

Name:

Date:

Capitalization: Thinking Skills Lesson 1

Student Activity

Induction: Helping a Talented Writer Improve

- STEPS:**
1. Examine the available information.
 2. Look for patterns in the information you have examined.
 3. Make a general statement or conclusion that explains patterns you observed.
 4. Make more observations to see if your conclusion holds up.

In the lesson, you examined the following writing sample:

In the book, *The Quotable woman*, the famous actress Helen Hayes said, “my mother drew a distinction between achievement and success. She said that achievement is the knowledge that you have studied and worked hard and done the best that is in you.” Ms. Hayes’s mother went on to say, “success is being praised by others, and that’s nice, too, but not as important or satisfying.” She continued, “always aim for achievement and forget about success.”

Directions: Examine this writing sample from another writer. Note any patterns you see in this writing sample. Make a general statement about the writer’s errors. Provide observations to support your statement. You advised Anne to study the rule to capitalize the first word in a quotation. Would you give this writer the same advice? State reasons to support your decision.

Someone once wrote some witty thoughts about punctuation marks. The writer said, “each of them has a fascinating personality.” He started with, “think of commas as knives or daggers. They cut a sentence into parts for emphasis or for clarity.”

You used the steps in the inductive thinking process. You concluded that Anne, the writer, needed to study the rule on capitalizing the first word in a quotation.

Write Idea: Pick something interesting to observe, such as today’s weather or a person’s activities outside your window. Write down all of your observations for at least five minutes. Write a report describing your observations, any patterns you identified, and any general statements you can make based on your observations.

Name:

Date:

Capitalization: Thinking Skills Lesson 2

Student Activity

Classification: Tutoring Groups Within a Class

- STEPS:**
1. Identify the items you want to classify.
 2. List the important traits that will define your groups.
 3. Identify which items have the important traits.
 4. Label and group items with similar traits.

In this lesson, you formed study groups by classifying students according to their capitalization errors. Here's the chart that appeared in the lesson:

Study Groups	Jenn	Kari	Noah	José	Brad
1. Capitalizing Proper Adjectives	X				
2. Capitalizing Titles		X	X		X

Directions: Correct the capitalization errors in the following sentences. Fill in the chart below. Then classify students into study groups based on the kinds of errors they made.

Evan: When Tanya had the german measles, all she wanted to do was sip russian tea and eat aunt Edna's cookies.

Jamal: My siamese cat chased Mr. Pugh's persian cat all the way to my Sister-in-Law's house.

Denny: Whenever I eat dinner with my aunt and Uncle, I always learn a new joke.

Zack: The Judge told the waiter that he preferred spanish rice with his polish sausage.

Study Groups	Evan	Jamal	Denny	Zack
1. Capitalizing Proper Adjectives				
2. Capitalizing Titles				

Write Idea: Imagine you are the owner of a video rental store. You have many different kinds of videos. How would you classify your collection of videotapes? What categories would you use? How would you display your videos? Explain the reasons behind your choices.

Name:

Date:

Capitalization: Thinking Skills Lesson 3

Student Activity

Decision Making: Hiring a Secretary

- STEPS:**
1. Identify what you are trying to decide.
 2. Identify your choices.
 3. Identify the standards important to the decision you are making.
 4. Rate each standard according to its importance in making your decision.
 5. Score your choices according to how they meet each standard.
 6. Multiply the scores of your choices by the rating for each standard.
 7. Add each choice's points for each standard. Then make your decision based on the choice with the greatest number of points.

Here is the problem that appeared in the lesson:

In the lesson, you had to hire a secretary for the travel agency where you work. It's important that the agency have a first-class image. You decided that Anne and Beth were the two most qualified applicants for a job as secretary.

Directions: Letters of application from Tavonne and Gail were lost in the mail room. You want to give these applicants a fair chance to be interviewed. Read their letters to determine what scores you would give them in each of the three standards. Add their scores to your decision-making chart. Of the five applicants for the job, which two applicants would you interview? Remember, a rating of 1 means an applicant has two or more errors. A rating of 2 means one error. A rating of 3 means no errors.

	Anne	Josh	Beth	Tavonne	Gail
Letter writing (3)	$1 \times 3 = 3$	$1 \times 3 = 3$	$3 \times 3 = 9$		
Typing speed (2)	$3 \times 2 = 6$	$1 \times 2 = 2$	$2 \times 2 = 4$		
Phone experience (1)	$1 \times 1 = 1$	$2 \times 1 = 2$	$3 \times 1 = 3$		
TOTALS	10	7	16		

Tavonne:

I am an excellent candidate for this position. I type 93 words a minute. I have been operating the phone system at Travers Real Estate for 5 years. In addition, I have traveled all over North America.

