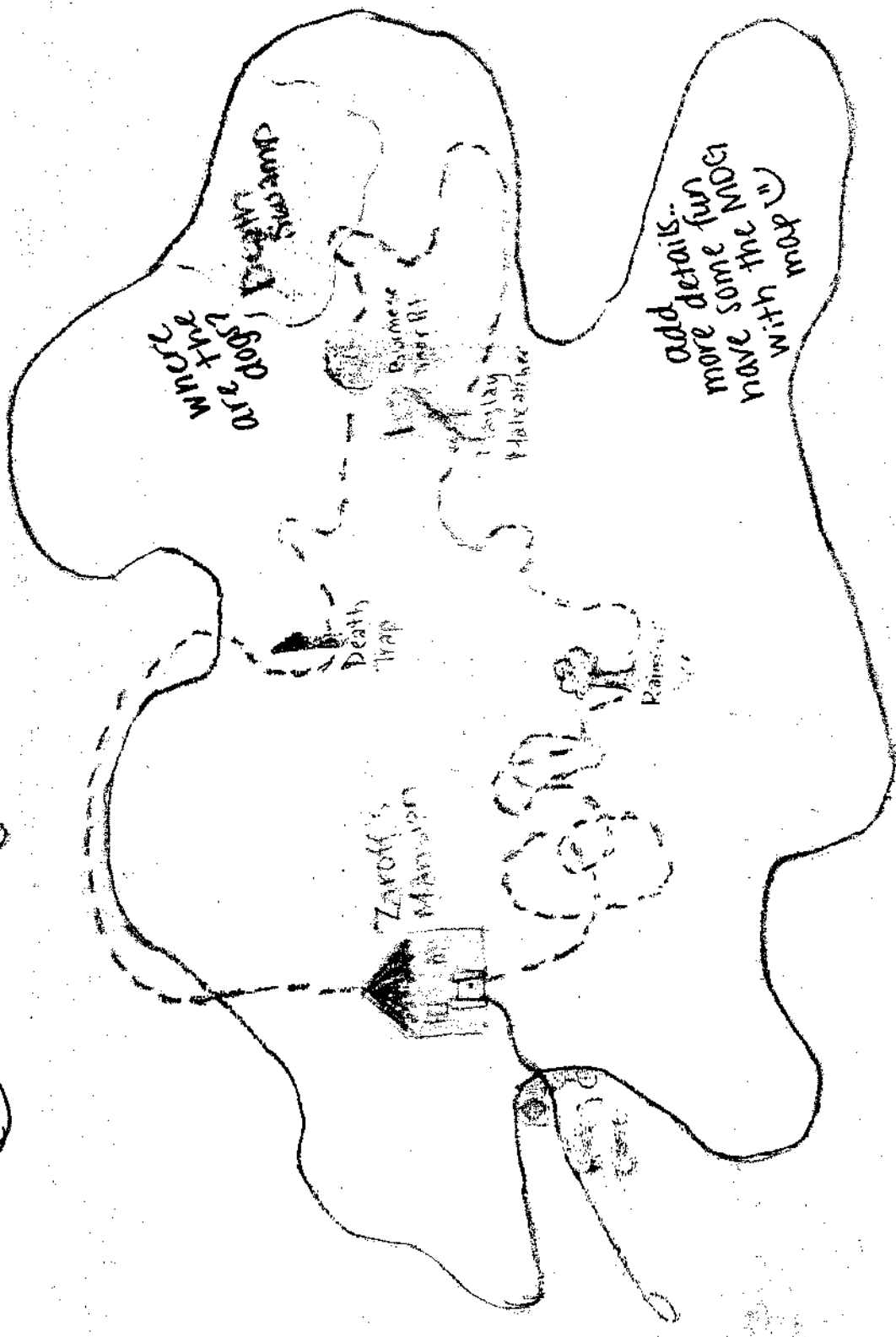
I don't count hunting as a legitimate sport. Sports are games where people might get hurt, but not killed. There is too much of a risk to consider hunting as a game. Besides even Reinhold's hunting partner Whitney says "...they understand one thing - fear. The fear of pain and the fear of death." I think this sums up hunting pretty well. It is also cruel to kill animals just for the fun of it. In fact, that is part of the reason there are so many endangered species. That's why I don't consider hunting a legitimate sport.

██████, you have some great points here. Nice job. 😊

great quote
😊

Ship Trap Island

20
20
15
40
95A



add details...
more some fun
have some the NOCI
with map

1/17

this is a Very Colorful
map. I can see you worked hard
on the worksheet and coloring your
map.

