

LANGUAGE POWER NOW



Sample Lessons
Inside

Levels E–H (Grades 7–10)

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NELSON

Turn Your Students into

Language Power Now is a series of practice exercises to develop vocabulary, grammar, writing, and research skills. Empower your students with the foundational skills they need to become effective writers.

Key Features

- This series uses a systematic approach to building skills from one level to the next
- All lessons are written using accessible language to support students at a wide range of reading and writing levels
- Students are exposed to relevant cross-curricular vocabulary and concepts to ground the skills in real-life contexts



Effective Writers

Each level in *Language Power Now* includes:

- Mini-lessons to orient students with the skill, then follows with exercises to confirm comprehension
- Tasks that require students to use the skill in their own writing, across all stages of the writing process, as well as review, revise, and discuss with peers
- Writing opportunities for students to immediately apply the skills learned, from short answers to several paragraphs, in a variety of topics and forms
- Effective research methods, such as developing inquiry questions, searching for and evaluating sources, taking notes, paraphrasing, and citing to avoid plagiarism, and protecting their privacy online



Series Components



Student Workbook

Each book is organized into six sections:

- Work with Vocabulary
- Build Sentences
- Know Capitalization and Punctuation
- Grasp Grammar and Usage
- Craft and Compose
- Develop Research Skills

In every Student Workbook, skills are developed on a continuum from level to level.



Teacher's Resource

The Teacher's Resource provides assessment *for* and *of* learning tools.

Assessment tools include:

- Pre-tests
- Post-tests
- Student Skills Self-Assessment
- Checklists
- Answer Keys



Blackline Masters Binder

Every level in **Language Power Now** is also available in a Blackline Masters format, which allows you to photocopy the entire Student Workbook.

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Scope and Sequence Chart

The Student Workbooks in this series have been organized by letter, not grade, in order for students to use based on their reading comprehension and writing competency.

The Scope and Sequence chart outlines the systematic approach to building skills from one level to the next.

	Grades	7	8	9	10
Work with Vocabulary					
		E	F	G	H
Synonyms, Antonyms, Homophones		✓	✓	✓	✓
Base Words		✓	✓	✓	✓
Prefixes		✓	✓	✓	✓
Suffixes		✓	✓	✓	✓
Contractions		✓	✓	✓	✓
Connotation and Denotation		✓	✓	✓	✓
Effective Nouns and Verbs		✓	✓	✓	✓
Figurative Language		✓	✓	✓	✓
Colloquialisms and Slang		✓	✓	✓	✓
Euphemisms		✓	✓	✓	✓
Build Sentences					
		E	F	G	H
Simple Sentences		✓	✓	✓	✓
Imperative and Exclamatory Sentences		✓	✓	✓	✓
Declarative and Interrogative Sentences		✓	✓	✓	✓
Sentence Length		✓	✓	✓	✓
Compound and Complex Sentences		✓	✓	✓	✓
Run-on Sentences and Comma Splices		✓	✓	✓	✓
Subjects and Predicates		✓	✓	✓	✓
Direct and Indirect Objects		✓	✓	✓	✓
Independent and Subordinate Clauses		✓	✓	✓	✓
Adjective and Adverb Clauses		✓	✓	✓	✓
Sentence Fragments		✓	✓	✓	✓
Know Capitalization and Punctuation					
		E	F	G	H
Capitalization		✓	✓	✓	✓
Abbreviations		✓	✓	✓	✓
Commas		✓	✓	✓	✓
Punctuation in Dialogue		✓	✓	✓	✓
Apostrophes to Show Possession		✓	✓	✓	✓
Semicolons		✓	✓	✓	✓
Colons		✓	✓	✓	✓
Parentheses		✓	✓	✓	✓

Grades	7	8	9	10
Grasp Grammar and Usage	E	F	G	H
Nouns	✓	✓	✓	✓
Verbs	✓	✓	✓	✓
Past and Present Perfect Tenses	✓	✓	✓	✓
Subject-Verb Agreement	✓	✓	✓	✓
Active and Passive Voice		✓	✓	✓
Pronouns	✓	✓	✓	✓
Antecedents	✓	✓	✓	✓
Adjectives	✓	✓	✓	✓
Adverbs	✓	✓	✓	✓
Prepositions	✓	✓	✓	✓
Participial Phrases	✓	✓	✓	✓
Misplaced and Dangling Modifiers	✓	✓	✓	✓
Conjunctions	✓	✓	✓	✓
Interjections	✓	✓	✓	✓
Double Negatives		✓	✓	✓
Craft and Compose	E	F	G	H
Topics for Writing	✓	✓	✓	✓
Understanding Audience	✓	✓	✓	✓
Theses	✓	✓	✓	✓
Organizing Ideas	✓	✓	✓	✓
Strong Openings	✓	✓	✓	✓
Supporting Details	✓	✓	✓	✓
Arranging Details	✓	✓	✓	✓
Dialogue	✓	✓	✓	✓
Precise Language	✓	✓	✓	✓
Strong Conclusions	✓	✓	✓	✓
Effective Titles	✓	✓	✓	✓
Proofreading, Editing, and Revising	✓	✓	✓	✓
Develop Research Skills	E	F	G	H
Inquiry Questions	✓	✓	✓	✓
Research Words	✓	✓	✓	✓
Library and Online Research	✓	✓		
Key Word Searches	✓	✓	✓	✓
Primary and Secondary Research Sources	✓	✓	✓	✓
Evaluating Online Research Sources	✓	✓	✓	✓
Personal Information Online	✓	✓	✓	✓
Copyright and Citing Research	✓	✓	✓	✓
Research Notes	✓	✓	✓	✓
Paraphrasing	✓	✓	✓	✓

Sample Section Opener

The openers introduce the section concepts. They also provide fun and relatable examples to demonstrate the importance of the skills covered in the section.

