

MYTHICAL FIGURES OF SPEECH

Mythical figures of speech originate from Greek mythology.

Pandora's Box	To perform an action that may seem small but that turns out to have very detrimental and far-reaching negative consequences, based on a myth about a woman who was given and opened a jar filled with Earth's evils.
Phoenix	A symbol of immortality, rebirth, or resurrection, named after a long bird that consumed itself in fire, rising in renewed form from the flames to start another long life.
Achilles' Heel	A weakness in spite of overall strength, which can actually or potentially lead to downfall, based on the myth of Achilles, who dipped his son (holding on to his foot) into the river Styx, to make him invulnerable.
Sisyphus' Task	Used to describe a laborious or futile chore, based on the story of a man who was forced to roll an immense boulder up a hill, only to watch it roll back down, repeating this action for eternity.
Odyssey	A long journey, named after the main character in an epic written by Homer. This character makes his long journey back to Ithaca from the Trojan War. The journey takes ten 10 years.
Muse	A person who inspires an artist, writer, or person, based on the inspirational goddesses of literature, science, and the arts that were considered the source of the knowledge embodied in poetry, songs, and myths.

DANGLING MODIFIERS

A **dangling modifier** is a word, phrase, or clause that appears to modify a word at all because the word it should logically modify is missing. To correct this, add the missing word and rewrite the rest of the sentence as necessary.

Incorrect Example: Walking through the park at night, the shadows were frightening. Who is walking through the park? The shadows? Who is being frightened?

Correct Example: Walking through the park at night, I thought the shadows were frightening.

Walking down the slope, my mother worried about my safety.	After searching the entire mall, the gift I wanted wasn't there.
While watching the sunset, my dog fell asleep at my feet.	When entering the bank, the stern guards caught my attention.
At the age of 14, my mother taught me how to sew and knit.	Being only 5, the dentist let my sister pick a toy to take home.
After following a strict diet, my dad's doctor said his health improved.	Swimming through the desert, the dust storm caused traffic.
Swimming further away from the shore, a midget overpowered me.	After cleaning all day, the classroom was ready for open house.

PREPOSITIONAL PHRASES

MODIFY NOUNS
The banker with the red face nervously counted the money.

MODIFY PRONOUNS
Those by the door are packaged and ready to ship.

MODIFY VERBS
We raced toward the door when the bell rang.

MODIFY ADJECTIVES
I am very energetic without drinking coffee or tea.

MODIFY ADVERBS
I walked carefully near the fragile house of cards.

ADJECTIVE CLAUSES

RELATIVE PRONOUNS

WHO Refers to a person that is the subject.
The student who was late to class missed the test.

WHOM Refers to a person that is not the subject.
We wondered whom the book was about.

WHOSE Shows possession of people, animals, or things.
I have a friend whose father is a brain surgeon.

THAT Refers to animals and things.
The wall that is crumbling will be repaired in the fall.

WHICH Refers to animals and things.
The dog, which can cross the street, was not on a leash.

RELATIVE ADVERBS

WHERE Refers to a location or place.
This is the cafe where we ate.

WHEN Refers to an expression of time.
Noon is the time when we eat.

WHY Refers to a reason.
I know why she didn't attend.

COLONS & SEMICOLONS

COLONS are used to...

- Introduce a Series:** We plan to visit the following cities: San Diego, Portland, New York, and Boston.
- Emphasize a Word or Phrase:** His breath began to shake as he realized who was waiting for him: Principal Cruz.
- Introduce a Formal Quotation:** The judge looked up at me slowly and solemnly nodded: "Case Dismissed."
- Introduce a Formal Appositive:** Corinne showed slides of the most isolated location on Earth: Antarctica.

SEMICOLONS are used to...

- Join Two Independent Clauses w/ a Coordinate Conjunction:** There is a beehive forming in my chimney, do not light a fire until the exterminators can clear it.
- Separate Clauses That Already Contain Commas:** In the city all I hear is sirens blaring, horses bawling, and people yelling, which is why I can never get a good night's sleep.

SEVENTH GRADE LANGUAGE INTERACTIVE NOTEBOOK

by TEACHER thrive

ADJECTIVE & ADVERB CLAUSES

ADJECTIVE CLAUSES (dependent clauses that modify nouns and pronouns)

ADVERB CLAUSES (dependent clauses that modify a verb, an adjective, or an adverb)

MODIFY NOUNS My brother, who just graduated from high school, broke his arm.	MODIFY PRONOUNS They can carry viruses that can harm people.
MODIFY VERBS Until my grandmother retires, she will continue to ride the bus to work.	MODIFY ADJECTIVES Alfred was late because her phone was delayed.
MODIFY ADVERBS Joshua can run much faster than you think.	

