AMI WRITING PROMPTS

GRADES 9-10-11-12

DAY # 1:

Mel has been in a band with his friends since they were little kids. As he has grown older, Mel has come to recognize that he is a better musician than his friends are. Instead of playing in his friends' garage band, Mel is thinking about joining the all-city jazz band, where he can play with and learn from some of the best musicians around. Should Mel join the jazz band instead of playing with his friends? Consider the positions below as you think about how you would answer this question.

• Yes - We owe it to ourselves to develop our individual talents to their maximum.

• No - Our friends deserve our loyalty.

Now, take a position on this question and write a persuasive essay in which you argue for your position. Be sure to provide reasons for your position and examples to support your reasons.

Algebra 1 Builder # 1

Name:_____

Scientific Notation

$924{,}500{,}000 = $ _____ $\times\ 10$ — $5.33 \times 10^5 = $ _____ $0.000918 = $ _____ $\times\ 10$ —

Integer Operations

$(1)(-4)(-3) = $ ____ $(5)(-4) = $ ____ $(-6)(0.5) = $ ____ $(-7)(0)(-1) = $ ____ $(-2)(-6) = $ ____

Equations and Expressions

$5x$ when $x = 4$ $w - 8$ when $w = 12$ $y - \frac{1}{2}$ when $y = \frac{3}{4}$

Order of Operations

$1 + 5^2 \div 5$ $12(6 - 2) - 1.5$ $4(5^3 \div 5) - 3 + 6$

Function Rules and Tables

Identify the domain and range of the function.

Domain:

Range:

Is it a function?

X	Y
0	5
1	7
2	15
3	44

Vocabulary

X	Y
Domain	Range
Independent	Dependent
Run	Rise
Input	Output

Equations Expressions

The difference of twice a number g and 10 is 24   Twelve more than a number b

Representing Functions as Graphs

X Domain	Y Range

y-intercept (,)

Where the line crosses the y-axis.

Make a table. Graph the function $y = x + 1$ when the domain is {1, 2, 3, 4}.

Slope = m

$m = \dfrac{\text{rise}}{\text{run}}$

Distributive Property

$4(4x + 5)$ $5(x + 6)$ $5(7x - 5)$

LESSON 4

Identifying the Parts of Speech

Each word in a sentence performs a basic function or task. Words perform four basic tasks; they name, modify, express action or state of being, or connect. By the arrangement of words in a sentence and the task that each word performs within a sentence, you can understand a sentence's meaning. To illustrate how parts of speech work together, try to decipher the following nonsense sentence.

> EXAMPLE
> The strutum pensundsworder sworded about the grunewald bools of Kilargo.

What nonsense noun is the subject of the sentence? What adjective modifies the word *pensundsworder*? Which nonsense verb expresses the action in the sentence? If you substitute real words for the nonsense words, but keep the same arrangement of words, you can identify the nouns, verb, and adjectives in the sentence.

> EXAMPLE
> The famous author wrote about the green hills of Africa.

There are eight basic parts of speech. Each part of speech is defined in the following chart.

Parts of Speech	Definition	Example
noun	A **noun** names a person, place, thing, or idea.	**Apples**, **oranges**, and **potato chips** were the only **items** on the **list**.
pronoun	A **pronoun** is used in place of a noun.	Fanny whispered to **her** friend as **they** waited for **their** new teacher.
verb	A **verb** expresses action or a state of being.	Playful fox cubs **tumbled** out of the den and **chased** one another across the field.
adjective	An **adjective** modifies a noun or pronoun. The most common adjectives are the articles *a, an,* and *the*.	**Tattered** curtains hung in **the dark** windows of **the gray**, **sagging** house.
adverb	An **adverb** modifies a verb, an adjective, or another adverb.	**Sharply** turning to the left, the bicyclist **nearly** caused an accident.
preposition	A **preposition** shows the relationship between its object—a noun or a pronoun—and another word in a sentence. Common prepositions include *after, around, at, behind, beside, off, through, until, upon,* and *with*.	**During** winter we often sit **by** the fireplace **in** the evening.
conjunction	A **conjunction** joins words or groups of words. Common conjunctions are *and, but, for, nor, or, so,* and *yet*.	**Neither** Grant **nor** Felix felt tired after two miles, **so** they ran another mile.
interjection	An **interjection** is a word used to express emotion. Common interjections are *oh, ah, well, hey,* and *wow*.	**Wow!** Did you see the dive he made from the high diving board?

