

**Grade 7**

**Language Arts**

**Week 3** September 15-19

**Term 1**

**Unit 1 part 1**

**Knowing Who You Are**

***"Names / Nombres"***

**Personal Essay**

**Teacher:** *Amin Ahmed*

**Student's Name:** \_\_\_\_\_



Term: 1

Week: 3

Date: Sep. 15-19, 2012

Topic/Theme: Personal Essay (Names / Nombres)

*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](mailto: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	(Names / Nombres) Connect to your life Build Background Words to know	Words to know page 1
Sunday	Names / Nombres Reading Vocabulary: Definition and Restatement Clues Vocabulary and spelling standardized test	Vocabulary page 4
Monday	<u>Thank You, M'am</u> Reading Daily language Skillbuilder Grammar: Combining Complete Sentences	Grammar page 3
Tuesday	<u>Thank You, M'am</u> Active Reading Skillbuilder Literary Analysis Spelling: words ending in ate/ion	Spelling page 4
Wednesday	<u>Check homework</u>  <u>Writing: Personal Narrative</u>  <u>Spelling and Dictation test</u>	

**Note:** All homework assignments are due on Wednesday unless specified.

**Study the following spelling words:** words ending in *ate/ion* ex. Punctuate + *ion* =punctuation

investigate	refrigerate	calculate	migrate	circulate
hesitate	dictate	locate	eliminate	regulate
vacate	celebrate	punctuate	complicate	duplicate
educate	operate	graduate	cooperate	translate

**Dictation:**

“Names/Nombres” is a **personal essay**, a short form of nonfiction that expresses the author’s thoughts and feelings about one subject. Often personal essays include anecdotes in which authors use elements of **character**, **setting**, and **plot**. Notice how Alvarez uses an anecdote to establish setting and character in the very first sentence of this essay.

## Names/Nombres (page 37)

# Words to Know SkillBuilder

### Words to Know

chaotic	ethnicity	inevitably	ironically	specify
convoluted	exotic	initial	merge	usher

**A.** Write the word from the list that best describes or defines each sentence or phrase below.

1. A person who is unusual in an interesting way might be called this. \_\_\_\_\_
2. An auditorium filled with a lot of unruly movement and noise \_\_\_\_\_
3. Another word for *complicated* \_\_\_\_\_
4. Where your ancestors come from determines this. \_\_\_\_\_
5. A shorter way of saying, "It was bound to happen." \_\_\_\_\_
6. Oddly enough \_\_\_\_\_
7. First or immediate response \_\_\_\_\_
8. When two roads or two paths come together, they do this. \_\_\_\_\_
9. When you want something done in an exact way, it is good to do this. \_\_\_\_\_
10. To lead into a theater \_\_\_\_\_

**B.** Write about what it might be like for Julia Alvarez to come into the United States as an immigrant from the Dominican Republic in the 1990s. Use at least **five** Words to Know in your writing.

Lesson  
2**Definition and Restatement Clues**

Teaching

Sometimes you can find the meaning of an unfamiliar word in the surrounding text. One type of context clue is **definition**, in which a writer uses an unfamiliar word and then explains what it means, usually within the next sentence or two. Another type of context clue is **restatement**, in which a writer expresses the same idea using different language. Consider the following example:

John was *enfeebled* by his sickness. Weakened and weary, he was unable to play baseball on Saturday.

The writer uses the phrase *weakened and weary* to restate the meaning of *enfeebled*.

**A. Definition and Restatement Clues in Action**

In the sentences below, underline the definition or restatement context clue for the word in *italic type*. Then, on a separate sheet of paper, write a new sentence using that word. Use a dictionary if needed.

1. Olympic gymnasts are very *limber*, or flexible, allowing them to perform their skillful movements.
2. The volcano could *erupt* at any moment; when it does explode, the result will be deadly.
3. They decided to *unite* against the class bully, hoping that their joint effort would put him in his place.
4. Jenny's long *exposure* to the tropical sun was obvious. Unprotected, her face and neck had reddened and started to peel.
5. Based on his *recollection*, they had met last month at the dog park. However, his memory was not as good as it used to be.
6. It is important to *gauge* how long you think this trip will take. By making an estimated measurement, you can plan your time accordingly.
7. Karen did not wish to *violate* her parents rules, even if her older brother broke them constantly.
8. If you don't water the flowers, they will *wilt* or lose their strength and freshness.
9. Dan is a *compassionate* person. His words and actions show how kind-hearted he is.
10. I wish you wouldn't *rummage* through my suitcase. After all, I don't search through your things.

