

Grade 7

Language Arts

Week 2 September 8-12

Term 1

Unit 1 part 1

Knowing Who You Are

"Thank you Mam"

Short Story

Teacher: *Amin Ahmed*

Student's Name: _____



Term: 1

Week: 2

Date: Sep. 8-12, 2012

Topic/Theme: “Thank You, M’am” by Langston Hughes

Genre: Short Story

Dear parents,

Please make sure that your son follows this weekly plan and completes all the homework activities for the week. This plan is a guide for what your son is going to study and do for the week. Please do not hesitate to contact me (aabdulrazeq@kingdomschools.edu.sa) if you have any queries.

Please visit <http://aminahmed.pbworks.com> so you can browse and download all worksheets and lesson papers.

Weekly Plan + Homework Assignments

Day	Classroom Activities	Homework
Saturday	Thank You, M’am Connect to your life Build Background Words to know	Words to know sheet
Sunday	Thank You, M’am Reading Vocabulary: Synonyms	Vocabulary sheet
Monday	Thank You, M’am Reading Daily language Skillbuilder Grammar: Compound Verbs	Grammar sheet
Tuesday	Thank You, M’am Active Reading Skillbuilder Literary Analysis Spelling: silent e words page 89	Spelling sheet
Wednesday	<u>Check homework</u> Writing: MLA Format <u>Research & Technology: Life in Harlem</u> <u>Spelling and Dictation test</u>	

Note: All homework assignments are due the following day unless specified.

Study the following spelling words: More silent e words

sincere	secure	active	name	waste
sincerely	securely	activity	naming	wasting
care	forgive	move	require	amaze
careful	forgivable	movable	requirement	amazing

Dictation:

She was a large woman with a large purse that had everything in it but hammer and nails. It had a long strap, and she carried it slung across her shoulder. It was about 11 o’clock at night and she was walking alone, when a boy ran up behind her and tried to snatch her purse.

Thank You, M'am (page 29) **Active Reading SkillBuilder****Cause and Effect**

Often, the events in a story are related by **cause and effect**. A cause is an event that occurs first and brings about a second event, called an effect. These cause-and-effect events help advance the plot. Use the chart below to help you connect causes and effects. For each event in the left column, write down the effect it produces. One example has been done for you.

Cause	Effect
1. The strap on Mrs. Jones's purse breaks when Roger tries to steal it.	<i>Roger loses his balance and falls down.</i>
2. Mrs. Jones won't let go of Roger.	
3. Mrs. Jones leaves the door open after she and Roger enter her home.	
4. Roger stays and washes his face, as Mrs. Jones tells him to.	
5. Mrs. Jones gives Roger money.	

Thank You, M'am (page 36)**Grammar SkillBuilder: Compound Verbs**

Key Concept: To avoid repetition, writers may combine ideas from two or more sentences into one by using compound sentence parts.

Compound Verbs

When a sentence has two or more main verbs that share a subject and are joined by a conjunction, it has a **compound verb**.

Example: Mrs. Jones *cooked* for the boy and *gave* him ten dollars.

Both *cooked* and *gave* are main verbs, which share the subject *Mrs. Jones*. They are joined by the conjunction *and*.

Activity

Underline the main verbs in each sentence. Write **CV** next to each sentence that has a compound verb.

1. The boy tried to snatch Mrs. Luella Bates Washington Jones's purse, lost his balance, and fell on the sidewalk.
2. Mrs. Jones gripped the boy's shirt, picked up her purse, and asked him if he was going to run.
3. Sweat popped out and dripped down his face.
4. People stopped and turned to look at Mrs. Jones and the boy.
5. She opened the door, switched on the light, and dragged Roger down the hall.
6. Roomers laughed in the large boarding house.
7. The boy bent over the sink and asked her if she was going to take him to jail.
8. Roger washed his face and turned around and wondered what to do next.
9. He sat on the far side of the room.
10. Mrs. Jones heated supper, made cocoa, and set the table.
11. The woman sat on her day-bed and spoke about her youth.
12. The boy frowned.
13. Mrs. Jones told the boy about herself and cut him a piece of cake.
14. She led him down the hall, opened the door, and looked down the street.
15. Roger turned, looked back at Mrs. Jones, and said, "Thank you, Ma'm."

Grammar in Context: Compound Verbs

Langston Hughes shows how quickly Mrs. Jones reacts when Roger tries to take her purse:

Mrs. Jones **stopped**, **jerked** him around in front of her, **put** a half nelson about his neck, and **continued** to drag him up the street.

The words in green are main verbs. They tell what the single subject, Mrs. Jones, does. When a sentence has two or more main verbs that have the same subject, it has a **compound verb**.

