


Sugarloaf Senior High School
Grade 9 English Language Arts
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Hi All,

Well you made it to week 3 of home learning.  Great work. I wish everyone good health and positive thoughts moving forward. We are all in this together.

Week 3

Writing Activities

1. This is a week-long writing challenge. It is fun, spontaneous, and a great way to practice your writing so it does not feel like just another homework assignment. You must stick with it for the entire week.

Hey Parents, and Guardians try doing these challenges with your kids, as a way to boost your own creativity while motivating them!

Each day, write a four line poem in which you use a simile or a metaphor to explain something that happened to you during that day. By Friday you will have five poems.

My example: I spent most of Sunday planning lessons for you
It certainly was fun, but challenging too
My ideas poured out like coffee into my cup
Here's hoping these lessons help to cheer you up

Your poems do not have to rhyme.

Simile: a figure of speech involving the comparison of one thing to another, using like or as, used to make a description more vivid (as brave as a lion, crazy like a fox).

Metaphor: a figure of speech that is used to make a comparison between two things that aren't alike but do have something in common. ... not using like or as. (Her tears were a river flowing down her cheeks).

2. Complete **three** glossary word entries

Words 15, 16, 17

15. encouragement

16. expensive

17. forecast

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

Watch this video and analyze what behaviors Riley uses to express her emotions. What behaviors do you use to express each of these emotions? Think about someone you love. Can you picture that person expressing each of these emotions? What behaviors does that person use to express each of these emotions? According to the text, how can this practice of noticing people expressing feelings be helpful?

<https://youtu.be/puXSw8yrVnI>



HOW TO IDENTIFY AND MANAGE EMOTIONS

“How to Identify and Manage Emotions” by Set to Go., 2019

This informational text explores the benefits of emotional awareness and shares tips for managing emotions. **As you read, take notes on the benefits of practicing emotional awareness.**

What would you think if you saw a teenager or an adult cry and scream when they didn't get their way? You would probably find this behavior strange and childlike. Teenagers and adults are supposed to have a better handle on their emotions than children do. Children tend to immediately express their emotional reactions in an overt and sometimes dramatic way. For example, it is normal for children to cry or complain when they are told they have to eat their vegetables before getting to eat dessert. But as you get older you tend to grow out of crying and complaining when you don't get everything that you want. Adults may act like children at times, but this behavior is usually viewed as bizarre and immature.

Eventually, children begin to learn more appropriate methods to express their excitement and disappointment. This happens in a few different ways and for a few different reasons. As we grow up, we begin to recognize that the way we express our feelings has an impact on other people. If we scream and cry in school in front of our classmates, we begin to learn that this makes our teachers angry and makes our classmates uncomfortable or nervous around us.

When the people around us have a negative or positive response to the way we express our feelings, we learn from those experiences. If the responses to our emotions are positive, we learn that this is a comfortable environment to share feelings and that we have communicated our feelings in an appropriate way. If the responses to our emotions are negative, we learn to behave differently by expressing our emotions less intensely; we attempt to convey our feelings in a different way, or we choose to manage our emotions privately. We also learn over time that we need to behave and express ourselves differently in different settings. For example, we behave and express ourselves differently in a class or a house of worship than we would when hanging out with friends.

EMOTIONAL AWARENESS

Emotional awareness is a skill that impacts the way we think about ourselves, as well as how others perceive us. There are many different emotions you can experience from day to day and even hour to hour. Once you are familiar with your emotions, you will be better at identifying when you are feeling them. We are better equipped to navigate our friendships and other relationships, successes, disappointments, conflicts with others, and much more, when we understand our feelings. This awareness has the potential to affect multiple areas of our lives — our time with family, in the classroom, at a job and time spent with friends.

Emotional awareness is like a muscle. The more you practice using it, the stronger it will get. One way we can improve our emotional awareness is by getting into the habit of noticing how you feel at different points throughout the day. Designate a couple of times a day to check in with yourself about how you are feeling. Did you just get a grade back from a test? Did you just finish catching up with a friend? Have you been busy working on multiple assignments all day? Are you rushing to get to work? How do these, and your own personal experiences throughout the day, make you feel? You can write some of the feelings you notice into a notebook or your phone or simply think them over. Most importantly, carve out some time to notice how you feel.

Noticing emotions in others (and how this makes you feel) can make you a more careful observer. In the normal course of events, we notice and gauge other people's feelings all the time. Not only that, whenever we read a story or watch a show or a movie, we notice things about how the characters are feeling (and maybe even how the story/show/movie is making us feel). So much of this happens without us really thinking about it. But if you take some time to notice these feelings and put them into words it will make you more aware of others and yourself.

Here are some tips for managing your own emotions:

Identify the feeling

What are you experiencing? Can you name it? If not, can you describe it? Getting familiar with your emotions will help you understand what you are feeling and help you decide how to handle it and communicate it to others.

Acceptance

Some people find it very unpleasant when they experience certain feelings; like anger or sadness. And sometimes those people try to avoid even letting themselves be aware of these unpleasant emotions. But, acknowledging and accepting that you feel an undesirable emotion will not make it stronger or more intense. It's important to know that the more we avoid our emotions, the more intense they can become. This often leads to situations when our emotions overwhelm us and we have difficulty managing them. Or at other times, the emotion might express itself in other indirect ways. In any case, it is almost always better to let yourself be aware of how and what you are feeling.

Express the feeling

A few healthy ways to express your feelings include: writing about your experience, this is sometimes called "journaling;" talk about your experience with someone you feel comfortable with; you can cry if you need to, this can feel like an emotional release when you are alone or with someone you trust; or any other activity that allows you to let out your feelings — as long as it is not harmful to you or anyone else.

Use a healthy strategy to take care of yourself

Find an activity that helps you feel better in the moment. This could involve deep breathing, talking to someone you trust for support, taking a nap or a shower, exercising, reading, or going for a walk. Find what works best for you when you

are feeling upset. But be aware that what works for you might be different than what works for your friends or peers.

Answer the following 7 questions.

1. What is the central idea of the text?
2. Which detail from the text best supports your answer?
3. Why does the author compare emotional awareness to a muscle?
4. How does paragraph 5 contribute to the development of ideas in the text?
5. How does the author develop the idea that emotional awareness can be learned and practiced? Use details from the text to support your answer.
6. In what ways does this information help you understand the world around you? How could you apply the information?
7. When did you, or someone you know, benefit from identifying, accepting, and expressing emotions? What were the emotions? What resulted from being able to identify, accept, and express those emotions?