



Compton USD Learning Packet #4

Tenth Grade

10th Grade Learning Packet

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Name _____ Date _____

12 SIMPLE SUBJECTS AND PREDICATES

The simple subject is the essential noun, pronoun, or group of words that acts as a noun in a complete subject. The simple predicate is the essential verb or verb phrase in a complete predicate.

The complete subject includes the simple subject plus any words that describe it. The complete predicate includes the simple predicate and all the words that describe it.

Complete Subjects	Complete Predicates
The <u>glass</u> of juice	<u>is sitting</u> on the table next to the couch.
The very sick <u>fox</u>	<u>stayed</u> in his den all day.
My geology <u>paper</u>	<u>will be submitted</u> right after class.

Practice A Identifying Simple Subjects

In the sentences below, the complete subject is underlined. Circle the simple subject (which will be part of the underlined section).

Example: The boy with the short black hair loves to ride his minibike.

Answer: The(boy)with the short black hair loves to ride his minibike.

- My mother, who loves to skydive, can't swim.
- The bird on the wire moved closer to its companion.
- The bananas in the fruit bowl are over-ripe.
- The printer needs a new ink cartridge.
- The finger that he bruised should be x-rayed.
- Ben's painting speaks to my soul.
- The keys to Sarah's car are hopelessly lost.
- The biology book includes colorful illustrations.
- His best and oldest friend lent him money.
- Many poems describe the night sky.

Practice B Identifying Simple Predicates

In the sentences below, the complete predicate is underlined. Circle the simple predicate (which will be part of the underlined section).

Example: Juanita tossed her backpack into the trunk.

Answer: Juanita(tossed)her backpack into the trunk.

- The dishes you gave me will make the table beautiful.
- Gray days remind me of my summer in Seattle.
- He took his daughter to the park yesterday morning.
- The man with the yellow hat loves monkeys.
- I cried during the second act of that play.
- The president of the PTA tries her best.
- Uncle Trae wore his best suit to the wedding.
- The purse that she wants costs fifty dollars.
- We canceled our plans.
- That mother knows her children well.

Writing and Speaking Application

Write four sentences, and underline the simple subject and simple predicate in each. Then, read your sentences to a partner, who should listen for and name the simple subject and the simple predicate in each sentence. Then, switch roles with your partner.

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22 PREPOSITIONAL PHRASES

A prepositional phrase, such as *behind the house*, consists of a preposition along with a noun or pronoun.

Prepositional phrases can act as adjectives (in which case they are called **adjectival phrases**), or they can act as adverbs (in which case they are called **adverbial phrases**).

Prepositional Phrase Type	Function	Answers the Question	Example
Adjectival phrase	Modifies a noun or pronoun	<i>What kind? or Which one?</i>	They had a party <u>with a big cake</u> . (<i>What kind of party?</i>)
Adverbial phrase	Modifies a verb, an adjective, or an adverb	<i>Where? Why? When? In what way? or To what extent?</i>	The dog crawled <u>under the fence</u> . (<i>Crawled where?</i>)

Practice A Identifying Prepositional Phrases

Read each sentence below. Then, underline the prepositional phrase.

Example: Michael moved into an apartment.

Answer: Michael moved into an apartment.

- The cat jumped over the fence.
- He drove through the snowstorm.
- She carried a purse with a red handle.
- Rachel took her daughter to the park.
- Andrew spends money for his truck.
- The house with the red door is Jorge's house.
- Ashley works at the gym.
- Dayna sent pictures to the newspaper.
- Glen plays trumpet in a jazz band.
- Jane has two sons in college.

Practice B Identifying Adjectival and Adverbial Phrases

Read each sentence below. Then, identify whether the underlined prepositional phrase is an adjectival phrase or an adverbial phrase by circling the correct answer.

Example: They skied on their favorite trails.