Gail:

My supervisors at Universal Shipping, Inc. would recommend me for the position. I type 67 words a minute. I answer phones on a volunteer basis for the Salvation Army.

Write Idea: One common complex decision that many people face is what type of car to buy. Imagine that you are faced with this decision. Create a decision-making chart. Choose three models or types of cars as your choices. What standards do you consider important to making this decision? Don't forget to rate these standards for their importance in your decision.

Name:

Date:

Grammar and Usage: Thinking Skills Lesson 1

Student Activity

Induction: A Television Writer Improves

- STEPS:**
1. Examine the available information.
 2. Look for patterns in the information you have examined.
 3. Make a general statement or conclusion that explains patterns you observed.
 4. Make more observations to see if your conclusion holds up.

Here is Jon's writing sample from the lesson:

Horatio Alger Jr. was a popular author in the late 1800s. His principle characters rose from poverty to riches, they succeeded by honesty, hard work, and patience. Often the principle heroes met kind, rich men, these men adopted the heroes or became their guardians. Alger's stories often lead young readers to big cities, they believed they could make their fortunes the same way.

Even today we use the term "Horatio Alger story" to describe the rise of a person from "rags to riches."

Using induction, you found that Jon needed to study the words "principle" and "principal," and run-on sentences.

Directions: Here is another story idea that Jon gave to you.

Matthew Henson was an arctic explorer. He was the first African-American to explore the North Pole, he was on the trip led by Robert Peary. Peary learned Henson all that he knew about exploring. Henson adapted well, he was Peary's principle assistant for 20 years.

Does this sample support your earlier conclusions? Do you see any more patterns in errors? Can you draw any new conclusions about the rules that Jon needs to study?

Write Idea: Watch four or five TV ads. Listen to ads on the radio. Note techniques and words used in the ads. What patterns are there in the words used in these ads? Write a general statement about the common words used in ads.

Name:

Date:

Grammar and Usage: Thinking Skills Lesson 2

Student Activity

Classification: Substituting for the Tutor

- STEPS:**
1. Identify the items you want to classify.
 2. List the important traits that will define your groups.
 3. Identify which items have the important traits.
 4. Label and group items with similar traits.

In the lesson, you created the following chart to show the types of writing errors made by six students:

Study Groups	Tim	Amy	Max	Lyn	Dee	Joe
Verbs	X	X				
Adjectives/Adverbs			X	X	X	

Directions: Four more students have come to you for help. Here are their writing samples. How would you organize these students into study groups? Complete the chart below.

LaMar: My brother sang good at the concert on Saturday.

Ian: I read morer books this year than anyone in my family.

Dan: Last summer, I growed tomatoes in my garden.

Gina: Jenn broke our school's high-jump record.

Study Groups	LaMar	Ian	Dan	Gina
Verbs				
Adjectives/Adverbs				

Write Idea: Think of a collection you or someone you know owns. It could be CDs, stamps, dolls, baseball cards, etc. How would you classify the items in this collection? Describe the different groups and the process you would use to classify them.

Name:

Date:

Grammar and Usage: Thinking Skills Lesson 3

Student Activity

Analogies: Completing a Rhyme

- STEPS:**
1. Read the analogy out loud using the words "is to" and "just as."
 2. Determine the relationship in the complete pair of words.
 3. Apply the relationship from the first pair of words to the second pair.
 4. Pick the word that completes the relationship for the second pair.

Here is the rhyme that you completed in the lesson:

Pronouns. Pronouns. Which should **you** choose?
Is it who or is it **whose**? Oh, whichever should you use?
If **her** or hers has you in a stew, just do what I do.
Look for likeness, or maybe similarity.
Try a comparison, or maybe an analogy.
Ask **yourself**, "How is this pronoun just like another?"
To check your answer, show **it** to me, your helpful brother.

Directions: Your brother has written another rhyme as a clue to help you find your missing baseball glove. Fill in the blanks by completing the analogies.

- | | |
|--|--------------------------------------|
| If [1] want [2] mitt, just look for it. | 1. _____: yours :: she : hers |
| Don't ask Mom. [3] couldn't say. | 2. you : _____: I : my |
| The same for Dad. [4] is busy today. | 3. them : _____: us : I |
| Look for [5] by the mound or by the plate. | 4. hers : she :: his : _____ |
| [6] will have a game, so don't be late. | 5. myself : _____: themselves : them |
| | 6. he : they :: I : _____ |

Write Idea: Holidays, like New Year's Day and the Fourth of July, are a way of celebrating the seasons. While each holiday is different, holidays are also alike. Make a list of the things you enjoy about four holidays including the food, the decorations, and the parties. How are the items on the list alike? Create analogies comparing holidays from the items on your list.