**Definition and Restatement Clues***More Practice**limber*  
*erupt**unite*  
*exposure**recollection*  
*gauge**violate*  
*wilt**rummage*  
*compassionate***B. Vocabulary Words in Action**

For each sentence, choose the correct word from the vocabulary list above. Remember to read each sentence using the vocabulary word you choose to make sure it fits the overall meaning. Use a dictionary if needed.

1. If you \_\_\_\_\_, or disobey, the agreement, you will be punished for it. Don't expect us to be gentle and \_\_\_\_\_ with you!
2. Stretching before you exercise will help make your joints more \_\_\_\_\_, or able to be stretched.
3. Dad will \_\_\_\_\_ in anger when he finds out what we did. He will be like a volcano!
4. According to my \_\_\_\_\_, I haven't been sick in ages. My memory isn't perfect, though.
5. For a science experiment, we will \_\_\_\_\_, or measure, this month's rainfall.
6. We must \_\_\_\_\_ on this issue and work together.
7. The spy decided to \_\_\_\_\_ and search through files. She was looking for secrets worthy of \_\_\_\_\_—bringing into the open.
8. After working for hours under this hot sun, I am about to \_\_\_\_\_—and faint!

**B. Vocabulary Challenge**

Use a dictionary to look up definitions for the italicized words. Then rewrite each sentence to include context clues that would help a reader understand what the vocabulary word means.

1. Water damage caused our floorboards to *warp*.

---

2. She liked to use *vivid* colors in her paintings.

---

3. If you don't want the sweater, you can bring it back to the store for a full *refund*.

---

4. In case of a flood, make sure you have enough *provisions* to last a week.

---

5. It was a common *trait* of hers to laugh uncontrollably for no reason.

---

**Names/Nombres (page 45)****Grammar SkillBuilder: Combining Complete Sentences**

**Key Concept:** Good writers often combine short, choppy sentences to make their writing smoother.

**Combining Complete Sentences**

When two or more simple sentences are combined into one, they form a **compound sentence**. They may be combined by adding a comma and a coordinating conjunction; a semicolon, conjunctive adverb, and a comma; or just a semicolon:

*Two sentences:* Julia's father wanted his first daughter's name to be Mauran. Her mother thought the name was ugly.

*Comma and coordinating conjunction:* Julia's father wanted his first daughter's name to be Mauran, but her mother thought the name was ugly.

*Semicolon, conjunctive adverb, and comma:* Julia's father wanted his first daughter's name to be Mauran; however, her mother thought the name was ugly.

*Semicolon:* Julia's father wanted his first daughter's name to be Mauran; her mother thought the name was ugly.

**Activity**

Underline the verbs in each compound sentence once and the coordinating conjunction or conjunctive adverb that combines them—if there is one—twice.

1. Julia said her name to herself to hear the beauty of it, but she did not correct the immigration officer's mispronunciation.
2. Julia was a popular teenager, and it showed in the variety of names her friends had for her.
3. Names of immigrants were often mispronounced; however, in the late 1960s, many people became interested in pronouncing them correctly.
4. Julia's sister's name, Mauricia, was difficult to pronounce; therefore, people often called her Maria, Marsha, or Maudy.
5. Julia was proud of her name; she wanted it to be pronounced correctly.

Lesson  
3Words ending in *ation*

Teaching

vacate + ion = vacation	locate + ion = location
educate + ion = education	punctuate + ion = punctuation
celebrate + ion = celebration	graduate + ion = graduation
hesitate + ion = hesitation	migrate + ion = migration
translate + ion = translation	complicate + ion = complication
operate + ion = operation	cooperate + ion = cooperation
investigate + ion = investigation	eliminate + ion = elimination
calculate + ion = calculation	circulate + ion = circulation
refrigerate + ion = refrigeration	regulate + ion = regulation
dictate + ion = dictation	duplicate + ion = duplication

**Lesson Generalization:** A word that tells about an action is a **verb: ate** is a verb ending. A word that names something is a **noun: ion** is a noun ending. Verbs that end with **ate** can be changed to nouns by adding the suffix **ion**. The hard **t** in **ate** becomes a soft **t** in **tion**.

**A.** Change each of the following verbs to a noun from the word list above. Write the words on the lines provided. Then circle the letter in each verb that you delete when you create the noun form of the word.

