AMI WRITING PROMPTS FOR 2019-2020

WRITING PROMPT #1

At a recent conference at the University of Chicago , David Walsh of the National Institute on Media and the Family presented a paper titled " Video Game Violence and Public Policy."

The paper stated that "79% of American children now play computer or video games on a regular basis. Children between the ages of seven and 17 play for an average of eight hours a week."

"The growth of electronic games has not been without controversy, however. The subset of games that feature violence, gore, and antisocial behavior has raised concern among parents, educators, child advocates, medical professionals, and policy makers."

According to Walsh, research shows reason for concern:

> "Exposure to violent games increases physiological* arousal. . . .Heart rate . . . and . . . blood pressure all increase when playing violent games. . . . These are the same types of physiological reactions bodies have when engaged in a fight."
>
> "Exposure to violent games increases aggressive emotions." In one study, "students who were more 'addicted' to video games were significantly more likely to be in a bad mood before, during, and after play than were non-addicted students."
>
> "In a study of 8th and 9th graders, students who played more violent video games were also more likely to see the world as a hostile place, to get into frequent arguments with teachers, and to be involved in physical fights."
>
> ***physiological: relating to the body's normal functions and processes.**

Using the information presented in the paper, experiences from your own life, and/or other information you have read, write an article for your school newspaper about the negative effects of playing violent video games.

As you write your article, remember to

•Focus on the negative effects of children playing violent video games. •Consider the purpose, audience and context of your article.

•Organize your ideas and details effectively.

•Include specific details that clearly develop your article.

•Use standard grammar, spelling, and punctuation.

Write at least two pages.

Name: _____ Date: _____

LESSON 8

Pronoun Cases: The Nominative Case, the Objective Case, and the Possessive Case

Personal pronouns take on different forms—called *cases*— depending on how they are used in sentences. Personal pronouns can be used as subjects, predicate nominatives, direct objects, indirect objects, and objects of prepositions. In the English language, there are three case forms for personal pronouns: *nominative, objective,* and *possessive.* The following chart organizes personal pronouns by case, number, and person.

Personal Pronouns

	Nominative Case	Objective Case	Possessive Case
Singular			
first person	I	me	my, mine
second person	you	you	your, yours
third person	he, she, it	him, her, it	his, her, hers, its
Plural			
first person	we	us	our, ours
second person	you	you	your, yours
third person	they	them	their, theirs

The Nominative Case

A personal pronoun in the **nominative case** is used when the pronoun functions as the subject of a sentence.

EXAMPLES
I saw Jason at the bookstore on Saturday.
He bought a collection of short stories by James Hurst.

A pronoun in the nominative case is also used in compound subjects. Use the nominative pronoun *I* last when it is part of the compound subject.

EXAMPLE
Mary and **I** enjoy Amy Tan's stories and novels.
(*Mary* and *I* form the compound subject.)

Writers sometimes confuse the nominative and objective cases when a pronoun is used in a compound subject.

EXAMPLES
incorrect Mary and me recently read Tan's short story "Rules of the Game."
correct **Mary and I** recently read Tan's short story "Rules of the Game."

To choose the correct pronoun case for a compound subject, try each part of the compound subject alone in the sentence.

EXAMPLES

(She, Her) and (he, him) went to the library.

incorrect	Her went to the library.
	Him went to the library.
correct	**She** went to the library.
	He went to the library.
correct case	**She and he** went to the library.

A **predicate nominative** is a word or group of words that follows a linking verb and identifies the subject or refers to it. When a personal pronoun is used as a predicate nominative, it usually completes the meaning of the form of the verb *be—am*, *is, are, was, were, be, been,* or *being.*

EXAMPLES

Yes, the secret admirer *might be* **he**.
Could the surprise visitors *have been* **they**?
It *was* **she** who volunteered at the animal shelter.

The Objective Case

A personal pronoun in the **objective case** is used when the pronoun functions as a direct object, indirect object, or object of the preposition.

EXAMPLES

direct object	Sarah stopped **us** earlier.
indirect object	She gave **me** a copy of the project guidelines.
object of the preposition	Sarah said the schedule would be determined by **her**.

