English 7.4 Assignments

- Hand out the “Oak Island” story. Read aloud as a class.
- Hand out the Oak Island Comprehension Questions, correct them as a class.
- Show the 45 minute Oak Island Documentary on Youtube. Ask the students to write down 10 facts that they learn from watching the video.

Unit 3: Making Inferences

Activity 1

What is an Inference?

- An inference is a conclusion reached on the basis of evidence and reasoning.
- This means going further beyond listening to information that we have learned and actually analyzing it to make our own opinions on the topic.
- When you make inferences, you increase your understanding by making judgments, drawing conclusions and reasoning about a text.
- While making inferences, you come up with your own ideas about people, information, events or situations in the text, and you do this by reading in between the lines; these ideas are not directly, outwardly stated.
- To make an inference, you need to look for clues in the text and think about what you already know, then put these clues and connections together.

Writing Activity

Good writers know that readers will make inferences, so they don’t tell their readers everything. How could you improve a story you’ve written by allowing your readers to make inferences?

*To be passed in for 5 points

- Make photocopies of The Killer’s Tall Tale and hand them out to the students.
- Before reading the story, ask the students:
  o Think about what you already know, and make inferences to figure out what this selection is about. How do the title and police tape help you make an inference about this story? What do you think the story is about?
- Read the story aloud as a class.
- Stop and discuss the highlighted sections.

Reflection

As you read the story, what inferences did you confirm (stayed the same)? Which ones did you change or disregard? What personal thoughts or feelings might have influenced the inferences that you made?
**Activity 2**

**Discussion Question (to be brainstormed on whiteboard)**

*Why do brothers and sisters sometimes keep secrets from each other?*

- Have the students copy this into their binders.
- Photocopy and hand out *The Buried Marbles Mystery.*
- Before reading the story, ask the students:
  - *What do you think this story is going to be about?*
- Read the story aloud as a class.

**Reflection**

What inferences did you make about the characters in this selection? What inferences did you make about why Elaine’s brother buried the marbles? (5 points)

**Activity 3**

- Photocopy and hand out *Higher Animals*
- Read the story aloud as a class.

**Reflection**

1. What inferences did you make about the characters as you read? What ideas or conclusions did your inferences help you form?
2. What did you think the title *Higher Animals* meant before you began reading? What do you think the title means now?

*To be passed in for 10 points

**Activity 4**

**Write With A Strong Voice**

When we speak, our voices convey a range of emotions and we can sound sarcastic or sincere. Writing also has a voice. Voice in writing is how our words sound to the reader. Writing is more enjoyable and interesting to read when it has a strong voice – a personality. Create a strong writing voice by using:

- A friendly or formal tone
- Specific Word Choice
- Patterns of sentences

Before you write, think about your purpose, and what tone is most appropriate.

*For Example:* An informal tone is fine when you’re writing a note to friends about your weekend, but it’s not appropriate if you’re writing a cover letter for a job.
Remember to choose appropriate words and sentence structures for your audience. What works for an audience of archaeologists will not work for an audience of young students.

Finally, know what you’re talking about! A writer who knows the subject matter well is able to write with confidence. If you’re writing with a strong voice, it usually means that you understand your topic well and that you are enthusiastic about it.

Writing Activity

You are away at _________ camp for the week and you need to keep in touch with many people at home. You’re halfway through the week and today you need to write three short letters home.

1. To your best friend
2. To your favorite relative
3. To your teacher

Write three versions of the same letter, one paragraph each, which are appropriate for each of the above recipients.

*To be passed in for 15 points (5 points per letter)

Activity 5

Discussion Question

What makes a person want to risk his or her life to do something that has never been done before?

- Photocopy and hand out Amelia Earhart and read aloud as a class.

Reflection

1. A poem written from the point of view of a person should capture the voice of that person. What can you tell about Amelia by thinking about the voice used in Storming?
2. As you read Storming, what inferences do you make about Amelia? How does the background information help you make inferences?

*To be passed in for 10 points (5 points each)

Activity 6

- Photocopy and hand out Veronica Mars and read aloud as a class.

Reflection

From her rant, what inferences can you make about this author? If you were listening to this rant on the radio, what tone would you expect the author to use?

(To be passed in for 5 points)
Project: *Create A Photo Essay*

- Photocopy and hand out *The Photo Essay Booklet* (pages 36-43)
- Read Photo Essay #1 – *Detecting Women Onscreen* – aloud as a class.

**Discussion Question:**

*How effectively does this photo essay tell its story or reveal its theme?*

- Go back and read as a class the “Creating A Photo Essay” helpful hints that are found throughout the first story.
- Read Photo Essay #2 – *King Tut’s Mysterious Death* aloud as a class.

**Reflection**

1. In your opinion, does this photo essay tell a story effectively? What elements of the photo essay do you find most effective? What would you have done differently?
2. Which would you prefer to read: A photo essay, a magazine article, or a story about mummies? Why? In your response, think about the amount of information in each type of text and how that information is conveyed.

**Creating your own photo essay**

- Book the computer lab for one period for the students to research photo essays and print off 8-12 photos which they will use to create a photo essay of their own.
- When they return to the classroom they will roll out the long art paper and begin to assemble their photo essays.
- Pieces of information must accompany each photo. Tell the students to go back and re-read the two photo essays we studied and look for hints to help them with their own.
- The students can choose whatever topic they want for this project, as long as it is deemed appropriate by the teacher.
- Once finished, the students will present their photo essays to the class.
- To be handed in and marked for points upon completion.

*Start with the next unit on Summarization and Generalization here*