- |                      |                       |
|----------------------|-----------------------|
| 1. duplicate _____   | 9. locate _____       |
| 2. educate _____     | 10. hesitate _____    |
| 3. circulate _____   | 11. eliminate _____   |
| 4. translate _____   | 12. vacate _____      |
| 5. celebrate _____   | 13. regulate _____    |
| 6. migrate _____     | 14. operate _____     |
| 7. calculate _____   | 15. complicate _____  |
| 8. refrigerate _____ | 16. investigate _____ |
|                      | 17. dictate _____     |

**B.** On a separate sheet of paper, write sentences using all of the words not used above from the word list. Use both the verb and the noun form of the words in your sentences.

**Lesson**  
**3**

**Words ending in *ation***

*More Practice*

- |                |                  |                  |                  |                 |
|----------------|------------------|------------------|------------------|-----------------|
| 1. vacation    | 5. translation   | 9. refrigeration | 13. graduation   | 17. elimination |
| 2. education   | 6. operation     | 10. dictation    | 14. migration    | 18. circulation |
| 3. celebration | 7. investigation | 11. location     | 15. complication | 19. regulation  |
| 4. hesitation  | 8. calculation   | 12. punctuation  | 16. cooperation  | 20. duplication |

**A.** Complete these sentences with the **ion** forms of words from the spelling list above. Then circle the **ate** verb that appears in each sentence.

- The detectives hoped everyone would cooperate with the \_\_\_\_\_ of the crime.
- To eliminate the problem of overcrowding, the school's \_\_\_\_\_ ceremony is being moved to a new \_\_\_\_\_.
- A good secretary can take \_\_\_\_\_ and correctly punctuate letters and memos.
- The surgeon says that this \_\_\_\_\_ can regulate the heartbeat and improve blood \_\_\_\_\_.
- I will not hesitate to try water skiing when I am on \_\_\_\_\_.
- Are scientists able to calculate when the geese will begin their \_\_\_\_\_ from Canada?
- Please duplicate your work on the board so the math class can see how the \_\_\_\_\_ is done.
- If you regulate the \_\_\_\_\_ carefully, none of the food will spoil.
- Our class is planning a special \_\_\_\_\_ for the day we graduate.
- You must learn some new \_\_\_\_\_ when you translate written English into Spanish.

**B.** For each definition below, write the corresponding spelling word in both its noun and verb forms.

- |                      |       |       |
|----------------------|-------|-------|
| 1. to make difficult | _____ | _____ |
| 2. to keep cool      | _____ | _____ |
| 3. to move from      | _____ | _____ |
| 4. to copy           | _____ | _____ |
| 5. to find           | _____ | _____ |
| 6. to learn          | _____ | _____ |

**Names/Nombres (page 37)****Active Reading SkillBuilder****Identifying Author's Purpose in a Personal Essay**

In a single piece of writing, an author may have more than one **purpose** in mind. For example, entertaining readers, expressing ideas and feelings, providing information or explanations, and trying to persuade are the main purposes an author may have in writing a personal essay. Use the following chart to help you identify Julia Alvarez's purpose(s) for writing "Names/Nombres." Identify text that supports your ideas.

<b>Purpose</b>	<b>Supporting Text</b>

**Names/Nombres (page 37)****Literary Analysis SkillBuilder****Personal Essay**

When authors want to explore events or issues in their own lives, they often write a **personal essay**, a nonfiction piece that deals with a single subject. Because both the content and the tone of a personal essay express the author's thoughts, feelings, and opinions, the reader gets a good picture of what the author is like. Use the web below to show some of the things you learned about Julia Alvarez from reading "Names/Nombres."

**Author's observations:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Author's attitude:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Julia Alvarez  
Names/Nombres  
Main issue:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**What the author learned:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**What the author  
wants the reader to  
know/feel/do:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Follow Up:** Working with a partner, use what you have learned about Julia Alvarez to write a dialogue between the author and a reporter. Present your dialogue to the class.

## Writing

**Personal Narrative** Write a short narrative about a first-time meeting with someone you later got to know. If possible, use elements of fiction such as character and setting to establish the scene. Then write about ways your first impression was accurate and ways it was not.

### Writing Handbook

See p. R45: Narrative Writing.

## Writing

**Personal Narrative** Students' narratives should tell who and where they met, what their first impressions were, and if and how the first impressions have changed. To get students started, have them recall their first meeting with a good friend or a favorite relative.



Use **Writing Transparencies**, p. 25, for traditional support.