Pronouns are also used in the objective case when they are part of a compound object.

EXAMPLES

compound direct object	Timothy and Max heard **Anne and me** in the hallway.
compound indirect object	We gave **Max and him** quite a scare!
compound object of the preposition	The disagreement remained between **him and me**.

The Possessive Case

A personal pronoun in the **possessive case** is used to show ownership or possession. A possessive pronoun may stand alone and function as a pronoun. It may also be used before a noun or gerund and function as an adjective.

EXAMPLES

pronoun	The bright blue sweatshirt is **mine**.
	Hers is purple and red. The old wooden snowshoes are **ours**.
adjective before a noun	May I borrow **your** notes from class?
	My cold seems to be getting better.
	Frank wants to present **his** speech first.

adjective before a gerund	**Her** complaining is becoming tiresome. The judges awarded **our** singing a blue ribbon. **Their** laughing can be heard through the thin walls.

EXERCISE 1

Identifying Pronoun Cases in Literature

Identify each of the underlined words as a nominative, objective, or possessive pronoun. Write your answers on the corresponding lines below.

> A Caucasian man with a big camera once posed [1]me and [2]my playmates in front of the restaurant. [3]He had [4]us move to the side of the picture window so the photo would capture the roasted duck with [5]its head dangling from a juice-covered rope. After [6]he took the picture, [7]I told [8]him [9]he should go into Hong Sing's and eat dinner. When [10]he smiled and asked [11]me what they served, [12]I shouted, "Guts and duck's feet and octopus gizzards!"
>
> *from "Rules of the Game," page 170*
> *Amy Tan*

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

EXERCISE 2

Understanding Pronoun Cases

Complete each of the following sentences with an appropriate personal pronoun in the nominative, objective, or possessive case.

1. I'm afraid the mess in the kitchen is _____.
2. Patrick said that the decision would be between _____ and _____.
3. Liz and _____ competed for the first flute chair in the orchestra.

4. Mia and Julie said that _____ want to volunteer at the food bank.

5. Chad rehearsed his lines for Elliott and _____.

6. Chad is a good actor, and it is _____ who has the starring role.

7. Liz also enjoys acting in plays, but fewer parts have been given to _____.

8. _____ CD player is broken; let me borrow _____.

9. _____ wishing won't make something come true.

10. The woman responsible for the donation was _____.

EXERCISE 3

Correcting Pronoun Case Errors

Rewrite the following sentences, correcting any errors in pronoun cases.
If the sentence correctly uses pronouns, write *correct*.

1. The two friends who went to Spain were them.

_____

2. A gentle rainfall calmed she and him.

_____

3. Should you and me go to the mall on Saturday?

_____

4. Janet and him are very skilled members of the debate team.

_____

5. The eyeglasses on the table are hers.

_____

6. When it was thems turn to visit, David and Lisa forgot the date.

_____

7. Did you think the anonymous writer was me?

_____

8. I saw Melinda and she at the tennis match.

_____

9. Will us or them make guacamole for the party?

_____

10. Rachel surprised he and them with presents.

_____

EXERCISE 4

Using Subject and Object Pronouns in Your Writing

For your student newspaper, write a brief sports article about a recent game, competition, or awards ceremony. Correctly use at least two examples of pronouns in each of the cases: nominative, objective, and possessive.

_____

_____

_____

_____

_____

_____

_____

_____

Algebra 1 Builder # 11

Name:_____

Collecting Like Terms

-2x + 5y – 7x – 4y

-6p – 3a – 5a – p

Integer Operations

-3 – (-12) = _____

6 – (-14) = _____

$\frac{-32}{-4}$ = _____

Equations Expressions

5x + 3 = 4x – 7

8x + 4 = 6x – 8

3x – 2 = 9x + 9

Order of Operations

5 + 12 • 8 + 45 ÷ 5 + 7 – 5

11 – 4 + 10 • 8 + 121 ÷ 11 + 15

Function Rules and Tables

Identify the domain and range of the function.