Answer: They skied on their favorite trails. Adjectival phrase Adverbial phrase

- | | | |
|---|-------------------|------------------|
| 1. Bob is the winner <u>of the most races</u> . | Adjectival phrase | Adverbial phrase |
| 2. The kids watch TV <u>after they do homework</u> . | Adjectival phrase | Adverbial phrase |
| 3. The men shook hands <u>with each other</u> . | Adjectival phrase | Adverbial phrase |
| 4. The puppy <u>with the black spots</u> is our favorite. | Adjectival phrase | Adverbial phrase |
| 5. We listened to the news <u>on the radio</u> . | Adjectival phrase | Adverbial phrase |

Writing and Speaking Application

Write five sentences that include prepositional phrases. Then, read your sentences to a partner, who should identify the prepositional phrases. Together, decide whether each prepositional phrase is an adjectival phrase or an adverbial phrase. Then, switch roles.

LESSON
18-1

Tangent Ratio

Reteach

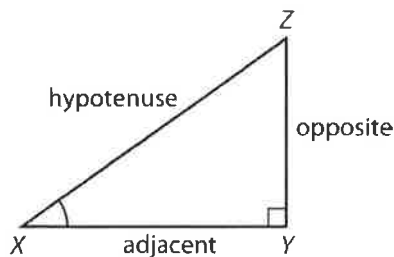
In a right triangle, the longest side, the side opposite the right angle, is called the *hypotenuse*.

In the figure, the side opposite of $\angle X$ is \overline{YZ} .

\overline{XY} is the side *adjacent* to $\angle X$.

The *tangent* (tan) ratio for $\angle X$ is $\frac{\text{opposite}}{\text{adjacent}}$.

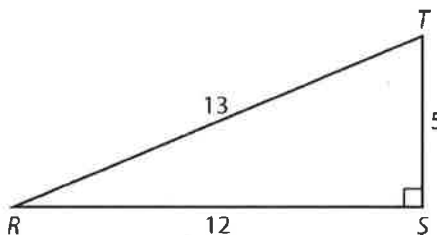
If $YZ = 3$ and $XY = 4$, then $\tan X = \frac{3}{4} = 0.75$.



Find the tangent of $\angle R$ and $\angle T$.

1. $\tan R =$ _____

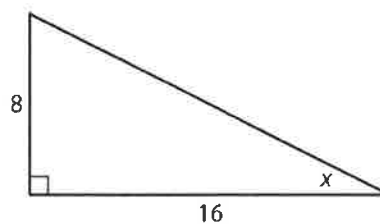
2. $\tan T =$ _____



If a tangent ratio is known, the *inverse tangent* (\tan^{-1}) function on a calculator will calculate the angle measurement.

In the figure, $\tan X = \frac{8}{16}$.

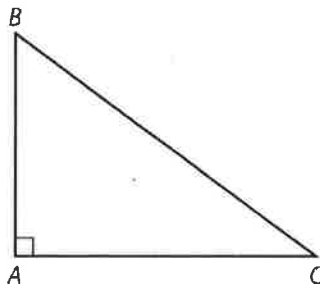
So, $m\angle X = \tan^{-1} \frac{8}{16} = 26.6^\circ$.



Find the measure of angle C. Round to the nearest tenth if necessary.

3. $AB = 3$ and $AC = 4$ _____

4. $AC = 9$ and $AB = 5$ _____



Fact Sheet: Primary Sources



What is a Primary Source?

Primary sources are original records of the political, economic, artistic, scientific, social, and intellectual thoughts and achievements of specific historical periods. Produced by the people who participated in and witnessed the past, primary sources offer a variety of points of view and perspectives of events, issues, people, and places. These records can be found anywhere—in a home, a government archive, etc.—the important thing to remember is they were used or created by someone with firsthand experience of an event.

Examples of Primary Sources:

Primary sources are not just documents and written records. There are many different kinds of primary sources, including: first-person accounts, documents, physical artifacts, scientific data that has been collected but not interpreted, and face-to-face mentors with specific knowledge or expertise. Primary sources also take a variety of formats—examples of these are listed below.

