

Sugarloaf Senior High School
Grade 9 English Language Arts
Ms. H. White
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I truly hope everyone is doing well during these uncertain times. I really do miss all of you. I miss being at school, helping you learn new things, and watching you grow as individuals. I have to say, in case you have never heard me say it, that I have learned a lot from all of you.

Week 2

Writing Activities

- A. Complete **1** journal entry based on the following idea. Write for **15** minutes. Make a list of 30 things that make you smile. Then compose a paragraph or two, or three, explaining why these things make you smile.



You may look at the **checklist** to see if you are using some creative writing skills.

Checklist: Use paragraphs

Use appropriate sentence structure

Check spelling

Create voice by adding strong word choice

If you did not finish in 15 minutes, that is ok, you can finish it the next day. You may even continue adding thoughts throughout the week.

- B. Complete **two** glossary word entries

Words 13 & 14

13. electricity

14. employee

Here is an example in case you forgot how to continue the process.

You can use the example as a checklist to make sure you have completed all of the steps.

Checklist/Example: What is the definition of the glossary word?

Does the word have a prefix or a suffix or both?

What is the root word?

What are some other words related to the root word (find 2)?

Write a sentence using the glossary word (it may be written using different suffixes).

Example of a completed word:

Antifreeze - a liquid, typically one based on ethylene glycol, that can be added to water to lower the freezing point, chiefly used in the radiator of a motor vehicle.

Prefix –anti which means opposed to or against.
The root word is freeze.

Two other related words are: freezes, freezing

The Bay of Chaleur does not freeze completely, during our long, cold New Brunswick winters.

****As a challenge ask your parents, guardians, siblings, or friends to make up a sentence using the glossary word also, or see if they are able to define the word, spell the word, or tell you what the prefix or suffix is.****

Reading Activity

Main Ideas and Supporting Details

All texts contain at least one main idea an author is attempting to communicate to their audience. The main idea is communicated to the audience through the use of supporting details (evidence that helps communicate and/or explain the main idea of a text) that confirm and/or help the audience to understand the author's perspective.

Watch this video where a teacher models for you how to figure out the main ideas and supporting details of the article "Teen readers aren't in crisis, they're just making up their own rules" from The Guardian (original article), which is posted below so you may follow along, or just listen.

<https://youtu.be/2WbDSzfY568>

The following article goes with the video.

Elizabeth Minkel February 25, 2016

Teen readers aren't in crisis, they're just making their own rules...

The New Yorker's David Denby wrote about teen readers losing their 'reading obsession', but his argument lacked insight into what motivates this generation.



I read David Denby's stuffy New Yorker lament *Do Teens Read Seriously Anymore?* on my phone yesterday, glued to a screen just like the typical American teenagers he throws shade at in his opening paragraph. "Looking at them, you can envy their happiness," Denby writes. "You can also find yourself wishing them immersed in a different kind of happiness – in a superb book or a series of books, in the reading obsession itself! You should probably keep on wishing."

What follows is a wordy, predictable groaner: the kids these days, Denby writes, are unable to connect to each other outside digital technologies and uninterested in reading the classics. Oh, teens do read, he acknowledges, with a half-hearted nod to science fiction and fantasy favorites, graphic novels, and young adult literature. But they don't read in a serious way – they ignore Shakespeare, Twain and Salinger. Denby lists a half-dozen other omissions too, only two of them women, it might be observed, and none of them people of color.

As someone who spends much of her time thinking about this problem, in Denby's piece I smell a lack of research and engagement with his purported subject. Sure,

according to researchers, teens are reading less than they have in the past – but adults are, too. And Denby’s myopic view of “reading seriously” is a frustrating one: it should be obvious that holding a phone rather than a battered copy of Vonnegut doesn’t mean you lack the “reading obsession”. Obsessions are more powerful things than he thinks: a few hours staring at a phone does not necessarily spell out the death of imaginative writing.

Take, for example, the behemoth of a reading platform that is Wattpad. Built a decade ago as a mobile reading app – that’s right, fetch the smelling salts, an explicitly phone-based lure for reading – Wattpad eventually expanded to allow its users to write and share stories. It now boasts a sprawling, complicated network of millions of texts, connected by readers and commenters, fiction made social. Of its 40 million monthly users, the majority are teenagers, and all but a small fraction of them read and write on mobile alone.

In a 2014 piece for the Observer, 17-year-old Hazal Kirci chronicled her discovery of and transformation via the platform: becoming an avid reader there made her an avid writer, which led her towards traditionally published works (Denby-approved classics) while her sisters finally embraced reading. “Right now, I’m on *The Great Gatsby*,” she reported.

Across other social networks, traditionally published works are celebrated just as fervently as the amateur hits on Wattpad. Tumblr’s bookish corners are vibrant and joyful celebrations of reading. Tumblr book fandom often resembles the rest of Tumblr fandom: books are dissected and analyzed as often as they’re fan-cast with animated gifs. Of last year’s top 10 most re-blogged books across the network, which has tens of millions of active users, *Pride and Prejudice* came at number nine. In fact, anyone who follows book Tumblr knows it’s completely unsurprising to see a 200-year-old book alongside modern fantasy favorites.

But nowhere is it more apparent that plenty of teens love reading than at the various conventions I’ve attended over the past few years, from BookCon in New York to the Young Adult Lit Con in London to GeekyCon in Orlando, Florida. Like their analogous online spaces, these gatherings are built on a devotion to reading and they’re places where I saw books viewed with reverence and authors treated like rock stars. The crowds skewed so young at these gatherings that they left me, a person still within the millennial age bracket, feeling ancient. But seeing a vast sea of young, mostly female, readers bubbling with excitement over a writer was extraordinary to watch.