USE REFERENCE MATERIALS

Word: Part of Speech & Pronunciation Synonyms & Antonyms Define & Use	Word: Part of Speech & Pronunciation Synonyms & Antonyms Define & Use
Word: Part of Speech & Pronunciation Synonyms & Antonyms Define & Use	Word: Part of Speech & Pronunciation Synonyms & Antonyms Define & Use

ANALOGIES: WORD RELATIONSHIPS

FUNCTION	3	2	1
DEGREE	3	2	1
LACK	3	2	1
CHARACTERISTIC	3	2	1
TYPE/KIND/CATEGORY	3	2	1
PART-TO-WHOLE	3	2	1
DEFINITION (Synonym/Antonym)	3	2	1

COMMA USAGE

INTRODUCTORY ELEMENTS

ITEMS IN A SERIES

NONRESTRICTIVE ELEMENTS

COMPOUND SENTENCES

ELIMINATE WORDINESS

Wordiness is including superfluous (extra) words that do not serve a function in a sentence.

- Reduce long clauses.**
When editing your writing, reduce long clauses to shorter phrases.
Wordy: The boy who was riding a bicycle was not wearing a helmet.
Concise: The boy riding a bicycle was not wearing a helmet.
- Reduce long phrases.**
Look for phrases that could be reduced to a single word.
Wordy: The student at the end of the line turned the classroom lights off.
Concise: The last student turned the classroom lights off.
- Avoid empty openers.**
Avoid There is, There are, and There were at the beginning of sentences.
Wordy: There are three students waiting to the office.
Concise: Three students wait to the office.
- Don't overuse modifiers.**
Avoid the overuse of every, most, and other modifiers that add little meaning.
Wordy: Sebastian was really hungry after school.
Concise: Sebastian was famished after school.

COMPOUND-COMPLEX SENTENCES

A **compound-complex sentence** consists of two or more **independent clauses** and one or more **dependent clauses**.

subordinate → **Although they weren't hungry,**
 coordinating conjunction → **Mark went to the restaurant,**
and Jen cooked dinner at home.

While I love swimming, I
 never go to the pool, **nor**
 do I visit the beach.

When we found the lost
 dog, I called its owner, **and**
 Meg gave it some water.

After we left practice, I
 went swimming, **and** Mark
 ran around the track.

We can have a picnic, **or**
 we can ride our bikes **as**
 long as the weather is nice.

If you can keep up, we'd love for you to hike with us,
but you will have to carry a heavy back pack.

While you were getting a haircut, I went grocery
 shopping, **and** I made us lunch.

We made some hot cocoa **because** **it was so cold,**
and **then we watched a movie.**

CONFUSING HOMOPHONES

Homophones are words that have different spellings and different meanings.

(adj) not moving; staying in one place or position; not changing

STATIONARY **STATIONERY**

(n) materials such as paper, pens, and ink that are used for writing or typing

(n) a change that results when something is done or happens; an event that is produced by a cause

EFFECT **AFFECT**

(v) to act on someone or something and cause a change; to cause strong emotions in someone

(n) money, property, etc., that is used to start or operate a business

CAPITAL **CAPITOL**

(n) the building in which the people who make the laws of a U.S. state meet

(v) to make something sure, certain, or safe

ENSURE **INSURE**

(v) to buy insurance for something, such as property or health; to make something certain, or safe

(n) something that completes something else or makes it better; the usual quantity or number of something that is needed or used

COMPLEMENT **COMPLIMENT**

(n) a remark that says something good about someone or something; an action that expresses admiration or approval

(v) to place someone or something down gently in a flat position

LAY **LIE**

(v) to be in a flat position on a surface, such as a bed

COMMAS & COORDINATE ADJECTIVES

Coordinate adjectives are two or more adjectives that describe the same noun with equal application. Because they carry the same "weight", they can be placed in any order. However, they must be separated by a comma.

If you place the word "and" between the two adjectives does it still make sense?

NO

YES

They are NOT
coordinate
adjectives.
Commas are
NOT needed.

NO If you reverse the order of the adjectives does it still make sense?