Name:

Date:

Punctuation: Thinking Skills Lesson 1

Student Activity

Induction: Editing a Reporter's Story

- STEPS:**
1. Examine the available information.
 2. Look for patterns in the information you have examined.
 3. Make a general statement or conclusion that explains patterns you observed.
 4. Make more observations to see if your conclusion holds up.

Here is the problem that appeared in the lesson:

You are the editor of a newspaper. One of your reporters has written a terrific story, but it has several punctuation errors. Using the process of induction, you create a chart of her errors. That way you can decide if she is merely careless or if she doesn't know the rules of punctuation.

Directions: Examine this new portion of the article Ms. Wyeth submitted. Use the chart to record your observations as you did in the lesson. Put a mark next to the punctuation rules Ms. Wyeth gets right or wrong. Do you see a pattern in Ms. Wyeth's use of punctuation rules? Do your observations support your previous conclusion about Ms. Wyeth's use of commas? Can you draw any new conclusions?

Col Buzz Bitmap, of AeroTrack Inc, said that he did not see anything on radar at the time of the alleged sighting. "I think Cy needs glasses" Buzz told me. However, Mr J D Powers, Dr Trudy Ruyle, and Sgt Dan Cross confirmed Mr Hardy's observations. "Something landed in the marshes" claimed Dr. Ruyle. Mrs Tara Firma, spokesperson for Astral Projections, Inc, was also in the vicinity of the alleged landing. "It was not a rocket or a missile" she claimed. "I know that for certain."

Punctuation	Right	Wrong
Periods after sentences		
Periods after abbreviations		
Question marks		
Commas in a list		
Commas & quotations		
Commas to separate independent clauses		
Commas after introductory phrases		

Write Idea: How else could you explain the punctuation errors the writer has made? Perhaps someone else typed it for her. Could she be having a problem with her keyboard? What other possible "reasons" can you find for the errors you noted?

Name:

Date:

Punctuation: Thinking Skills Lesson 2

Student Activity

Induction: The Case of the Missing Keys

- STEPS:**
1. Examine the available information.
 2. Look for patterns in the information you have examined.
 3. Make a general statement or conclusion that explains patterns you observed.
 4. Make more observations to see if your conclusion holds up.

Here is the chart that you created to help you think inductively in this lesson:

Punctuation Mark	Correct	Left Out	Replaced	Mark Used
Periods	11	0	0	
Apostrophes	5	0	0	
Quotation Marks	0	0	6	apostrophe
Commas	0	10	0	

Directions: Here is another memo Shelly sent to you. She typed this one using a different keyboard. Correct the punctuation errors in this memo and identify the malfunctioning computer key(s). Constructing a chart like the one above may help you identify a pattern in the errors.

Dr. LaVerne Johnsons plane will arrive at the airport at 9:00 p.m. Shell be wearing a yellow scarf so youll be able to recognize her.

When you have picked her up, take her to the White Swan Inn. Shell be staying there for at least three days.

Youll also have to take her back to the airport on November 17. Her plane departs at 3:00 p.m. Shell be flying to Atlanta, Georgia, to speak at Emory University. Her lecture would interest you. Its titled, "Adventures of Ideas: The World of Evelyn and Alfred Whitehead."

Write Idea: The assistant in the school's computer lab, Ms. Glass, heard how you solved The Case of the Missing Keys. Some of the keyboards in the lab also seem to be broken. Ms. Glass would like you to help her find out which keys on which keyboards need repair. There are ten computers. Write a plan for Ms. Glass to follow. Use the steps of induction. Include a model of a chart that might help her organize her information.

Name:

Date:

Punctuation: Thinking Skills Lesson 3

Student Activity

Deduction: Beat the Computer

- STEPS:**
1. Identify the "if/then" premise of the argument.
 2. Identify whether the "if" condition is true, and form the second premise of the argument.
 3. State the conclusion of the argument.

Here is the problem that appeared in the lesson:

You were a contestant on a game show called "Beat the Computer." A coupon for a year's supply of popcorn was hidden in one of five treasure chests. You used "if/then" thinking to determine which treasure chest had the popcorn coupon.

Directions: Below are six statements. Use them to create at least two arguments that are logically correct. Create two more arguments in which the conclusions look reasonable but are not correct, based on the premises.

If the electricity is on, then the light works.
If the light works, then the electricity is on.
The light works.
The electricity is on.
The light is not on.
The electricity is not on.

Write Idea: Find an example of "if/then" thinking. You may find one in a newspaper advertisement or in a warranty for your VCR, TV, telephone, or a household appliance. Write a paragraph explaining the following:

1. the conditions in the "if" clause,
2. what follows if the conditions are met, and
3. what follows if the conditions are not met.