Name: _____

Date: 4/2/02

Subject: English 4

The Most Dangerous Game
Study Guide Part Two-2
pp. 15-23

READ ON UNTIL THE END OF PAGE 16

1. Are you surprised at what has happened? Why or why not?

Yes, I'm surprised because the entire time Rainsford didn't believe in killing people, but at the end he killed the general. However, I'm not surprised that Rainsford won.

2. What do you think will happen now?

I think Rainsford will take a ship and lots of supplies from the island. Then, he will set the sailors free and they'll help Rainsford sail back to the ship Whitney is on.

READ ON: As you read, write down what happens on each day of the hunt. Start with the night that begins on the top of p.17
DESCRIBE THE JOURNEY AS MUCH AS POSSIBLE.

Night 1: The game begins, and Rainsford starts by making a trail of loops that will be hard to follow. Then, he climbs into a tree really high up, to wait for General Zaroff. Finally, at the end of the night, the general finds the tree Rainsford's in, but doesn't see Rainsford.

Morning 1: The next morning, Rainsford walks along in the woods for a while and gets the idea to make a Malay tracker. The general gets hurt in the shoulder, but doesn't die.

Night 2: In the darkness, Rainsford doesn't know where he is, but he finds out pretty quickly when he gets stuck in the swamp. However, he escapes and gets the idea to build another trap in the soft ground. Then, Zaroff uses his best dog to the trap.

Morning 2: The next morning, Zaroff brings out the entire pack of hounds. Rainsford makes a trap that kills Ivan. Then, to escape the hounds, Rainsford jumps into the ocean.

Night 3: Rainsford swims back to the house + finds Zaroff in his room. They fight & Zaroff dies.

Great summary! You included the key points of the story. 😊

Venn Diagram

The Most Dangerous Game

Short Story

movie

great details
! !

✓+

characters

plot
events

setting

themes

resolution

death swamp
sleeps in office
1 night

Rainford falls off the beam

lost knocker - lion head

General Zaroff

2 hours head
start

3 day game

travels alone

gets hit by mancatcher
(shooter)

fog hollow

Rainford meets
other survivors

ship sinks

lost knocker - gun

General Zaroff

romance

has a trophy room

1 day head start

1 day game

takes res w/ him

lands on
isolated island

hunt's people

uses hunting
days

Manly mancatcher

uses a gun

makes tiger

pit

REFLECTION HIGH MALE

HM is an exceptional student who really goes above and beyond to achieve his academic best. He is very organized, involved in the classroom, and friendly. He is involved in extra curricular activities around the school also. HM has is one of the stronger leaders in the class and many of his peers look up to him. HM also has a wonderful personality and sense of humor. I have not encountered a time when he was not prepared for class because he comes in the period before class during Focus Study Time to find out the homework for the next day. Often he is able to grasp the concept of the homework before the instruction, so the class is a time for him to review his work.

HM is in my period eight Language Arts class in 7th grade. There are 26 predominately white students in the classroom. HM has no IEP or 504 plans and he does not need any individualized instruction. He is capable of completing all of the work and then some.

Period eight is a very "chatty" bunch. They easily lose focus and act out when they are restless or frustrated. HM sometimes feeds into this by making "witty" comments. His wittiness also comes across in his writing as shown in his MDG writing prompt. I do not believe he took the writing prompt as seriously as I would have expected or preferred, but this was most likely one of those distracting days.

HM did an excellent job with his MDG map. The summary worksheet was great although I would have liked to see more details from him. I wanted to give different types of assignments so other students with strengths other than test taking would feel successful. I am unsure if he feels he is not being challenged enough, but I would love to see him placed in period four. Unfortunately, there are no programs for students who are more advanced and efficient with Language Arts skills.

Name: _____

Date: 3/24/09

Period: 8

Word Master's Vocabulary Quiz
&
COPS Grammar Quiz

Word Bank:

~~* amulet~~ * redundant * ~~dishevel~~ * ~~repast~~
* ~~superfluous~~ * ~~disfigure~~ * leach * ~~commemoration~~
~~* gallant~~ * ~~swill~~ * ~~malign~~ * ~~pedestrian~~

109A+
Excellent
"

Please fill in the blank with the appropriate Word Master word and include the ending if the sentence requires one. Each word is used once. Good Luck!

1. After running the Boston Marathon, I swilled a sixty-four ounce bottle of Gatorade.
2. The graffiti disfigured the building so badly that it cost the culprit two hundred dollars and an entire afternoon of painting.
3. These two words are synonyms of each other; they both mean repetitive or excessive: superfluous and redundant.
4. The amulet my grandmother gave me reminds me that she is protecting me.
5. A minister would never use malign(ant) language in a sermon.
6. I prefer my orange juice leached of all the pulp.