YES

They ARE coordinate adjectives.
Commas ARE needed.

NONCOORDINATE

COORDINATE

The police found Selma's stolen car at the end of a long dirt road.

The three hungry foxes stalked the hen house all morning long.

We visited the old brick house that my grandparents lived in after World War II.

I wonder what famous guest speaker will deliver the commencement speech?

Margo couldn't wait to start planning a fun surprise party

The respectful, quiet students listened to their classmates presentations.

He stays healthy by exercising and eating a moderate, sensible diet.

I liked how the musical concluded with a happy, upbeat song.

After our difficult, taxing day, we all went to bed early.

John's boss remarked that he was a competent, efficient

CONNOTATION

The **connotation** of a word is the ideas or feelings associated with that word, which are not part of the word's **denotation** (literal definition). A word's connotation can be **negative**, **neutral**, or **positive**.

—	squander - to use something (such as money) in a foolish or wasteful way	SPEND	invest - to give your time, effort, or money in order to improve something or earn money	+
—	conceited - having or showing too much pride in your own worth or goodness	ASSURED	confident - having a feeling that you can do something well or succeed at something	+
—	nitpicky - fussy; finicky; overly critical; concerned with insignificant details	CAREFUL	meticulous - showing great attention to detail; very careful and precise	+
—	obstinate - refusing to change your behavior or your ideas; stubborn	RESOLUTE	steadfast - resolutely or dutifully firm and unwavering; very devoted or loyal	+
—	cowardly - lacking courage; very fearful or timid; not brave enough to take risks	CAUTIOUS	prudent - acting with or showing care and thought for the future; wise or judicious	+
—	exploit - to use selfishly for one's own benefit; to use unfairly for your own advantage	USE	utilize - to put into action or service; make practical and effective use of	+
—	sloppy - not careful or neat; showing a lack of care, attention, or effort; careless	INFORMAL	casual - relaxed and carefree; without formality of style or rules	+

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RESOURCE OVERVIEW

Looking for a language or grammar Interactive Notebook that doesn't claim to be appropriate for several grade levels? Now you have a resource that is specifically designed for the students you teach and the standards you need to cover. This Language Interactive Notebook provides you with an effective way to teach important concepts, all while engaging students and increasing retention. Interactive Notebooks are not just a "fun" or "cute" activity for your students; they are powerful learning tools that teach students study skills and note-taking.

This Seventh Grade Language Interactive Notebook includes 30 activities that cover the following skills and/or concepts:

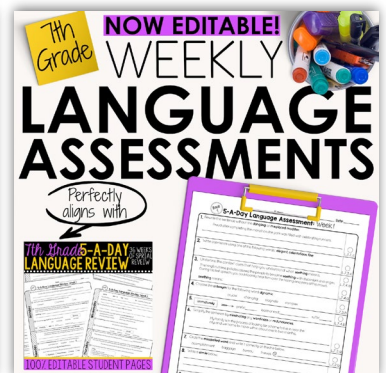
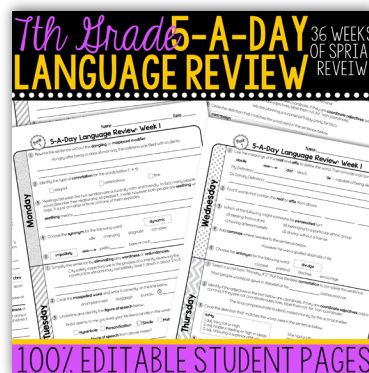
- Independent & Dependent Clauses
- Adjective Clauses
- Adverb Clauses
- Appositive Phrases
- Prepositional Phrases
- Simple Sentences
- Compound Sentences
- Complex Sentences
- Compound-Complex Sentences
- Misplaced Modifiers
- Dangling Modifiers
- Commas & Coordinate Adjectives
- General Comma Usage
- Nonrestrictive Elements (Parentheses, Commas, Dashes)
- Colons & Semicolons
- Commas & Quotation Marks in Direct Speech
- Spell Correctly
- Confusing Homophones
- Eliminate Wordiness
- Eliminate Redundancy
- Context Clues
- Roots & Affixes
- Use Reference Materials
- Determine & Verify Meaning
- Literary Figures of Speech
- Mythical Figures of Speech
- Biblical Figures of Speech
- Analogies (Word Relationships)
- Word Connotation