- **Audio**—oral histories or memoirs, interviews, music
- **Images**—photographs, videos, film, fine art
- **Objects**—clothing (fashion or uniforms), tools, pottery, gravestones, inventions, weapons, memorabilia
- **Statistics**—census data, population statistics, weather records
- **Text**—letters, diaries, original documents, legal agreements, treaties, maps, laws, advertisements, recipes, genealogical information, sermons/lectures

How do Primary and Secondary Sources differ?

While primary sources are the original records created by firsthand witnesses of an event, secondary sources are documents, texts, images, and objects about an event created by someone who typically referenced the primary sources for their information. Textbooks are excellent examples of secondary sources.

Why is it important for students to use Primary Sources?

1. Direct engagement with artifacts and records of the past encourages deeper content exploration, active analysis, and thoughtful response.
2. Analysis of primary sources helps students develop critical thinking skills by examining meaning, context, bias, purpose, point of view, etc.
3. Primary source analysis fosters learner-led inquiry as students construct knowledge by interacting with a variety of sources that represent different accounts of the past.
4. Students realize that history exists through interpretation that reflects the view points and biases of those doing the interpreting.

Sources:

National Archives and Records Administration, www.archives.gov

Library of Congress, www.loc.gov

Teaching with Primary Sources: Educational Materials for Teachers. The Lyndon Baines Johnson Presidential Library & Museum.

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13 FRAGMENTS

A fragment is a group of words that lacks a subject or a predicate, or both. It does not express a complete unit of thought.

Fragments are not usually used in writing because they might not be understood. Fragments can be corrected by adding the parts that are needed to make a complete thought. See the examples in the table below.

Fragments	Complete Sentences
the frog with warts	The frog with warts gives me the creeps.
live in those woods	Beautiful elk live in those woods.

Practice A Distinguishing Sentences and Fragments

Each item below is punctuated like a sentence, but some of the items are fragments. Read each item and, on the line provided, write whether it is a sentence or a fragment.

Example: The monkey who knows sign language.

Answer: fragment

1. Is running late. _____
2. Sunshine makes flowers grow. _____
3. Stronger by lifting weights. _____
4. He watched the movie twice. _____
5. Which is no way to make friends. _____
6. Is a famous boy. _____
7. I don't like that music. _____
8. Was far too tedious for me to finish. _____
9. Gabriel graduated with honors. _____
10. Tanya suddenly stood up. _____

Practice B Fixing Fragments

Read each fragment below. Then, use each fragment in a sentence.

Example: to the store

Answer: My mom asked me to go to the store for her.

1. the little boy _____
2. went running through the field _____
3. the beautiful horse _____
4. sat down at the desk _____
5. was standing in a field _____

Writing and Speaking Application

Write four fragments and read them to a partner. Together, decide how the fragments can be made into sentences. Then, switch roles with your partner.

Name _____ Date _____

23 APPositIVES AND APPosITIVE PHRASES

An appositive is a word or group of words that identifies, renames, or explains a noun or pronoun.

- Appositives usually follow right after the words they relate to.
- An appositive or **appositive phrase** (which includes descriptive words) is a great way to combine two choppy sentences into one interesting sentence.
- When an appositive is **nonessential** to the meaning of the sentence, commas are used before and after the appositive. When an appositive is **essential** to the meaning of the sentence, commas are not used.
- In the example below, two sentences are combined into one sentence that includes an appositive phrase.
 Before: Sue's car is an old station wagon. Sue's car cannot handle icy roads.
 After: Sue's car, an old station wagon, cannot handle icy roads.

Practice A Identifying Appositives

Read the following sentences. Then, underline the appositive in each sentence.

Example: Alea, the leader of the club, canceled our meeting.

Answer: Alea, the leader of the club, canceled our meeting.

1. Jackson, the curly-haired boy, plays soccer.
2. Today, Sunday, I will not be working.
3. Her cousin Steve scored the winning point.
4. I chose my favorite top, a red- and blue-striped shirt.
5. The high heels, shoes she rarely wears, got lost under her bed.
6. Bowling, the sport of kings, can get expensive.
7. The students, all 15 of them, left in the middle of the test.
8. I made a meal, chicken and dumplings, for my family.
9. Joe's son Ben is a good basketball player.
10. Our smallest dog, Sampson, is chewing a bone.