-1
H10

7. The commemoration for the soldiers in Vietnam was very emotional for the veterans as well as their family members.

8. The gallant knight rescued the princess Rapunzel from the enormous tower by climbing up her long, blonde hair.

9. My sister is a compulsive cleaner while my room is disheveled at the end of a long week.

10. A holiday repast is not as much fun when one is on a diet.

11. Pedestrians walk the streets of New York during the daytime to avoid the traffic.

COPS GRAMMAR

Questions 3-7 have many errors in them. Please rewrite the sentence correctly in the space provided. The numbers at the ends of the sentences include the number of mistakes in each sentence. Good Luck!

1. What is the definition of a run-on sentence?

A run-on sentence is a sentence that needs to be broken into two different sentences or needs a semicolon in

2. Can you name all of the coordinating conjunctions? There are seven.

Yes ✓ For And Nor But Or Yet So

3. during april vacation, i am going to north Carolina with my best friend Janet. (5)

During April vacation, I am going to North Carolina with my best friend Janet.

4. Did you remember to bring your study guide because its worth ten points that
could raise you're score won full letter grade (5)

Did you remember to bring your
study guide? Because its worth ten points
that could raise your score one full letter grade.

5. the children thought there shoes where clean, the children marked they're mother's
carpet with muddy footprints while they were at the springfield town fare. (7)

The children thought their shoes were clean;
the children marked their mother's carpet
with muddy footprints when they were at the Springfield Town Fair.

6. They're too paw prints on the knew white, linen drape from my cats, ginger and snap
"Your going to clean that up, right," my dad snarled when he got home. (7)

There are two paw prints on the new white,
linen drape from my cats, Ginger and Snap.
"You're going to clean that up, right?" my dad snarled when he got home.

7. There are going to the mall to find dresses fore the dance tonite, it's theme is, "A nite
in paris." (7)

They are going to the mall to find dresses for the
dance tonight. Its theme is, "A night in Paris."

8. Explain two different changes you made to sentence number five and why you made
them.

In number 4 I changed it to two
sentences and in # 5 I changed it with a
semi-colon. I did this because
they both are two sentences.

Name: [REDACTED] Date: 7/18/09 Period: 8

The first 19 questions are all questions from this week's Word Master Vocabulary words. They can be used more than once and some of them may require endings. The extra credit words are included in the Word Bank. Good Luck!

Word Bank:

* approbation	* gibe	* rollicking	* bulwark
* dapper	* rogue	* infuse	* contemptuous
* rally	* jaunty	* travail	* aspire
* garb	* leach	* malign	* dishevel

1. My mother tells me I was a little rogue growing up, but I am an upstanding, young lady now.
2. The council has finally indicated its approbation of the plans for the new school.
3. The soccer players formed a bulwark in front of the goal post during the penalty kick.
4. Military garb should be ironed and hung up before the commemoration tomorrow.
5. As a child, he aspired to be a successful writer; now he has written more than sixty-seven novels, which have been translated into English, French, and Spanish.
6. Wendy's jaunty grin proved that she was confident about her quiz.
7. He was rather contemptuous of popular singers, whom he claimed had no talent.

8. The town of Winchester held a campaign rally for animal rights.
9. When one of the students ran out of the cafeteria sobbing, the grief was taken too far.
10. James Bond's dapper attire in the movie *Casino Royale* costs more than five thousand dollars.

11. Allow the tea to infuse for five minutes before you sip it.

12. Coal miners perform painstakingly hard travail for more than fourteen hours a day.

13. A collected jaunty adventure film, for example *Otis and Milo*, can make the most stern man smile and cheer.

14. These two words are synonyms of each other; they both mean stylish and well-groomed:

dapper and jaunty

15. Collected meaning lively or joyous is also a synonym of the two words above.

16. Criticism and disapproval are antonyms of approbation.

17. To revive or to unite is the verb form of infuse.

18. What is the definition of travail? physical labor or pain

19. If someone is giving you scornful looks, they are giving you _____ looks.

contemptuous

Extra Credit:

1. This old vocabulary word is an antonym of dapper:

disheveled

2. What is the second (not-so-popular) definition of pedestrian: it's an adjective?

usual, ordinary, or boring

3. This old vocabulary word meaning to slander is an antonym of approbation:

malice

4. This old vocabulary word meaning to strain is an antonym of infuse:

leach

5. Please use gallant in a sentence.

The gallant knight rescued the lady.
gallant knights usually rescue

Name: [REDACTED]

Date: 4/5/00

Period: 8

READ THESE DIRECTIONS CAREFULLY

AS I WAIT COMMA QUIZ

Please match the number above the underlined and bolded section with the appropriate letter of the acronym, AS I WAIT. Please fill in the comma rule as it applies to each letter of the acronym. Also answer the questions below.