EXERCISE 1

Identifying the Parts of Speech in Literature

Identify the part of speech of each underlined word in the following excerpt. Write your answers on the corresponding lines below.

When he was two, if you ¹laid him on his stomach, ²he began to try to move himself, straining ³terribly. The ⁴doctor said that with his ⁵weak heart this strain would probably kill him, ⁶but ⁷it didn't. Trembling, he'd push himself ⁸up, turning first red, then ⁹a soft purple, and finally ¹⁰collapse back onto the ¹¹bed like an ¹²old worn-out doll. I can still see Mama watching him, ¹³her hand pressed ¹⁴tight ¹⁵across her mouth, her eyes wide and unblinking. But he ¹⁶learned to crawl (it was his third winter), ¹⁷and ¹⁸we brought him out of the front bedroom, putting him ¹⁹on the rug before the ²⁰fireplace.

from "The Scarlet Ibis," page 108
James Hurst

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

EXERCISE 2

Understanding the Parts of Speech

Use each word as its designated part of speech in a sentence.

EXAMPLES
along (preposition) *Purple lilacs were blooming along the fence.*
along (adverb) *Will you bring along a bouquet of lilacs to the party?*

1. someone (pronoun)

_____

2. neither/nor (conjunction)

_____

3. oh, no (interjection)

_____

4. more (adverb)

_____

5. frail (adjective)

_____

6. review (noun); review (verb)

_____

7. practice (noun); practice (verb)

_____

8. over (preposition); over (adverb)

_____

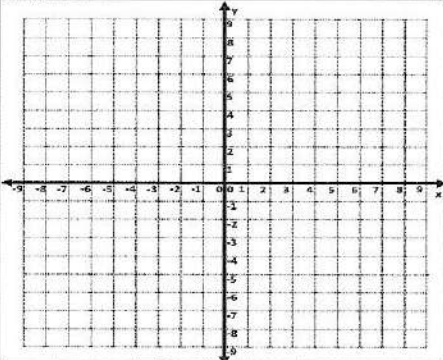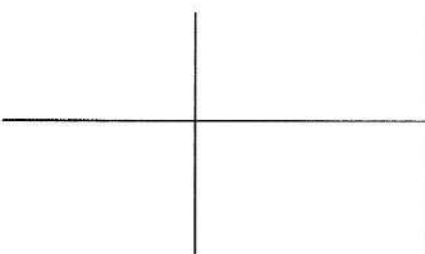9. mystified (adjective); mystified (verb)

_____

10. calm (noun); calm (adjective)

_____

EXERCISE 3

Using the Parts of Speech in Your Writing

Imagine that you are seeing your town for the very first time, as a tourist. Write a paragraph for a postcard to send to friends back home. In the paragraph describe the town's location and some of the town's major features. Include in your paragraph at least two examples of each part of speech.

_____

_____

_____

_____

_____

Algebra 1 Builder # 2

Name:_____

Scientific Notation

4,500,000 = _____   8.639 x 10^4 = _____   0.00009189 = _____

Integer Operations

(1)(-5)(-2) = _____   (-9)(-4) = _____   (-18)(0.5) = _____   (-8)(5)(-1) = _____   (-7)(-5) = _____

Equations Expressions

15x when x = 3   w – 8 when w = 18 $y - \frac{1}{2}$ when $y = \frac{2}{4}$

Order of Operations

13 – (-6 + 7) + 9   2(3 + 5^2) ÷ 4   12(-9) – 7.25

Function Rules and Tables

Identify the domain and range of the function.

Domain:

Range:

Is it a function?

X	Y
2	0
4	1
6	3
8	5
10	7
12	9

Vocabulary

X	
	Range
Independent	
	Rise
Input	

Equations Expressions

The product of 5 and a number x   28 divided by a number p

Representing Functions as Graphs

X Domain	Y Range

y-int (,   )

Make a table. Graph the function y = x – 1 when the domain is {0, 1, 2, 3}.

Slope = m

$m = \frac{rise}{run}$

Distributive Property

(m – 3)(-10)   2(5p – 6) $-\frac{3}{4}(n - 1)$

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Changing the Ecosystem

CCSSR1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

A food chain is a series of links between plants and animals. It starts with a plant. The next part of the link is a plant eater. When the prairie plants started to die or be replaced with houses and roads, the animals that depended on them lost their food source. So while the farmers produced more food for people, they broke the animals' food chain and the animals died or had to move. This was a great mistake. We are paying for that mistake today. And, unfortunately, people still keep making that mistake. They keep breaking the food chains.