Practice B Combining Sentences Using Appositives

Read the pairs of sentences below. Then, combine the two choppy sentences into one, more interesting sentence by using an appositive or appositive phrase.

Example: My kitchen is the room at the back of the house. My kitchen is being remodeled.

Answer: My kitchen, the room at the back of the house, is being remodeled.

1. That tree is a live oak. That tree got hit by lightning.

2. The name of that movie is *My Life*. I have seen that movie a hundred times.

3. My father is a banker. My father always has Sunday off.

4. Jeannette plays chess. Jeannette is Mariah's mother.

5. Emily is Dave's youngest daughter. Emily goes to Georgetown University.

Writing and Speaking Application

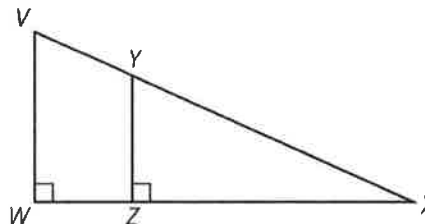
Write three sentences that have appositives or appositive phrases. Then, read your sentences to a partner. Your partner should listen for and identify the appositive in each sentence. Then, switch roles with your partner.

LESSON
18-1

Tangent Ratio

Practice and Problem Solving: A/B

Identify the relationships in the figure to the right.



1. $\tan X = \frac{\square}{WX} = \frac{\square}{\square}$

2. $\tan V = \frac{\square}{\square}$

3. $\tan^{-1} \frac{VW}{WX} = m\angle \square$

4. $\tan^{-1} \frac{WX}{VW} = m\angle \square$

5. $\tan X \times \tan V = \square$

6. $\tan^{-1} \frac{VW}{WX} + \tan^{-1} \frac{WX}{VW} = \square^\circ$

Use a calculator to find each tangent or inverse tangent. Round tangents to the nearest 0.01 and angles to the nearest 0.1 degree. Check the inverse tangents by finding the tangent of each angle.

7. $\tan 23^\circ \approx \square$

8. $\tan 43^\circ \approx \square$

9. $\tan 47^\circ \approx \square$

10. $\tan^{-1} 0.14 \approx \square^\circ$

11. $\tan^{-1} 1 = \square^\circ$

12. $\tan^{-1} 6.1 \approx \square^\circ$

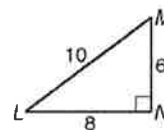
$\tan \square^\circ \approx 0.14$

$\tan \square^\circ = 1$

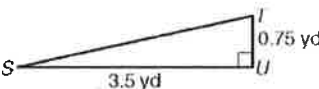
$\tan \square^\circ \approx 6.1$

Solve Problems 13–16 using tangent ratios and a calculator. Refer to the figure to the right of each problem.

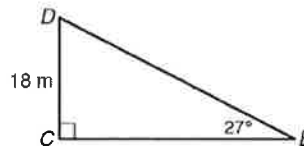
13. To the nearest hundredth, what is $\tan M$ in $\triangle LMN$? _____



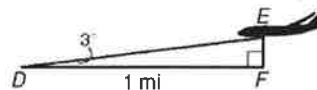
14. Write a ratio that gives $\tan S$. _____ Find the value of $\tan S$ to the nearest hundredth. _____ Use the inverse tangent function \tan^{-1} on your calculator to find the angle with that tangent. _____



15. Write and solve a tangent equation to find the distance from C to E to the nearest 0.1 meter. _____ meters



16. The glide slope is the path a plane uses while it is landing on a runway. The glide slope usually makes a 3° angle with the ground. A plane is on the glide slope and is 1 mile (5280 feet) from touchdown. Find EF, the plane's altitude, to the nearest foot. Show your work.