Punctuation Tip: Use **commas** to separate each verb with its modifier:

She **reached down**, **picked** the boy up by his shirt front, and **shook** him until his teeth rattled.

WRITING EXERCISE Streamline each pair of sentences by writing one complete sentence with a compound predicate.

Example: Original Roger, go to that sink. Wash your face at that sink.

Rewritten Roger, go to that sink and wash your face.

1. Roger ran up behind Mrs. Jones. Roger tried to snatch her purse.
2. Mrs. Jones switched on the light. She left the door open.
3. Take this ten dollars. Buy yourself some blue suede shoes.
4. She led him down the hall to the front door. She opened the front door.

Grammar in Context

WRITING EXERCISE

Possible Responses:

1. Roger ran up behind Mrs. Jones and tried to snatch her purse.
2. Mrs. Jones switched on the light and left the door open.
3. Take this ten dollars and buy yourself some blue suede shoes.
4. She led him down the hall to the front door and opened it.

Thank you Ma'm**Literary Analysis SkillBuilder****Plot Structure**

A plot is the sequence of events that make up a story. Most plots unfold in four stages. First is the exposition, in which the characters and the conflicts they face are introduced. Next comes rising action, in which complications arise as characters struggle with the conflict. The climax is the turning point of the story; here the conflict is often resolved. Last comes the falling action, in which loose ends are tied up and the story ends. Match the events from "Thank You, Ma'm" with the stage of the plot in which they fall. Write your answers in the chart.

Events:

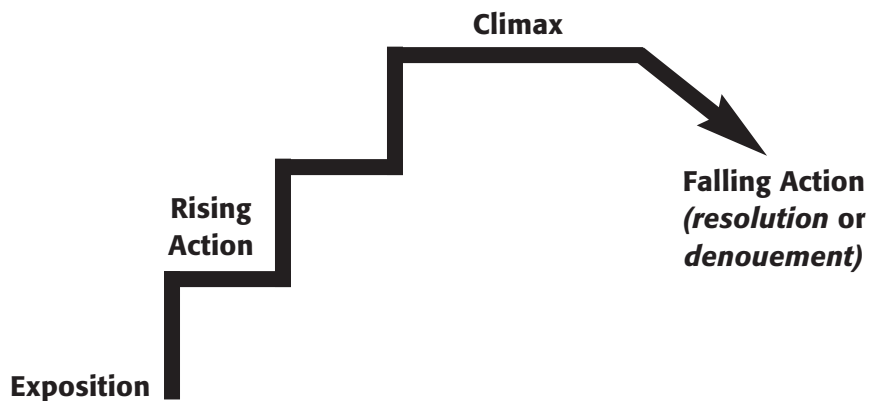
Mrs. Jones gives Roger ten dollars.

Roger snatches Mrs. Jones' purse.

Mrs. Jones says "good night" to Roger.

Mrs. Jones drags Roger to her home.

Plot Stages	Events
Exposition =	
Rising Action =	
Climax =	
Falling Action =	



Thank You, M'am

by LANGSTON HUGHES

Connect to Your Life

Good Neighbors An African proverb says, "It takes two parents to produce a child, but it takes an entire village to raise the child." What values do you associate with community spirit?



Build Background

GEOGRAPHY

The action of "Thank You, M'am" takes place in the late 1950s in Harlem, a section of New York City. In the early 1900s, Harlem attracted a community of African-American musicians, artists, and writers, including Langston Hughes. The vibrant and stimulating life of Harlem had a deep influence on the work of these creative people.


Focus Your Reading

LITERARY ANALYSIS CONFLICT

The action of a **plot** is usually set in motion by a **central conflict**, or struggle between opposing forces. A character's struggle against an outside force—another character, a physical obstacle, nature, or society—is called an **external conflict**. A struggle within a character is an **internal conflict**. As you read "Thank You, M'am," look for examples of both types of conflict.

ACTIVE READING CAUSE AND EFFECT

Events in stories are often related as **cause and effect**—that is, one event brings about another. Cause-and-effect relationships are often signaled by words such as *because*, *since*, *thus*, *therefore*, *so*, and *as a result*. Such a series of cause-and-effect events helps advance the plot.

 **READER'S NOTEBOOK** As you read this story, try to connect the major events in a series of causes and effects. Make a diagram, including as many events as necessary.

WORDS TO KNOW Vocabulary Preview

barren presentable
frail suede
mistrust

Synonyms

Teaching

Words that are similar in meaning are called **synonyms**. These words have the same or almost the same dictionary definition, or **denotation**. However, they have different **connotations**, or ideas and feelings associated with them.

Toni **strolled** to the store to get decorations for the party.

Toni **dashed** to the store to get decorations for the party.