The Most Dangerous Game written by: **Richard Connell, III** was published in Collier's Weekly on **January 19, 1944**. "**After the debacle in Russia I left the country, for** it was imprudent for an officer of the Czar to stay there. Many noble Russians lost everything. I, luckily, had invested heavily in American securities, so I shall never have to open a tearoom in Monte Carlo or drive a taxi in Paris. Naturally, I continued to hunt—**grisliest in the Rockies, crocodiles in the Ganges, rhinoceroses in East Africa**. It was in Africa that the Cape Buffalo hit me and laid me up for six months. **As soon as I recovered**, I started for the Amazon to hunt jaguars, for I heard they were usually cunning. They weren't."

The Cossack sighed. "They were no match at all for a hunter with his wits about him and a high powered rifle. I was bitterly disappointed. I was lying in my tent with a **pounding, splitting** headache one night when a terrible thought pushed its way into my mind. Hunting was beginning to bore me, and hunting **remember**, had been my life. I have heard that American businessmen often go to pieces when they give up the business that has been their life."

A. 2

Rule: addresses and dates

S. 7

Rule: Set off non-essential info

I. 5

Rule: Introductory words and clauses

W. 4

Rule: Words in a list

A. 6

Rule: adjectives

I. 3

Rule: Independent words or clauses and coordinating conjunctions

T. 1

Rule: All of which blow a name

9. What is the difference between a phrase and a clause? Give an example.

phrase ~~does not~~ A clause has a subject and its verb
Phrase: the old man Clause: As I walked down
the street.

10. List the coordinating conjunctions. There are seven.

For And Nor But Or Yet So

11. Dear Julie,

I wanted to write you to let you know that I have moved as of April 14, 2009 and my new address is 302 Lancelot Drive, Simpsonville, SC 02541.

Sincerely,
Sally

(6)

12. The fans **waiting to see Michael Jordan** whistled and cheered.

Essential

or

Non-essential

circle one

add n
fluffy pink shoes

13. A comma **does** go in between the final adjective and the noun following it?

True

or

false

circle one

14. Please write two sentences using the correct comma usage and describe the rule your sentence follows.

A) The really, really old man ate some ch Rule: A#2

B) I need a piece of cheese, a carton of milk, and Rule: W

three loaves of bread

ADG

✓

64-150

I don't think
hiding is a safe space I agree
with killing for self defense. I
think if you kill something you should be
skate from it. Like if you kill a you should
only use its head you should use its
side, knee, I disagree with what you
would do with the body more the
less. I think you should use the
hide/pelt for something else.