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14 SUBJECTS IN DECLARATIVE SENTENCES BEGINNING WITH *HERE* OR *THERE*

***Here* and *there* are never the subject of a sentence.**

When the word *here* or *there* begins a declarative sentence, it is usually an adverb that modifies the verb by pointing out where something is. Usually sentences beginning with *here* or *there* are inverted (with the subject following the verb). If you rearrange the sentence in subject-verb order, you can more easily identify the subject of the sentence. To find the subject, rearrange the sentence and sometimes use a new word.

Sentences Beginning With <i>Here</i> or <i>There</i>	Sentences Rearranged in Subject-Verb Order
Here is an <u>idea</u> .	An <u>idea</u> occurs to me.
There is a <u>crack</u> in the foundation.	A <u>crack</u> is in the foundation.

Practice A Rearranging Sentences Beginning With *Here* or *There*

Read each sentence below. Then, rearrange each sentence so that it is written in subject-verb order.

Example: There is milk in the refrigerator.

Answer: Milk is in the refrigerator.

- There is snow on the ground. _____
- There is money in the bank. _____
- Here is a new way of looking at the problem. _____
- There are seven packets of oatmeal left. _____
- There is a hole in the boat. _____
- Here's a get-rich-quick scheme. _____
- There is no news. _____
- There are squirrels in my garden. _____
- There is a fox in the henhouse. _____
- There's no hope. _____

Practice B Identifying Subjects and Verbs in Sentences Beginning With *Here* or *There*

Read each sentence. Then, underline the subject of the sentence and circle the verb.

Example: There is enough milk for the recipe.

Answer: There (is) enough milk for the recipe.

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|--|---|
| 1. There is a library on the corner. | 6. Here is the best proposal. |
| 2. There are three reasons not to go. | 7. There are four assignments due. |
| 3. Here is my best guess. | 8. Here is a response to your letter. |
| 4. There is a spare tire in the trunk. | 9. There are many pillows on the couch. |
| 5. There are problems with that plan. | 10. Here is your uncle. |

Writing and Speaking Application

Write four sentences that begin with *here* or *there*, and underline the subjects and circle the verbs. Then, read your sentences to a partner. Your partner should identify the subject and verb of each sentence. Then, switch roles with your partner.

Name _____ Date _____

24 VERBAL PHRASES

A verbal is a verb that is used as a noun, an adjective, or an adverb. A verbal that includes modifiers or complements is called a verbal phrase.

- Verbals look like verbs, but they are not verbs. Verbs express an action, a condition, or that something exists. Verbals can function as nouns or modify another word.
- Verbals can be essential or nonessential to the meaning of a sentence. When they are **nonessential**, they have commas on both sides; when they are **essential**, they do not.
- When a verb acts as an adjective, it forms a **participle**. The two most common kinds of participles are the present participle (The sputtering car...) and the past participle (The interrupted game...).
- Participles can include modifiers, in which case they form a **participial phrase**. (All of the children raised in that town are brilliant.)

Show that you can use and understand verbals and verbal phrases by completing the following exercises.

Practice A Identifying Verbals and Verbal Phrases

Read the following sentences. Then, underline the verbal or the verbal phrase in each sentence. (The verbals in this exercise are participles or participial phrases, which means they describe nouns.)

Example: Melanie, exhausted from the activity, went to bed early.

Answer: Melanie, exhausted from the activity, went to bed early.

1. Ruined by rain, the toy was thrown out.
2. Jeans washed with rocks are soft.
3. The lawn, mowed and trimmed, looked nice.
4. A growing puppy needs a healthy diet.
5. The freshly painted house looks brand-new.
6. That building, designed by a famous architect, is recognized around the world.
7. The teacher, excited to get started, encouraged the students to take their seats.
8. Chopping vegetables for the stew, I cut my finger.

Practice B Recognizing Verbal Phrases

Read the sentences below. On the line provided, indicate whether the underlined word or words in each sentence are (1) a verb (expressing action in the sentence) or (2) a participial phrase (a verbal phrase that describes a noun).