Questions or comments? Please email me at info@teacherthrive.com

Thank you for your purchase,

Melissa Tallman

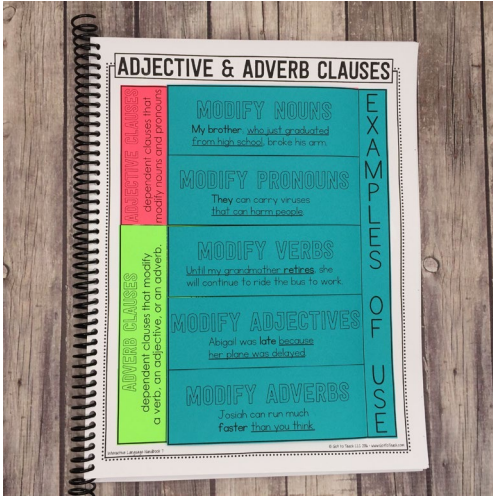
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TWO DIFFERENT FORMAT OPTIONS

Each activity in this resources has been created in two different formats!

Option 1: Handbook Format



This format consists of a “base page” and “foldable elements.” The “foldable elements” are glued directly on to the “base page.” In the pictures below, the “base page” is white and the “foldable elements” are colored. In the assembled examples provided, all of the “base pages” are spiral bound with a 1/2 inch (13 mm) coil.

However, you do not need to bind these pages. You can simply copy the base pages for your students and have them complete them separately. They can store them in a folder or three-ringer binder for future reference.

Option 2: Notebook Format



This option is the more traditional Interactive Notebook format that uses a spiral-bound or composition notebook (composition notebook is more durable and is recommended). For this format, the students will write directly on the notebook pages. Students can draw lines on the notebook pages when needed (right).



The bottom of each page is labeled.

Option 1: Adjective & Adverb Clauses foldable “page elements.” To be used with 8.5 x 11 “base page.”

Option 2: Adjective & Adverb Clauses Interactive Notebook Format (composition/spiral-bound notebook.)

TIPS AND SUGGESTIONS

- If your students are new to Interactive Notebooks (INB), it is important that they know to only use small dots of glue. Students will tend to go overboard on this unless you explicitly show them. Also, I do not recommend the use of glue sticks; the bond will eventually break and the pages will fall apart. A little Elmer's School Glue will go a long way. Having at least one glue bottle for every 2-3 students is sufficient.
- You do not need a separate INB to use this resource. If you are already implementing a reading INB with your students, you can simply incorporate the activities from these pages.
- Save some time when coloring. Students do not have to color every minute detail of these activities. Some time-saving options include: tracing the edges with a highlighter or marker, coloring only a few elements on the page, or not coloring at all. What's most important is that students make the connection between the visual of the notebook page and the content it is covering.
- All "foldable elements" will include the "Printing Guide" below. The Printing Guide is a little graphic that tells you how many copies you need for each student. For example, if you see...



Print one copy
for every one
student.



Print one copy
for every two
students.



Print two copies
for every one
student.

- If you decide to use "Option 1: Handbook Format," you can spiral bind them using a 1/2 inch (13 mm) coil. This size is perfect for all 33 activities and the "foldable elements," which will add bulk. However, you don't need to bind these. You can print and complete the "base pages" and the related "foldable elements" one at time for your students. This way you can be placed in a file folder or three-ring binder as the students complete each activity.

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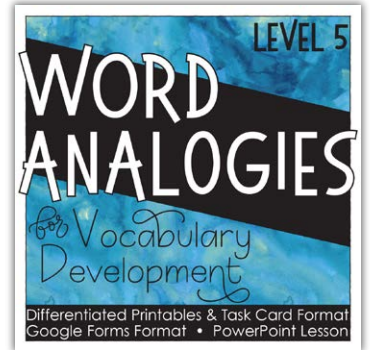
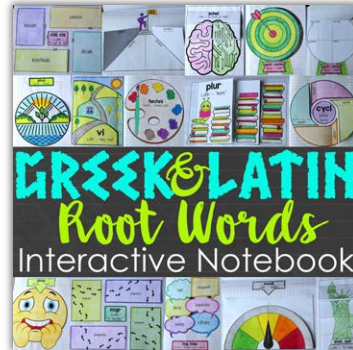
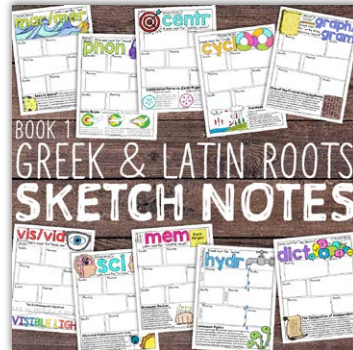
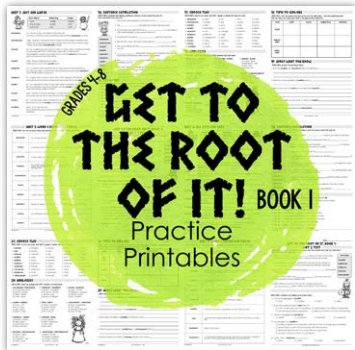


