

Name:

Date:

Language Mechanics: Thinking Skills Lesson 1

Student Activity

Decision Making: Who Should Be Interviewed?

- 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:

You must decide the best applicants to interview for the job of customer service clerk. After you review their letters, you base your decision on how well the applicants know the mechanics of writing.

Directions: You get two letters, one from Lisa and one from Kevin. Use the chart below to rate their skills. Then decide who is best. Choice scores are as follows: No errors, score = 3; Moderate errors (1 or 2), score = 2; Many errors (more than 2), score = 1.

<p>Personnel Director Magnet media Corporetion 124 London Drive New District, OH</p> <p>Dear Sir:</p> <p>I don't have time to list all my experience, so just let me say that I think working for your company would be great fun.</p> <p style="text-align: right;">yours truly, Lisa Smith</p>	<p style="text-align: right;">16 Norfolk St. Stratford, CT 064 Aprill 12, 1997</p>
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<p>Personnel Director Magnet Media Corporation 124 London Drive New District, OH 44851</p> <p>Dear Sir:</p> <p>For three years I have been a customer service clerk for Hays Supply Co. I can bring this experience to Magnet Media Corporation.</p> <p style="text-align: right;">Yours truly, Kevin Grey</p>	<p style="text-align: right;">23 Hill St. Avon, CT. 06001 April 14, 1997</p>
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Decision Question: Who is the best candidate to interview?

	Lisa	Kevin
Heading (1)		
Inside Address (2)		
Greeting (2)		
Closing (2)		
Informative Message (3)		
TOTALS		

Write Idea: Select three states you would like to visit. Use the steps of decision making to decide which of the three states is the best for your next vacation. Remember to list your standards and to rate them by their importance to your decision.

Name:

Date:

Language Mechanics: Thinking Skills Lesson 2

Student Activity

Induction: Sticky Keys and Sticky Rules

- 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 you created for the lesson:

Using inductive thinking, you concluded that the SHIFT key on Wayne's computer was not working. You also concluded that Wayne did not know the rule about when to use question marks.

Punctuation Mark	Correct	Left Out	Replaced
Apostrophes	1	0	
Quotes	0	8	Apostrophe
Commas	7	0	
Colons	0	2	Semicolon
Semicolons	0	0	
Periods	5	0	
Question marks	0	3	Period

Directions: There has been a computer keyboard error. Some wires have been crossed. Two letters (keys) have gotten mixed up. Whenever one letter is typed, the other letter is printed. And whenever the other letter is typed, the first letter is printed.

In the following passage, two words have been misspelled. The rest of this garbled passage is due to the computer error. Use induction to find out which two letters have been mixed up and which two words have been misspelled.

Generally speaking, the princifals op fotografhy as an art porm began to emerge in the early 1900s. Innovations in fotografhic equipment, such as lighter amd more forttable cameras, encouraged the use op fotografhy as a way op recording news events.

Write Idea: The teacher in the computer lab would like to know how you solved the problem with the mixed up keys. Write an explanation of how you solved this problem. Give details of the steps you followed. Explain how you applied them to this problem.

Name:

Date:

Language Usage: Thinking Skills Lesson 1

Student Activity

Analogies: Teaming to Prepare for a Test

- 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.

In this lesson, you used analogies to review for a test on pronouns and verbs. Here are some of the analogies that you completed:

soccer players : kick :: baseball players : **throw**

these : children :: **this** : child

break : broke :: lie : **lay**

dog : itself :: person : **himself**

employee : someone :: all employees : **everyone**

Directions: Write a message to your teacher. Write at least three sentences describing how prepared you are to take your test on pronouns and verbs.

Example: I am confident about taking Friday's test.

Now, look at your completed message. Among the sentences, find two pronouns and two verbs you could use to write your own analogy problems. Replace these words with blanks in your message.

Example: _____ am confident about taking Friday's test.

Write an analogy for each of the words selected. Use colons to represent the analogy as it was done in the lesson.

Example: _____ : we :: he : they

Write Idea: Look at a newspaper or magazine article and identify properly used pronouns. Create analogies that compare pronouns to the names of the people or things to which they refer.