Example: The men remodeled my kitchen.

Answer: The men remodeled my kitchen. verb

1. Twisted but beautiful, the tree enchanted the young girl. _____
2. The roof, covered by snow for weeks, eventually began to leak. _____
3. The bad news disappointed the family. _____
4. Running down a hill, the toddler was an accident waiting to happen. _____

Writing and Speaking Application

Write three sentences that have participial phrases (verbal phrases that describe nouns). Then, read your sentences to a partner. Your partner should listen for and identify the participial phrase in each sentence. Then, switch roles with your partner.

Name _____ Date _____

15 SUBJECTS IN INTERROGATIVE SENTENCES

In interrogative sentences, the subject often follows the verb.

Interrogative sentences are questions. Some interrogative sentences use subject-verb order, but usually they are inverted (verb-subject). To help locate the subject, rearrange the words in the sentence. Consider the examples in the table, which show the subject underlined and the verb in boldface.

Interrogative Sentences	Rearranged in Subject-Verb Order
Is the <u>library</u> open on Sunday?	The <u>library</u> is open on Sunday.
Did <u>you</u> borrow my book?	<u>You</u> did borrow my book.
Where is the <u>party</u> ?	The <u>party</u> is where?

Practice A Rearranging Interrogative Sentences

Read each sentence below. Then, rearrange each sentence so that it is written in subject-verb order.

Example: Where is the game?
Answer: The game **is** where?

1. What is the trouble? _____
2. Where are your shoes? _____
3. Are you awake? _____
4. What is your friend's name? _____
5. Is your boss expecting you? _____
6. Did Orion make the winning goal? _____
7. Are you leaving with Grace? _____
8. When should I be there? _____
9. How did you get the job done? _____
10. Why are you rushing through your work? _____

Practice B Identifying Subjects and Verbs in Interrogative Sentences

Read each sentence. Then, circle the subject of the sentence and underline the verb. Some of the sentences have a helping as well as a main verb, so the verb will be two words.

Example: Why are you leaving?

Answer: Why are you leaving?

- | | |
|----------------------------------|---------------------------------|
| 1. Why is your family moving? | 6. Are you cooking dinner? |
| 2. How are you getting home? | 7. Why are you sad? |
| 3. Why are you afraid of flying? | 8. Who will be at the game? |
| 4. Why don't you like the cold? | 9. What do you want for dinner? |
| 5. Where is Ty today? | 10. How have you been? |

Writing and Speaking Application

Write four interrogative sentences (questions). Circle the subject of each sentence and underline the verb. Then, read your sentences to a partner, who will listen for and name the subject and verb in each sentence. Then, switch roles with your partner.

Name _____ Date _____

25 INDEPENDENT AND SUBORDINATE CLAUSES

A clause is a group of words that contains a subject and a verb.

- An **independent clause** (also called a *main clause*) can stand by itself as a complete sentence. Every sentence must contain at least one independent clause.
- A **subordinate clause** (also called a *dependent clause*), although it has a subject and a verb, cannot stand by itself as a complete sentence.

Kate is a writer, but she works nights at a restaurant.
 Independent clause Independent clause

Although Kate is a writer, she works nights at a restaurant.
 Subordinate clause Independent clause

Practice A Distinguishing Independent and Subordinate Clauses

Read each sentence. Then, circle either independent or subordinate, depending upon whether the underlined section is an independent or a subordinate clause.

Example: My daughter asked that she be allowed to stay out late.

Answer: My daughter asked that she be allowed to stay out late. independent subordinate

- | | | |
|---|-------------|-------------|
| 1. I don't think he even knew <u>that I was there</u> . | independent | subordinate |
| 2. <u>I would like to go</u> , but I don't have enough money. | independent | subordinate |
| 3. My father, <u>who has been gone for a week</u> , will be home today. | independent | subordinate |
| 4. <u>Unless it stops snowing</u> , you have to stay home. | independent | subordinate |
| 5. My mother loves to ski, <u>while my father hates it</u> . | independent | subordinate |
| 6. <u>That building is old</u> , and it is drafty. | independent | subordinate |

Practice B Combining Sentences Using Independent and Subordinate Clauses

Read each pair of sentences below. Then, on the line provided, combine the two sentences to form one sentence. For two of your sentences, make one clause subordinate (as shown in Example 1). For the other two sentences, let both clauses remain independent (as shown in Example 2).