Name:

Date:

Spelling: Thinking Skills Lesson 1

Student Activity

Classification: Helping Carlos with Spelling

- STEPS:**
1. Identify the items you want to classify.
 2. Look for common elements and group items that are alike.
 3. State the rule that determines membership in the group.
 4. Place items in the group. If necessary, repeat steps 2 and 3 to form new groups until all items are classified.

To help memorize the spelling of plural words, Carlos is creating a chart. The chart will identify rules for forming plurals and examples of words that follow each rule. Here is the beginning of the chart:

Rule: Some nouns have irregular plural forms.	Rule:	Rule:	Rule:
goose - geese mouse - mice child - children			

Directions: Help Carlos group the following words into categories. In the chart above, write 3 more rules for forming plurals, based on the categories you see. Then place each word under the rule it matches.

squash	match
logo	piano
church	box
tax	auto
photo	wax

Write Idea: Make a list of your favorite singers or musical groups. Place the singers and groups into categories based on their similarities. Describe the similarities and why you enjoy listening to their music.

Name:

Date:

Spelling: Thinking Skills Lesson 2

Student Activity

Induction: Hunt for the Hidden Time Capsule

- STEPS:**
1. Examine the available information.
 2. Look for patterns in the information you have examined.
 3. Make a general statement or conclusion that explains patterns you observed.
 4. Make more observations to see if your conclusion holds up.

In the lesson, you determined that Message 3 was written by Carlotta. Here are the two messages that were written by her brothers.

Message 1

I don't mind [saying] how [confident] I feel. Today, in the year Jimmy Carter was elected the 39th President, I [buried] a time capsule. Travel to the city where three rivers meet. [Proceed] to the two trees. The capsule rests under one. Beware of [forgerys]. I hope you [succeede]. My capsule contains [memorys] as [valuable] as those from the eruption of Mt. St. Helens.

Message 2

Greetings! I have [enjoyed] [abundent] fortune, and so shall you. Today, in this year of the Bicentennial, I [buried] a time capsule. Travel to the Crescent City. [Proceed] to the dock of the Creole Queen. Do not be [hesitent]. The capsule is mired under mud and rock. My [confidance] must not be [betraid]. There are many [forgeries]. Unlike others, I am as [dependible] as Supreme Court Justice Sandra Day O'Connor.

Directions: In the time capsule, Carlotta placed one note from each of her brothers. Below are those notes along with the name of the brother who wrote each one. Use the process of induction and the pattern of her brother's misspellings, to match each brother to the message he wrote giving false directions to the time capsule.

Marco's Note

I have [enjoyed] teasing my sister about this time capsule. I can't believe she is really [buriing] this in the mud. She is the [bossyest] person I know. She thinks she can [succeede] at everything.

José's Note

My sister is [burying] this time capsule in the mud. She keeps [trying] to get me to help her. She has [confidance] that I know where to hide it. At first I was [hesitent], but now I think I'll help.

Write Idea: You find Carlotta's time capsule in Philadelphia. Inside the capsule are the following items: a movie poster from "King Kong"; sheet music for the song "Silly Love Songs"; a playbill from "A Chorus Line"; and the signature of Linda Carter, TV's "Wonderwoman." Use the process of induction that you learned in the lesson to draw a conclusion about Carlotta's interests. What would be the information to examine? What pattern do you see in this information? How could you test your conclusion?

Name:

Date:

Spelling: Thinking Skills Lesson 3

Student Activity

Abstracting: Teaching a Friend Spelling Rules

- STEPS:**
1. Identify a situation and see what information is important in the situation.
 2. Write a general statement to describe the basic information.
 3. Apply the general information to a new situation.

Here is the problem that appeared in the lesson:

You sit next to a student, Georgio, who has just moved to the United States from Honduras. Georgio speaks English very well, but he is having trouble mastering spelling rules. You review the following rules and their exceptions with Georgio:

- **i** before **e**
- **i** and **e** after **c**
- **i** and **e** with the long **a** sound
- words with **i** and **e** that once had the long **a** sound
- silent consonants and vowels
- combinations of different vowels and consonants that represent the same sound

Directions: Georgio writes a brief paragraph about Honduras. He leaves blanks for words using the rules named above. See if you can fill in the blanks.

In Honduras, my next door _____ was named Mañuel. _____ of us had any brothers or sisters, so Mañuel and I became good _____. Every day Mañuel and I would play baseball in the large _____ behind our homes. Baseball was our favorite _____. We also liked making _____ airplanes. I would like to _____ what Mañuel is doing now. I _____ that it's been ten months since I have _____ him.

Write Idea: Write to a friend who is planting a garden for the first time. Assume you have never planted a garden. You do have houseplants, however. Using abstracting, write down what you have learned about houseplants. Then pass the advice to your friend.