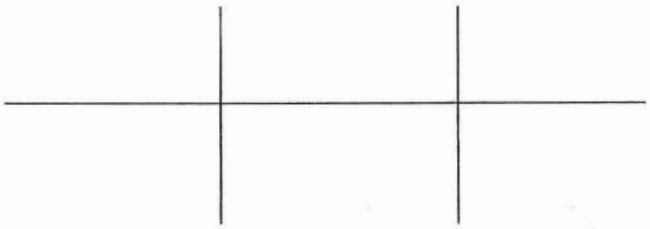
Domain:

Range:

Is it a function?

X	Y

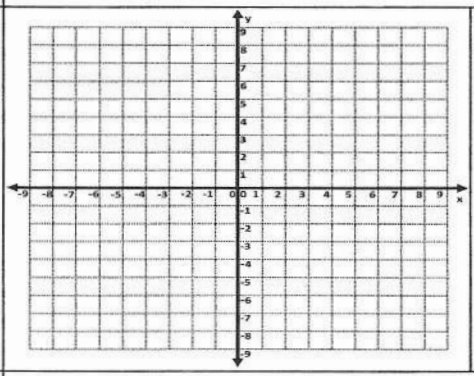
Make a table of values for the function y = 2x – 9
Use {-2, -1, 0 ,1, 2} for the domain.



Write/ Solve Equations

Three times the sum of a number and 5 is 20. Find the number.

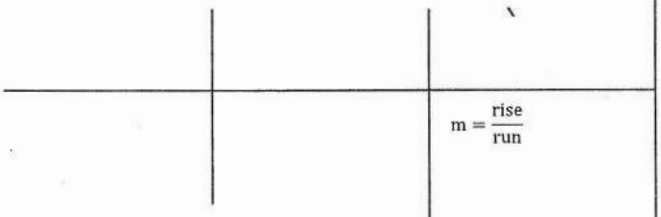
Representing Functions as Graphs



X Domain	Y Range

y-int (,)

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



Distributive Property

-3b – 15b – 2(4b – 6)

-4m + 3(11m – 8)

Algebra Builder #12

Name:_____

Collecting Like Terms

-8p – 7x – 7p + 6x

16k – 3k + 8k

Integer Operations

-3 + 2(-7) = _____

-5 + (-15) = _____

$\frac{-26+4}{-2}$ = _____

Equations Expressions

2x + 3 = 9x – 5

7x + 3 = 8x – 15

4x – 5 = 7x + 10

Order of Operations

4 – 1 + 11 + 10 • 8 + 80 ÷ 10

1 • 2 + 15 ÷ 3 + 4 + 1 – 1

Function Rules and Tables

Identify the domain and range of the function.

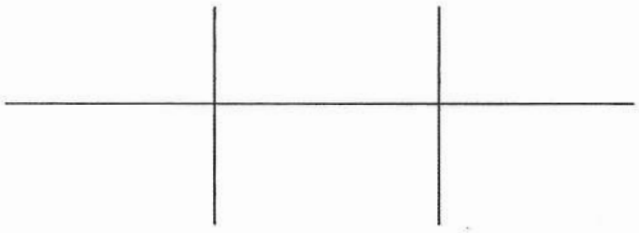
Domain:

Range:

Is it a function?

X	Y

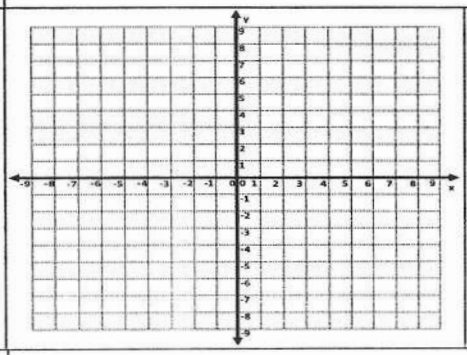
Make a table of values for the function y = -2x + 3
Use {-2, -1, 0, 1, 2} for domain.



Write/ Solve Equations

The cost of Marianne's old bracelet is two-thirds the cost of her new bracelet. The cost of her old bracelet is $18. Find the cost of her new bracelet.