Example 1: She does not like spinach. She ate it to be polite.

Answer: Although she does not like spinach, she ate it to be polite.

Example 2: The day is sunny. It is cold.

Answer: The day is sunny, but it is cold.

1. The tree was hit by lightning. It survived. _____
2. The boy was loud. He did not mean to be rude. _____
3. She had fun at her birthday party. Her parents hired a clown for the party. _____
4. The puppy chewed the shoes. He misbehaved often. _____

Writing and Speaking Application

Write three sentences that have both an independent clause and a subordinate clause. Then, read your sentences to a partner. Your partner should listen for and identify the independent clause and the subordinate clause in each sentence. Then, switch roles with your partner.

Name _____ Date _____

16 SUBJECTS IN IMPERATIVE SENTENCES

In imperative sentences, the subject is understood to be *you*.

The subject of an imperative sentence is usually implied instead of specifically stated. Consider the examples in the table.

Imperative Sentences	Sentences With <i>You</i> Added
First, do your homework.	[You,] do your homework first.
After school, come directly home.	[You,] after school, come directly home.
Please clean the kitchen.	[You,] please clean the kitchen.

Practice A Rewriting Imperative Sentences to Include *You*

Read each sentence below. Then, rewrite each sentence to include its subject, *you*.

Example: Put your laundry in the hamper.

Answer: You, put your laundry in the hamper.

1. Tomorrow, get home on time. _____
2. Take care of your chores first. _____
3. By Friday, get me that report. _____
4. Pick the children up after band practice. _____
5. Put the clothes away. _____
6. Put the dishes in the dishwasher. _____
7. Please mow the lawn. _____
8. Go take a nap. _____
9. Take the dog for a walk. _____
10. Meet me at six-thirty. _____

Practice B Writing Imperative Sentences

On the lines below, write imperative sentences that have the implied subject *you*.

Example: Don't take advantage of his good intentions.

1. _____
2. _____
3. _____
4. _____
5. _____

Writing and Speaking Application

Write four imperative sentences and read them to a partner. Your partner should restate each sentence to include the subject, *you*. Then, switch roles with your partner.

Name _____ Date _____

26 ADJECTIVAL CLAUSES

An adjectival clause is a subordinate clause that modifies a noun or pronoun in another clause by telling *what kind* or *which one*.

- Adjectival clauses cannot stand alone—in other words, they are **subordinate clauses** that must be connected to an independent clause.
- Adjectival clauses can be essential or nonessential to the meaning of the sentence. When they are **nonessential**, they are set off from the rest of the sentence by commas. When they are **essential**, no commas are used before and after.
- Adjectival clauses often begin with a **relative pronoun** or a **relative adverb** that links the clause to a noun or pronoun in another clause.
- Example: The car that had been in the accident was towed away. (In the sentence, the underlined adjectival clause answers the question *Which one?* Notice that no commas are used because the clause is essential to the meaning of the sentence.)

Practice A Identifying Adjectival Clauses

Read the following sentences. Then, underline the adjectival clause in each sentence.

Example: My knee, which I hurt several years ago, will not tolerate the strain of running.

Answer: My knee, which I hurt several years ago, will not tolerate the strain of running.

1. The coffee that Chad makes is too strong.
2. The computer that Andrew gave me has great graphics.
3. Her father, who has been gone for weeks, will be home tomorrow.
4. The real estate agent whom they hired to sell their house is not trying very hard.
5. My mother, who loves to snow-ski, won't even try water-skiing.
6. She gave me her old jeans, which were too short for her to wear anymore.

