

ELD 4A

December 2nd

Determining an Identity

- I can summarize a chunk of an article and explain why it is important.

What is your
Academic Identity?

Table of Contents (T.O.C.)

In your T.O.C.,

- Write in today's date: **Dec. 2, 2014 (12/2/14)**
- Write in today's topic:
Jigsaw Summary
- Page #: **make your T.O.C. and notebook match**

Warm-up: Sentences

Clause: part of a sentence with a **subject + verb**

There are two types of clauses:

1. An independent clause
2. A dependent clause

Dependent Clause:

A dependent clause has a subject and a verb. However, it has **NO complete thought**. It needs an independent clause.

Therefore, it is dependent on the independent clause.

Example: After Tyler called his friend... Subject=Tyler Verb=Called

Independent Clause:

An independent clause has a subject, verb, and a complete thought. **It is a sentence**.

Example: He met him at the park.

Warm-up: practice

With a partner, discuss whether the underlined word groups are a dependent clause or an independent clause. (Don't write anything down – just talk).

Example

Although it was raining, Maria went for a jog at Bush Park.

1. Brianna eats chocolate whenever she gets a poor grade in math.
2. While walking at the park, John saw a raccoon eating potato chips.
3. After Stewie completed the assignment, he swam laps at the gym.

Review

Warm-up: Sentences

Complex Sentence:

A sentence that combines a dependent and independent clause

Examples: When the mailman arrived, the dog barked.
Dependent clause (DC) Independent clause (IC)

Subordinate Conjunctions:

Subordinate conjunctions **connect a dependent clause with an independent clause**. When added to an independent clause, it changes it into a dependent clause.

Examples: after, although, because, before, if, once, unless, until, whenever, while, when

Warm-up: Sentences

Copy down the sentences. Write “D.C.” under the dependent clause and “I.C.” under the independent clause. Circle the subordinate conjunction.

Example

The mailman wouldn't deliver our mail I.C. after my dog bit him in the leg. D.C.

1. Sarah could have done better on the assignment, although she did receive an A.
2. Because she didn't say, “Mother may I?”, she had to start over.
3. Before my mom would let me spend the night, she had to talk to Jamie's mom.
4. If you study for the test, you will do much better.
5. Once the play started, we were not allowed to talk.

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D.C.

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~~Review~~ Chunk 2: Say, Mean, Matter

- Now that we have deconstructed by finding out the who, what, where, when, why, and how, we will be using another strategy: Say, Mean, Matter.

| Say | Mean | Matter |
|--|---|---|
| <p><u>This is a summary of what the text says.</u></p> | <p><u>This is about interpretation</u></p> | <p>What are the implications? (results or possible outcomes?)</p> |
| <p>What does the text say?</p> | <p>Describe what the text <u>means</u>.</p> | <p>Why does it matter to me or others?</p> |
| <p>What happened?</p> | <p>Think about what makes you think that?</p> | <p>Why is it important?</p> |
| | <p>How do you know that?</p> | |

Chunk 2: Say, Mean, Matter

~~Review~~

- Paragraphs 5,6,7,8, and 9

| Say | Mean | Matter |
|-----|------|--------|
| | | |

Close Reading Chunk 3

For chunk 3, we will use a third strategy. A Say/Do Chart. It is similar to Say, Mean, Matter.

| Say | Do |
|--|--|
| <ul style="list-style-type: none">▪ Same as Say in the last chart.▪ Summarize what is happening in the paragraph. | <ul style="list-style-type: none">▪ Describe what the author is doing in the paragraph |

Have your completed Say/Do Chart out for us to come by and stamp.

Summary Jigsaw

- **Now that we have used three different methods to closely read each paragraph of the article, we will be summarizing each chunk in groups.**
- **I will number you off.
Find your group and sit together.**
- **Each group will summarize a chunk of the article (p.1-4, 5-9, or 10-14)**

Summary Jigsaw

- **Chunk (1, 2, or 3)** is mainly about _____
_____. The author
(described/explained/claimed) that _____

_____.

This is important because _____

_____.