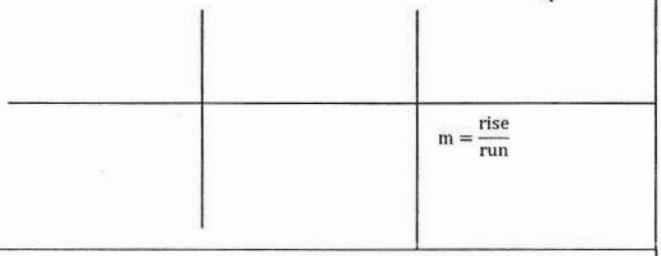
Representing Functions as Graphs



X Domain	Y Range

y-int (,)

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

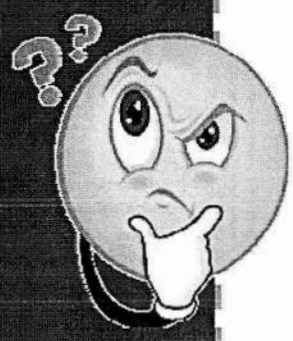


Distributive Property

-7b + 3b – 2(-2b + 5)

-3m – 3(12m + 10)

NGSS: SCIENCE SKILLS AND PRACTICES

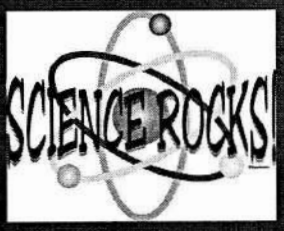


Skill 1:
Asking questions and Defining Problems

Identify what questions are unanswered even after the investigation

Don't forget the IV / DV format - what are you changing in the experiment and how are you measuring it?

Think like a Scientist! Never stop asking questions!



Extending the Investigation Through Questioning!

Read the following descriptions of completed investigations and identify what questions have not been answered. Remember to include the IV/DV format.

Investigation #1:

We completed an investigation in which we took a mixture of vinegar and water and used it to water Mung beans for five days. We wanted to know if water that was more acidic would harm the growth of the plant. We learned that rainwater can become acidic when chemicals get into our waterways which is called Acid Rain. Our Mung Beans that received the acidic water did not sprout at all while the beans that received plain water all had bright green leaves on them.

What else should we know?

Investigation #2

We completed an investigation in which we looked at how the shape of a car would affect how fast it can go. We wanted to know that if a car was skinny if it would go faster. We learned that one major strategy for making a car more aerodynamic (less affected by air resistance) is to make it skinny on the sides. This was demonstrated when the cars that had a width of less than 2 inches were faster than other cars by at least 2 seconds.

What else should we know?

Investigation #3

We completed an investigation in which we looked at what types of materials could a house be made of that could withstand the force of an Earthquake and still be standing. We wanted to know if brick or wood would be better. We discovered that a house that is able to absorb the force or move with the force of an Earthquake will be able to still be standing after the Earthquake. We discovered that wood has a little bit more of an ability to move than brick.

What else should we know?

ASKING QUESTIONS AND DEFINING PROBLEMS

Formulating Empirically Answerable Questions About Phenomena Practice Page

NGSS SCIENCE PRACTICES

JONES

To meet the standard: ***Student formulates questions that identify an independent and dependent variable in order to be answered scientifically***

Directions: For the following questions, identify the independent variable and dependent variable.

*Hint * The independent variable is what you change in the experiment and the dependent variable is what you are measuring in the experiment*

1. Does fertilizer help plants to grow?

IV:

DV:

2. What brand of bouncy ball will bounce the farthest?

IV:

DV:

Can your question be tested with an experiment?

3. How long can a person hold their breath under water?

IV:

DV:

4. Which color fur will help an animal to survive in the forest?

IV:

DV:

Directions: Determine if the questions below can be answered with an scientific investigation. Circle the ones that can.

*Hint * A question that can be answered by a scientific investigation contains an independent and dependent variable.*

1. Why is the sky blue?
2. Which brand of toothpaste helps reduce bacteria?
3. What is your favorite color?
4. How do you chew bubble gum?
5. Which brand of bubble gum has the longest lasting flavor?
6. Why do cats like mice?
7. How far can you throw a football?
8. How much force do you have to put behind a football to throw it 100 yards?
9. How strong is that athlete?