A food chain is part of a bigger system called a food web. That web links the living things in an ecosystem. The herbivores in that system depend on the plants. If the plants are removed, the herbivores cannot survive. Then the carnivores, the animals that eat other animals, lose their food, too. Remove just one kind of plant from an environment and you disrupt the food web. Plow up the land and you destroy the whole system. The problem was there were more and more people and less and less natural habitats. The timeline shows how the population of Chicago people changed.

1880	Population of the city is 503,185; farms continue to expand
1890	Population of the city is 1,099,850
1900	Population is 1,698,676
1910	Factories expand in the city; population is 2,185,283
1920	City population has grown to 2,701,705
1930	City population is 3,376,438

By 1900, Illinois and other Midwestern states were becoming known as the nation's breadbasket. This was because millions of acres of land had been turned from prairie into farms. Those farms could grow corn and wheat and other grains. Those grains were used to make bread and other food for people. This was not progress for everyone.

That agricultural progress benefited many people. The farmers and businesses that processed the grains prospered. Chicago became a transportation center. It became an industrial center, too. More and more homes, businesses, and roads were built. But many of the animals and plants that were native to this area were destroyed. So was the natural system called the prairie.

Today, people are trying to restore the prairie, but it's a great challenge. Suburban housing is expanding. Pollution is increasing. What's next? People need to decide which is more important. Should we keep building roads and homes or should we fix the housing we have and leave land free of construction so that what's left of the natural habitat can survive?


Support the Main Idea

What is the main idea of this passage?

Underline five sentences in the passage that support that idea.

Interpreting Graphs

1. Mr. M's class grades were graphed as a pie graph. Based on this graph:

a) The largest percentage of students received what grade? _____

b)   Estimate what percentage of the class received a B. _____

c)   Estimate what percentage of the class received an A. _____

d) Based on the graph, do you think Mr. M's class is difficult? Why or why not?
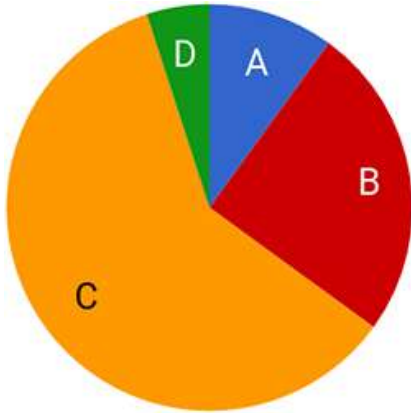
2. The scatter plot shows a bus stop where those waiting at the bus are plotted by their height and by their age. Identify which dot goes with which passenger.
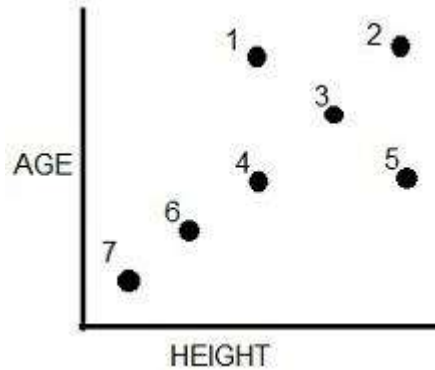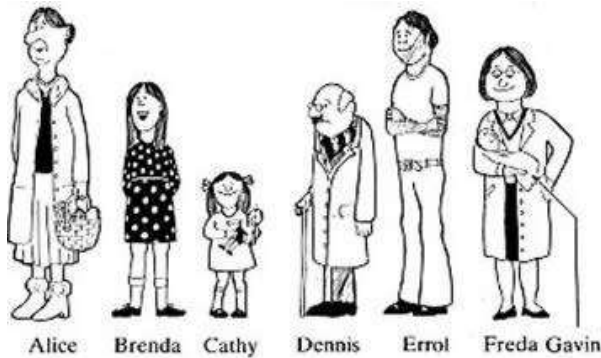
3. The bar graph compares the number of students enrolled in classes.
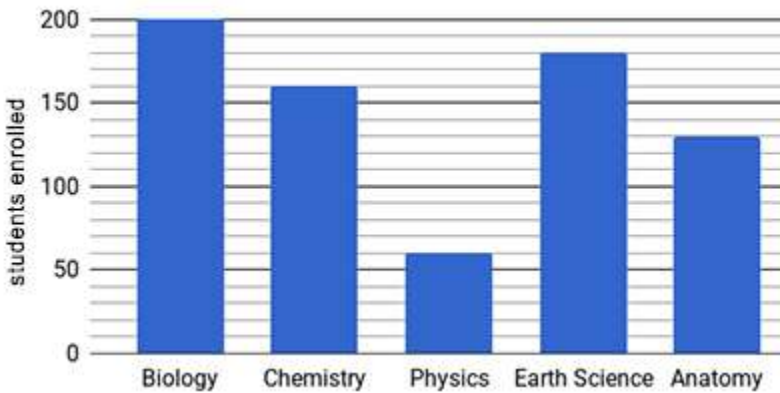
a) What class has the highest enrollment? _____

b) How many students are enrolled in Chemistry? _____ Anatomy? _____

c) Which course is the least popular? _____

d) A new course is added; forensic science has 160 students enrolled. Add this bar to the graph shown.