Name: _____

Date: _____

Language Usage: Thinking Skills Lesson 2

Student Activity

Sequencing: Editing a Sports Story

- STEPS:**
1. Study the data to be sequenced and identify what the items have in common.
 2. Decide on a sequencing scheme.
 3. Arrange the data in order.
 4. Test the order by checking relationships.
 5. Look for other possibilities and, if necessary, revise.

Here is the problem that appeared in the lesson:

This lesson focused on sequencing words according to their intensity. By sequencing the words first, it was easy to decide the best word to use in each sentence of the sports story.

Directions: Below you will find groups of words, objects, or figures that are in no particular order. Study the data and determine relationships among the data. Next, determine a sequencing scheme and then try to sequence the data using your sequencing scheme. (There may be more than one way to organize each set of data.) Then write your sequencing scheme on the line below each set of data.

1. ants crackers kittens igloos grasshoppers elephants

Sequencing scheme: _____

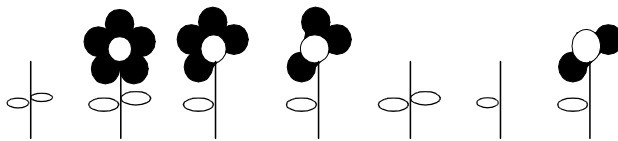
2. 

Sequencing scheme: _____

3. 

Sequencing scheme: _____

4. Sequence these drawings to show the life cycle of a flower.



Sequencing scheme: _____

Write Idea: Look at the life cycle of the flower you just arranged in sequence. Write a paragraph describing that life cycle. Organize your sentences from the flower's birth to its death. For fun, think about giving your flower a name.

Name:

Date:

Sentence Structure: Thinking Skills Lesson 1

Student Activity

Problem Solving: Matching Pets with People

- STEPS:**
1. Identify your goal.
 2. Identify limiting conditions.
 3. Identify ways to meet the limiting conditions.
 4. Identify and try possible solutions.
 5. Evaluate your possible solutions.

Here is the story that appeared in the lesson:

You want to start a pet-care service, but you don't know which neighbor owns which pet. In the lesson, you used problem-solving steps to match each neighbor with the right pet.

Directions: Now you can create your own story. Your story can be about anything you want as long as you follow the steps below.

1. Use the following three categories: burgers, pizza, tacos.
2. Use the names of three people.
3. Place the categories and names in the chart below.

(Names go on the left and the categories across the top.)

4. Place an N where you want no match and a Y where you want a match.
5. Write five clues that will lead to the solution of your problem.
 - A. _____
 - B. _____
 - C. _____
 - D. _____
 - E. _____
6. Now give only the CLUES to a friend. Your friend must create his or her own chart to solve the problem.

Write Idea: Think of a real problem that you have had in your life. It could be how you found a job, how you found time for homework, or how you found people to play on your softball team. How did you solve this problem? Now that you know the steps of problem solving, how might you approach the problem differently if it happens again?

Name:

Date:

Sentence Structure: Thinking Skills Lesson 2

Student Activity

Problem Solving: Favorite Toys

- STEPS:**
1. Identify your goal.
 2. Identify limiting conditions.
 3. Identify ways to meet the limiting conditions.
 4. Identify and try possible solutions.
 5. Evaluate your possible solutions.

Directions: In this lesson, complex sentences were used. One way to build a complex sentence is to combine two independent clauses with the word “and.” Here is an example:

There are 60 minutes in an hour.

There are 24 hours in a day.

There are 60 minutes in an hour, and there are 24 hours in a day.

The sentences below contain clues to a problem. Some of the clues are compound sentences. It is sometimes easier to break the compound sentences into smaller sentences as you work through the problem. Create a chart to help you organize the clues.

1. Five friends ran a road race of 3 miles.
2. Travis finished in 25 minutes, and Ann finished faster.
3. Cody finished behind Travis, and ahead of Gina.
4. Mel ran one minute faster than Ann.

Who won the race? _____

Who came in last? _____

Write Idea: Create a problem that requires matching people (Leon, Evan, Sally, and Darla) with their favorite food (pizza, ice cream, french fries, and hamburgers). List the clues that would solve your problem. Explain the process you would use.

