

Tuesday 1/3

- 1.**All IRP Summaries will be submitted via turnitin
- 2.** Bring your binders TOMORROW! We will be reorganizing binders and submitting them every other Wednesday (beginning next week!)

Quick Write

1. Take out a piece of binder paper
2. Write your name, date, & period
3. Title it "Quick Write 1/3"
4. You will be given a prompt, you will have seven minutes to respond to the prompt
 - a. Your writing utensil must be moving for the full seven minutes!**

Prompt: Americans are at increasing risk of disease because of the unhealthy food we eat. What will it take to get us to change our eating habits?

Rhetorical Grammar Activity #1

What is wrong with the following paragraph? How could it be improved?

Many nutrition experts believe the School Lunch Program can be fixed. It will require healthy food. It will require cooks. It will require kitchens to prepare it. More money will only create a larger junk-food distribution system. We need to scrap the current system. We need to start from scratch. Washington needs to give schools enough money to cook unprocessed food. Washington needs to give schools enough money to serve unprocessed foods. The food should be produced without pesticides. The food should be produced without chemical fertilizers. The food should be locally grown.

After reading the paragraph once, go back through and underline any mistakes. Please also note what could be done to improve the paragraph (write your response below)

What is wrong with the paragraph: The paragraph is made up of a series of short sentences. It is choppy and repetitive.

How we can fix it: Combining sentences with coordinating words and transitions would improve the flow. It would also reduce wordiness and make the logical connections between some of the sentences clearer

Coordinating Words that Connect Words and Phrases in a Series

Rhetorical Grammar Concepts

The materials labeled Rhetorical Grammar Concepts are for your reference as you do the activities in this unit.

Coordinating word	Meaning
and	connects two or more words or phrases that are similar
but not; neither . . . nor	contrasts one word or phrase with another word or phrase
or	indicates choice between two or more similar words or phrases
Similar nouns:	<i>meats and cheese</i>
Similar adjectives:	<i>organic and unprocessed</i> foods
Similar verbs:	schools <i>cooked and served</i> healthy food
Similar adverbs:	Eat <i>slowly and carefully</i> .
Similar verbals: (-ing, -ed, & to + verb)	<i>cooking and serving</i> healthy food <i>processed and thawed</i> junk food to <i>cook</i> and (to) <i>serve</i> healthy food
Similar phrases:	working <i>with farmers</i> and <i>with schools</i>

What are similar words and phrases? They are words that are grammatically the same even though their meanings are different. (Note: phrases are groups of words within sentences. They do not have a subject and verb and therefore are not a clause).

***Goes in binder under Reference Material**

Exploring Key Concepts

1. On the paper I provide, please write your name, date, & period
2. Title it “Exploring Key Concepts”
3. You will each receive an object from me. When you get it, you will need to trace it.
4. After drawing it, you will need to brainstorm words to describe the object (write them on your paper)
 - a. **Be prepared to share out!**

Cause & Effect Diagram

(flip your paper over)

1. Fold your paper in half
2. On one side, write down seven of the words from your own brainstorming or the one we did as a class (for example... grease, calories, etc.)

(Refer to White Board)