The truth is that despite the ample evidence that teens read – passionately – none of this seems quite what Denby is after. He bemoans the fact that kids are unenthusiastic about the texts they’re assigned for class, but his long list of writers reflects stale, even stifling culture we’ve built around reading over the decades, in and outside the classroom.

More of the western canon isn’t the solution: the best conversations about books fold in a vast variety of perspectives. Teens read broadly and read deeply, and they read without bias. They clamor for diverse authors, they cross genres without batting an eye, and they’re as likely to read a story on Wattpad as they are one of the Brontë sisters. This open-mindedness marked my teenage years as well: I read great swaths of Denby-approved literature alongside millions of words of Harry Potter fanfiction. (I’m still doing this more than a decade later, and, full disclosure, I freelance for the New Yorker too.) Both camps sharpened my critical tools, and both gave me all the pleasure that reading affords.

Perhaps they don’t need me or any other adult to say it, but the kids are all right. Their language might be different, their ways of consuming words might be different, but don’t doubt for a second that they aren’t reading as they stare at those screens – and that they aren’t loving every word of it.

Now that you have watched a teacher modelling how to find the main ideas and supporting details in “**Teen readers aren't in crisis, they're just making their own rules**”... , it is your turn.

This is the article to work on.

Explain the **main idea** and **supporting details** from the following article called **What will happen if we don’t nurture the next generation of scientists?**

****Remember if you get stuck on a word, look up its meaning. Comprehension is key.****

What will happen if we don’t nurture the next generation of scientists?

LEWIS KAY

CONTRIBUTED TO THE GLOBE AND MAIL

PUBLISHED MAY 20, 2018

Professor Lewis Kay, appointed to the University of Toronto’s departments of chemistry, biochemistry and molecular genetics, is a senior scientist at SickKids

hospital, and the winner of a 2017 Canada Gairdner International Award and the 2018 NSERC Herzberg Gold medal.

We are at war – a war that cannot be overestimated and the outcome of which will determine our future. It is a war that can only be won with definitive action, and mobilization of some of our most important and precious resources. The battlefields are distinct from what you might imagine – for they involve high-tech laboratories, highly educated and well-trained scientists, and incredible fire power that emanates not from instruments of destruction but from instruments of construction, from the human mind.

We are fighting a war against microbes that mutate too quickly for our antibiotics to keep pace; against neuro-degenerative diseases that are becoming more prevalent with an ever-aging population; and against diseases that are caused by excesses in our lifestyles.

We are fighting to ensure the integrity of foods and drinking water in developing countries. We need to address the challenge of climate change, of future pandemics and of the possibility of polluting our world to the point of no return.

We are fighting many wars. How can we possibly win?

The answer is simple. It starts with a commitment to education and by recognizing that curiosity-driven research holds the key to answering the world's toughest questions – even when we don't know exactly where the research is going and cannot predict or guarantee its outcome. Because the history of science has proven that ultimately advances made in seemingly unrelated areas and on topics that don't appear to have any practical applications will shed light on the seminal problems of society.

Think of your smartphone. It wouldn't exist if scientists hadn't have been free to think about the nature of matter and free to play with semi-conductors back in the day.

Take magnetic resonance imaging (MRI), a common medical-imaging technique used in radiology to form pictures of the human anatomy. The underpinnings behind MRI began with the development of quantum physics in the 1920s and seminal experiments in the 1930s; it wasn't until 40 years later that the first amazingly detailed view of the body appeared.

My own experiments build on the same principles. I have spent my career developing nuclear magnetic resonance spectroscopy to study biological molecules. I have used this technology to study the properties of proteins, to see how they change their shapes and move in ways that influence the things they do within the human body, including causing disease.

Our research accomplishments are a tribute to the outstanding trainees that have revolved through my laboratory, teaching me much more than I have them and, in so doing, pushing our discovery-based science in directions that I could hardly have imagined, towards applications that I could not have envisioned even a few years ago.

I have no idea how the technology will evolve – we can't predict the future. What is clear is that we must continue to nurture the next generation of scientists and those who are engaged in discovery-based work. The government of Canada should be applauded for its historic recent budget, focusing on science funding that recognizes this need.

The Natural Sciences and Engineering Research Council of Canada (NSERC) has always championed the importance of basic, fundamental science. This year, NSERC, Canada's federal funding agency for university-based research and student training in natural sciences and engineering, is celebrating its 40th birthday. It is more important than ever to thank the government of Canada for its continued support. Now is not the time to stop, nor to be satisfied with our progress. We know that it is only by funding critical scientific endeavors that scientists will be able to continue to tackle the world's most complex problems.

NSERC's wealth will ensure our collective health and the vitality of the next generation of scientists upon which our future depends. If we continue to invest wisely in science, remain committed to the young scientists coming through the ranks, and provide support for open-ended, curiosity-based discovery, none of the wars mentioned above will be insurmountable.

When you are locating the main ideas and supporting details, keep these questions and ideas in mind to help you.

a) Inferences: making an educated guess based on reasoning or evidence presented in the text

b) Evidence: supporting your opinions and thinking with direct evidence from the text

c) Connections: making a connection to another text, self or world

d) Ideas: thoughts or suggestions that are presented by the text?

e) Issues: what problems (like racism, sexism, et cetera) are raised by the text?

f) Themes: what are the underlying topics?

****As a challenge read this article aloud to your parents, guardians, siblings, or friends, and have a conversation about it. Also if you have to look up the meaning of a word, ask someone else first to see if they know what it means before you check for understanding****