Both of the above sentences tell you that Toni went to the store. However, in the first sentence, she is taking her time; in the second sentence, she is in a rush!

Using a thesaurus (a reference book that lists synonyms) can help you choose the word that best expresses what you want to say.

A. Identifying Synonyms

Choose the synonym for each bold-faced word. Use a thesaurus if necessary.

1. "I am **baffled** by this mystery," said the detective.
unfinished/confused/thoughtful
2. Javier is a talented proofreader; his **accuracy** is amazing.
preciseness/confusion/activity
3. Getting an A on the test made me **jubilant**.
surprised/disbelieving/overjoyed
4. Louisa hoped that bell-bottom jeans were just a **fad** that would soon be over.
trend/clothing/requirement
5. My little sister can **mimic** the weird noises our cat makes—she sounds just like Snowball.
predict/mine/imitate
6. Dan was **visibly** embarrassed by our teacher's praise. He turned bright red!
clearly/slightly/never
7. The weather is **wretched** today. Can't you hear the rain pounding on the roof?
changeable/horrible/surprising
8. My **willful** brother always does the opposite of what he is told.
wild/older/stubborn
9. We plan to **expand** the club from 15 members to 30.
enlarge/cancel/exit
10. The good news left me filled with **glee**.
shock/sadness/joy

Synonyms

More Practice

B. Synonyms in Action

mature—full-grown, ripe, responsible, developed, payable

sink—submerge, slump, worsen

thin—slender, watered-down, skimpy, flimsy

Replace each use of *mature*, *sink*, and *thin* with the synonym that best fits the sentence. Use context clues to help you. You may also use a thesaurus or dictionary if needed.

1. In just a few weeks, the fruit on the tree will be **mature** and ready to pick. _____
2. The bad news made me **sink** in my chair. _____
3. Giraffes have long, **thin** legs, but they are strong animals. _____
4. The savings bond I bought at the bank will be **mature** in five years. _____
5. Hitting an iceberg caused the ship to **sink**. _____
6. The paint we are using for our house is rather **thin**; some of the old color may show through it. _____
7. Taking a CPR class made Mike feel very **mature** because he would be able to take care of others. _____
8. You will do anything to **sink** his chances of winning, won't you? _____
9. Brad's shirt was made of **thin** material that didn't keep out the rain. _____
10. Lion cubs are small, but a **mature** lion can weigh up to 500 pounds. _____

C. Vocabulary Challenge

Circle the synonym that best completes each sentence. Use a dictionary or thesaurus if needed.

1. My mother was so furious that she (glared, glanced, gazed) at me for a minute before she started speaking.
2. This is a(n) (complicated, fancy, imaginative) problem; it will take time to figure out.
3. We have a (few, rare, sporadic) details to work out before we end the meeting.
4. The (stench, stink, smell) of the flowers was lovely.
5. (Chat, Speak, Whisper) the secret in my ear—I don't want anyone else to hear it.

Thank You, M'am (page 29)**Words to Know SkillBuilder****Words to Know**

barren

frail

mistrust

presentable

suede

A. Synonyms Choose the synonym that best expresses the meaning of the underlined Word to Know. Write the answer on the line.

1. A frail railing was all that separated us from the edge of the cliff.

(unsubstantial, in poor health, delicate)

2. He tried to make his stained T-shirt presentable presentable

by bleaching it. (respectable, fit to be seen, suitable)

3. Mistrust of the water led the hiker to boil it before she put it

in her canteen. (doubt, suspicion, wariness)

4. We saw only rocks as we surveyed the barren desert landscape—

not a single plant or animal. (infertile, unprofitable, desolate)

B. On each blank line, write the word from the word list that the rhyme describes.

This would describe a tree if all
Its leaves had tumbled in the fall.

(1)

If they order coffee, but I bring them tea,
My customers surely might do this to me.

(2)

If you go on a television show,
You must be this (but not on radio).

(3)

This might describe the year's last rose
When the fierce wind of autumn blows.


(4)

You might use this for shoes and vests and such
To make them warm to wear and soft to touch.

(5)

C. Describe what Roger looks like and feels like as he leaves Mrs. Jones's house. Use at least **two** of the Words to Know.

Writing

Response to Literature Do you think Mrs. Jones treated Roger fairly after he tried to steal her purse? How would you have reacted to Mrs. Jones if you were Roger? Choose one of these questions and write your response in paragraph form. Include at least three examples from the story, including dialogue and specific action. Place your draft in your **Working Portfolio**. 

[Writing Handbook](#)

See p. R39: Paragraphs.

Writing

Response to Literature To get the students started on this assignment, have them put themselves in Roger's place.



Use **Writing Transparencies**, p. 26, for additional support.