Big Idea
• Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.

The Purpose - Curricular Competencies and Content
• Recognize an increasing range of text structures and how they contribute to meaning
• Use an increasing repertoire of conventions of Canadian spelling, grammar, and punctuation

The Tasks
I. You will read to learn about the parts of speech. This supplements videos watched and notes taken in class. YOU ARE RESPONSIBLE FOR BEING FAMILIAR WITH THIS INFORMATION AND USING IT APPROPRIATELY IN YOUR WRITING.
II. Read Resource Lines 7/8 pages 267 through (and including) 301
III. Review and TAKE CORNELL NOTES on information about the following parts of speech (you will use your Cornell notes to create your Interactive Grammar Notebook, part of your Final Evaluation for the course):
   A. Nouns
   B. Pronouns
   C. Adjectives
   D. Verbs
   E. Adverbs
   F. Prepositions
   G. Conjunctions
   H. Interjections

Do the Let's Practice Activities on a piece of lined paper, with the page number, topic, your name etc. and submit for evaluation:
- page 269 (two examples each for each of the endings: -or, -hood, -ment, -er, -ity, -ness, -ship, -ist, -ion for a total of 18 words)
- page 278 (10 total adjectives, any combination of endings: -able, -ful, -ic, -is, -like, -less, -ous)
- page 280 (yes, you need to rewrite the entire corrected sentence, including proper punctuation and capitalization)
- page 293 (yes, you need to rewrite the entire corrected sentence, including proper punctuation and capitalization)
- page 296 (yes, you need to rewrite the entire corrected sentence, including proper punctuation and capitalization)

How can I earn an “Exceeding Expectations”?
• All answers are correct, all instructions are followed accurately
• Extra examples or reasons are provided
• Work is handed in, properly completed early, allowing time for corrections

Absolute Deadline:
Friday, March 16th