Practice B Writing Sentences With Adjectival Clauses

Read the sentences below. Then, rewrite each sentence by correctly placing the adjectival clause, which appears in parentheses. Include commas where appropriate.

Example: The chicken was a little dry. (that Sarah made)

Answer: The chicken that Sarah made was a little dry.

1. The storm finally ended. (which had been raging for weeks)

2. The boy was crying. (who had fallen down)

3. The pen stopped working. (which was brand-new)

4. The cat makes Mom sneeze. (that we got at the shelter)

Writing and Speaking Application

Write three sentences that include adjectival clauses. Then, read your sentences to a partner. Your partner should listen for and identify the adjectival clause in each sentence. Then, switch roles with your partner.

LESSON
18-1

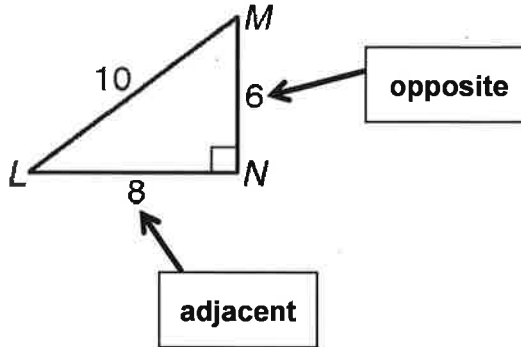
Tangent Ratio

Reading Strategies: Analyze Information

The **tangent** of an acute angle is the ratio of the length of the opposite leg to the length of the adjacent leg.

$$\text{tangent} = \frac{\text{opposite}}{\text{adjacent}}$$

Identify the sides for angle L in $\triangle LMN$:



- Write the tangent of angle L as a fraction and as a decimal rounded to the nearest hundredth.

$\tan \angle L =$ _____

- Identify the lengths of the opposite side and the adjacent side for angle M .

- Write the tangent of angle M as a fraction. Then write it as a decimal rounded to the nearest hundredth.

$\tan \angle M =$ _____

What It Really Means

Name: _____

Directions: Rewrite the definitions below in your own words.

Primary—not made or coming from something else; original

Firsthand—coming directly from the original source

Source—a person, publication, or object that gives information

Secondary—coming from or created using an original source

Secondhand—not original; taken from someone or something else



Definitions compiled from *Webster's for Kids* online dictionary



Compton USD Learning Packet

High School ELD

**English Language
Development (ELD)**



QUOTE WALK - Online Learning

Directions

STEP 1: Study each quote.

STEP 2: Then, summarize what the author is expressing. What do you think about the quote? Do you agree or disagree? For each response, write at least 2-3 sentences

9th-12th ELD

<p>Online learning can be a lifeline to those who have obstacles, such as geographical distances or physical disabilities.</p> <p>Paul Levinson</p>	<p>Your Response</p>
<p>"In education, technology can be a life-changer, a game changer, for kids who are both in school and out of school."</p> <p>QUEEN RANIA OF JORDAN</p>	<p>Your Response</p>

Writing / Justify an Opinion - Brainstorming Template

This assignment will require that you write two paragraphs expressing your opinion on the following topic: **Is online learning more beneficial than face-to-face instruction?**

On the table below, list three to five advantages and three to five disadvantages. Things you may want to consider are:

- Advantages and disadvantages to students
- Advantages and disadvantages to parents
- Advantages and disadvantages to the teachers

Writing down your thoughts will help you think critically about this topic.

Advantages/Pros	Disadvantages/Cons

Justify an Opinion-Planning Template

Writing Prompt: The administrators in your school are analyzing the benefits of online learning.

1. Do you think that online learning is more beneficial than face-to-face instruction?

____ YES ____ NO

2. STATE YOUR OPINION

I believe/In my opinion

3. Give at least two reasons and one detail for each reason to support your opinion.

REASON #1 First, _____ _____ _____ _____	Supporting Detail _____ _____ _____ _____
REASON #2 Also, _____ _____ _____ _____	Supporting Detail _____ _____ _____ _____

4. Closing Sentence: In closing,