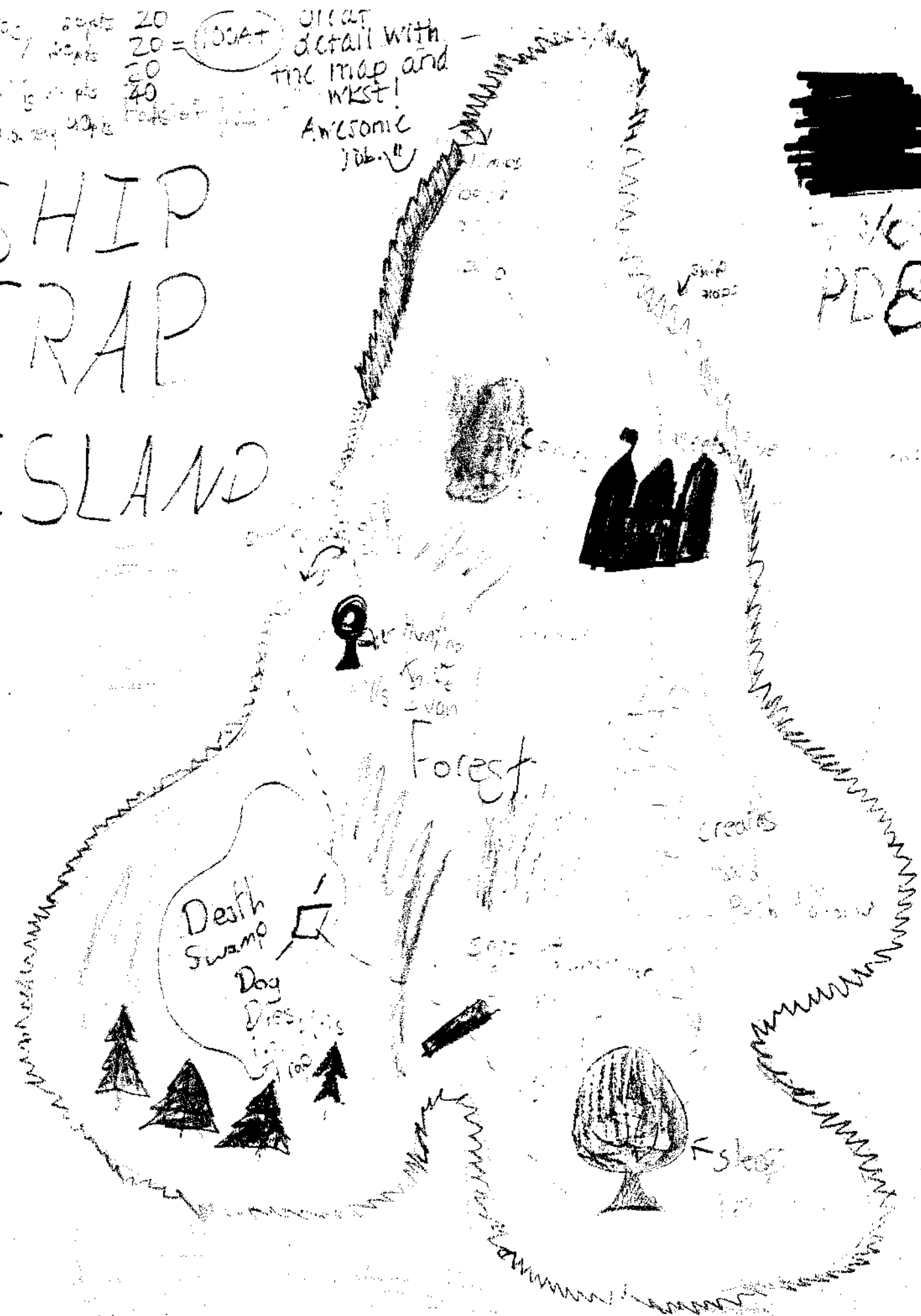
I can hear your humor as I read this. Very interesting thoughts. Nice job.

Account 20
Color 20
20 = 100AT
20
40
20

Great detail with the map and WKST!
Awesome job!!

~~REDACTED~~
3/03
PDB

SHIP TRAP ISLAND



Name: [REDACTED]
Date: 2/2/86
Subject: English

The Most Dangerous Game
Study Guide Part Two
pp. 15-23

READ ON UNTIL THE END OF PAGE 15

1. Are you surprised at what has happened? Why or why not?

NO, because my brother told me it would happen

2. What do you think will happen now?

I think Rainsford will kill General Zaroff.

READ ON: As you read, write down what happens on each day of the hunt. Start with the night that begins on the top of p. 16
DESCRIBE THE JOURNEY AS MUCH AS POSSIBLE.

Night 1: He made a wild, intricate path to follow. He hid in a tree and Zaroff came near the tree he hid in.

Morning 1: Rainsford set up a trap, called a Malay mancatcher.

What is a Malay mancatcher?

Night 2:

The general - came after him
 and he set a Burmese Tiger pit
 in the quicksand he previously sunk
 into. The pit killed one of the
 general's best dogs. The general
 is going back to his house
 and get the rest of his dogs.

Morning 3:

Rainford set up a trap to
 kill the general, but instead killed Ivan, the
 one who was holding the leash of the
 hounds. Rainford hid in a tree, jumped
 down and dove off a cliff.

Night 3:

Rainford came back to General Zaroff's
 house and hid behind the curtains. Jumps
 out and talks with the general.
 Then Rainford sleeps in the general's
 bed, after kill the general.

Venn Diagram

The Most Dangerous Game

Short Story

movie

Characters

Events

Themes

Conclusion

great as
get into
Mushin!

calls out
in his bag method
of killing or escape

At the beginning of the movie
Rainsford sees people
Swimming in the water
He used a shark to kill
the ship crashes
If eludes
men got eaten
Shuts Rainsford
Doesn't bear
Shots
Ivan doesn't open
the door
Count Zaroff
Calls him
messaging
instead of
himself

The ship
Rainsford falls off
Hears gun shots
Ivan opens the door
General Zaroff
Gives him nice
clothes
Ivan, Rainsford, Zaroff

He got into
live inside
Ivan and Zaroff

More
than one
thing

Count Zaroff

Count Zaroff
Gives him
messaging
instead of
himself