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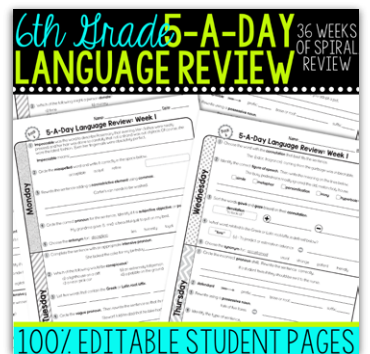
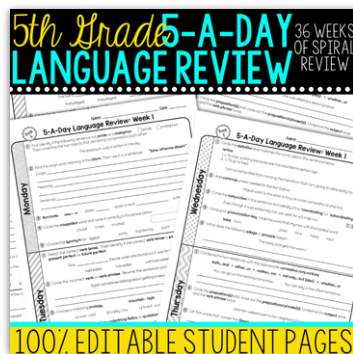
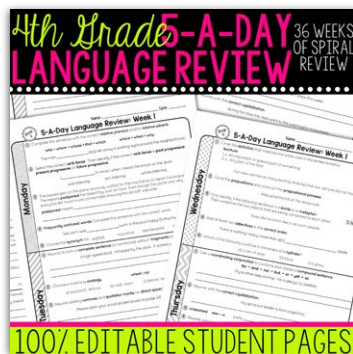
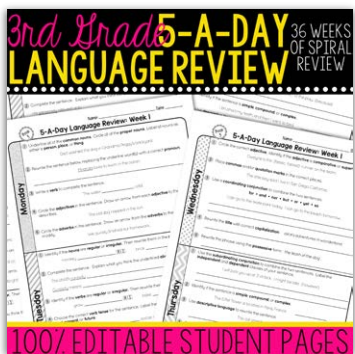


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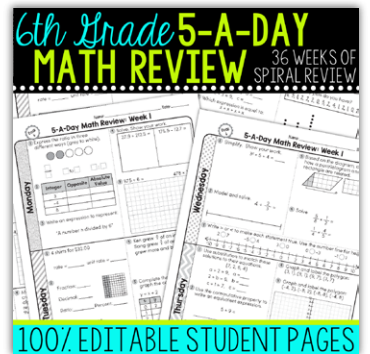
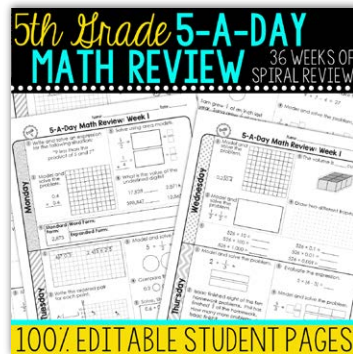
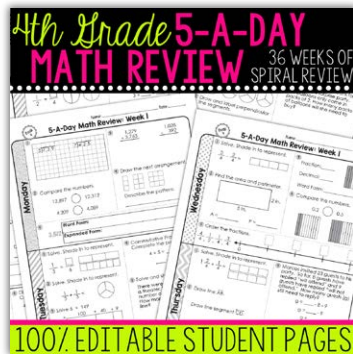
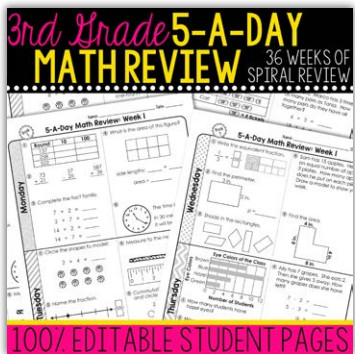
VOCABULARY RESOURCES



DAILY LANGUAGE REVIEWS (GRADES 3-8)



DAILY MATH REVIEWS (GRADES 3-6)



HANDS-ON MATH TILES