Name:

Date:

Clear Writing and Paragraphs: Thinking Skills Lesson 1

Student Activity

Induction: Editor of the *Pardeeville Gazette*

- STEPS:**
1. Examine the available information.
 2. Look for patterns in the information you 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 created a table showing the number of times André correctly used several rules for clear writing. Here is the table:

Rules Concerning:	Used
Clear modifiers	1
Misplaced modifiers	7
Dangling modifiers	3
Two-way modifiers	3
Clear pronoun references	5
Unclear pronoun references	0

You concluded from this table that André does not know the rules for using clear modifiers. You also concluded that André knows how to use clear pronoun references.

Directions: Here is some more of André's article:

Pardeeville is finally getting a new sidewalk. However, a hose had a bad leak; it ran all over the newly laid cement. What a mess—water tracks!

Does this new information strengthen or weaken your general statement that André does not know the rules for writing sentences with clear modifiers? Does the new information strengthen or weaken your general statement that André knows the rules for using clear pronoun references? Give specific examples to support your statements.

Write Idea: Explain what it would take to disprove your conclusion that André does not know the rules for using clear modifiers. Remember the steps in the process of induction.

Name:

Date:

Clear Writing and Paragraphs: Thinking Skills Lesson 2

Student Activity

Classification: Writing and the Constitution

- 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.

Here is the problem that appeared in the lesson:

You are tutoring a group of immigrants to the United States who are preparing for their citizenship test. Your five students have been writing about the Constitution. However, you notice some errors in their writing. To tutor them more effectively, you classify them into study groups according to the errors they are making.

Directions: Here are writing samples from two more immigrants who are studying the history of the U.S. Constitution. Follow the classification process and complete the chart. Then place Ngyn and Lia in appropriate study groups with the other students.

Ngyn: The delegates met in Philadelphia in May 1787 and begin writing the Constitution.

Lia: Due to the fact that the Constitution was ratified by three-fourths of the states at the constitutional convention, it becomes the law of the land March 4, 1789.

Writing Errors	Ian	Anna	Ona	Yuri	Rosa	Ngyn	Lia
Wordiness	X		X	X			
Tense shift	X			X			
Double negative		X					
Nonparallel form			X		X		

Write Idea: It is just after the Civil War, and you are leaving your home in Virginia to establish a homestead out West. Using complete sentences, write about things you will need. Then classify them into groups. Some of your categories might be things to build with, things to plant with, and things to hunt with. In your sentences, avoid the errors that the students in the lesson made.

Name:

Date:

Clear Writing and Paragraphs: Thinking Skills Lesson 3

Student Activity

Sequencing: Writing a Humorous Story

- STEPS:**
1. Study the data to be sequenced and identify what the items have in common.
 2. Decide on a sequencing scheme.
 3. Arrange the data in order.
 4. Test the order by checking relationships.
 5. Look for other possibilities and, if necessary, revise.

Here is what appeared in the lesson:

You wrote a humorous story about a day that started very badly. It began when you woke up late and had to rush to find something to wear and to locate your school work. To write your story, you decided to sequence the sentences in the order in which the events occurred.

Directions: Sequencing requires putting data in a logical order. The paragraph below is NOT in a logical order. See if you can sequence the sentences in a logical way. Before you begin, think about the different ways that sentences in a paragraph can be arranged.

Down on Cafeteria Food

For example, in the past three days, I've eaten fried fish, fried chicken, and fried hamburgers. Please, food services' staff, lunch does not have to be another period of torture in our school day! Broiling or baking is a healthier way to prepare meats. I'm tired of eating unfit cafeteria food, and I'm about to tell you why. The fruit I've had has been either canned peaches, pineapple, or fruit cocktail packed in sugary syrup. Second, the meats are always fried. First, I've bought a lunch for the past ten days and haven't yet had a piece of fresh fruit. Finally, the meals simply do not taste good. The meats taste like dirty motor oil, the fruit like plastic, and the desserts like dried oats. If I'm going to eat unhealthy foods, it should at least taste like good junk food!

Write Idea: Now create your own collection of data. Be sure there is a sequencing scheme, but don't tell anyone what it is. You could, for example, list all the students in your class and have an alphabetical sequencing scheme, or you could make a list of animals of varying sizes. Write the data in no particular order. Give the list to someone else to sequence.