4. This line graph compares the growth of plants that were kept in the sun for different amounts of time.
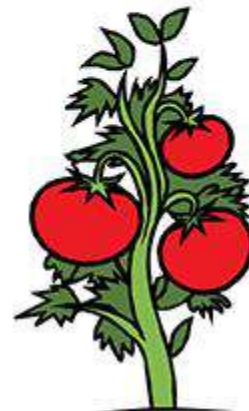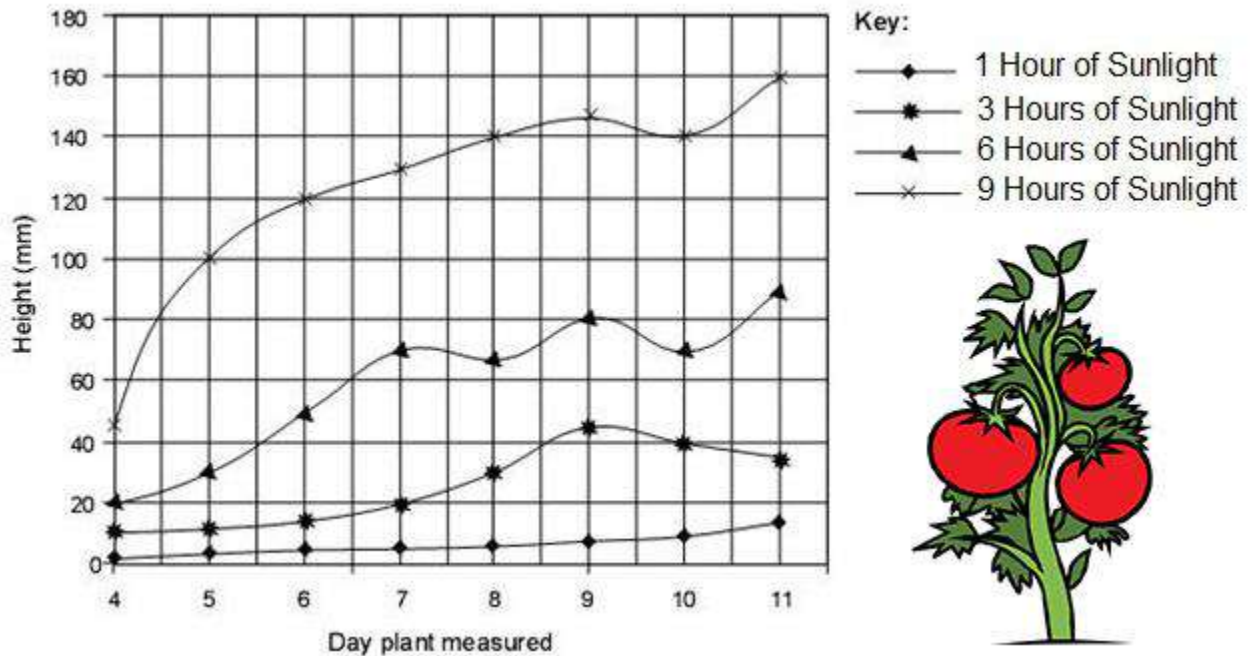
a) On Day 7, the plants kept in the sun for 3 hours were how tall? _____

b) On Day 7, the plants kept in the sun for 6 hours were how tall? _____

c) On Day 10, the plants kept in the sun for 9 hours were how tall? _____

d) On Day 11, the plant that was grown with 1 hour of sunlight was how tall? _____

e) Based on the graph, the plant grows best in what amount of sunlight? _____

5. The line graph shows the number of worms collected and their lengths.

a) What length of worm is most common? _____

b) What was the longest worm found?_____

c) How many worms were 6 cm long? _____

d) How many worms were 7.25 cm long?_____

e) The peak of the curve represents the
    [longest worms / average worms]

Number of worms

Length of worm (cm)