WORK WITH VOCABULARY

Words are the basic units of meaning. When we learn how to use words, we are learning how to describe the world around us.

Some words stand for simple, physical things, like *box* or *tree*. Other words describe feelings or ideas, things we can't touch or see, like *freedom* or *love*. When good writers choose their words carefully, they give their readers a clear picture or feeling.

In this section, you will learn how to use words to write exactly what you mean.

"Vocabulary is the glue that holds stories, ideas, and content together."

— Rupley, Logan, & Nichols

Sample Lesson: Level E

(Grade 7)

LESSON
6

COMBINE TWO WORDS: CONTRACTIONS

Using **contractions** when you speak makes your speech sound natural. Likewise, using contractions when you write makes the tone of your writing more informal.

To form a contraction when you write, combine two or more words to make a new word. Then, replace one or more of the letters with an apostrophe (') to make the new word shorter.

Sometimes, different combinations of words can form the same contraction. *He had* and *he would* both form *he'd* as a contraction.

For example: *He'd* (he had) left Ireland in 1862. *He'd* (he would) never go back.

Sometimes, you need to use context clues to understand which two words form the contraction. An 's can replace *has*, *us*, or *is*.

For example: *He's* (he has) immigrated to Canada.

"Let's" (let us) go, too! *It's* (it is) an exciting opportunity.

A mini-lesson introduces the topic for students, often including examples.

The first exercises are simple, fun activities that allow students to demonstrate their understanding of the topic.

A. Complete each word equation below by writing your answers on the lines.

- I + had = I'd
- We + would = we'd
- that + is = that's
- I + would = I'd
- we + had = we'd
- it + is = It's

B. After each contraction below, write the words that have been combined. Use context clues to help you decide which two words form the contraction.

- They'd (they had) arrived by ship two days earlier than expected.
- They'd (they would) remain in Canada for the rest of their lives.
- She'd (she would) always tell us stories about Ireland before we went to sleep.
- She'd (she had) so many interesting things to teach us about.

C. Rewrite the sentences below on the lines, replacing the underlined words with contractions.

- There is a great Irish restaurant downtown.
There's a great Irish restaurant downtown.
- It is where my family spends every St. Patrick's day.
It's where my family spends every St. Patrick's day.

D. Write a short dialogue between friends discussing the places they would like to visit. Make sure to use contractions in your dialogue. Trade your dialogue with a partner. Underline the contractions in your partner's work and write out which two words form the contractions they used.

Sample Lesson: Level F

(Grade 8)

LESSON 7

WRITE DESCRIPTIVE WORDS: ADJECTIVES

An **adjective** is a word that modifies a noun. Adjectives add detail and description to help readers picture or sense what they are reading. There are different types of adjectives. In addition to the adjectives we normally think of (*community centre, Metis history*), there are the following categories:

Demonstrative adjectives point out specific people or things. They are *this, these, that, and those*. We use *this* and *these* to refer to objects close by, and *that* and *those* for objects further away.

For example: *This* store is advertised on *that* billboard.

Possessive adjectives indicate who or what owns something. They are *my, your, his, her, and our*.

For example: *Our* dog loves playing with *your* cat.

Interrogative adjectives modify nouns that are used in questions. They are *which, what, and whose*.

For example: Do you know *which* day he's arriving?

Mini-lessons reinforce how to apply the skill and why it is important in the writing process.

A. Write the correct demonstrative adjective on the line provided.

1. It's late, but I have to read another chapter. I love this book.
2. Those clouds over there look threatening. I think it's going to rain.
3. Do you like these bracelets I'm wearing? I made them!

B. Write the correct possessive adjective on the line provided.

1. David is late, and I can't reach his cellphone.
2. Jamila should open a restaurant, because her pie is the best I've ever had.
3. I can't get a decent shot on net. I think my scoring streak is over.

C. Write the correct interrogative adjective on the line provided.

1. We all have to bring food to the potluck. What are you bringing?
2. A red car is being towed out front. Do you know whose it is?
3. I love all of those bands. Which one is playing first?

D. Underline the adjectives in each sentence below. Do not include the articles *the* or *a*.

1. This pamphlet outlines various projects by government agencies for providing clean water.
2. Whose safety glasses were left on the storage cupboard for the power tools?
3. Wolverines live in Arctic regions, using their large, furry paws like snowshoes.

E. In each sentence below, add two adjectives to modify the noun in italics. Choose adjectives that help a reader picture what you describe.

1. The queen looked down at the clapping, cheering *crowd*.
2. My favourite movie features a/an river, spirit *character*.
3. After finishing the race, Sammy had a/an exhausted, elated *feeling*.
4. Sasha and her friends went to the multicultural, food *festival*.
5. We just moved to this quiet, country *neighbourhood*.

F. Write a descriptive paragraph on a topic of your choice, or, if you need help with an idea, you could write about a time you were very proud of yourself or a family member. In your writing, use a variety of descriptive adjectives. When you're done writing, circle them.

One time when I was very proud of myself is when I finished my first Terry Fox run. My mom ran as well, so I was extremely proud of her, too! My mom and I decided to take part in the Terry Fox run when we were watching a short documentary about Terry Fox. Around that time, my brave aunt was getting treated for cancer. So, my mom and I decided to take part in the charity run. Before the summer run, we knew we would have to prepare. First, we created a running schedule and we ran twice a week. We knew we would need comfortable running shoes so we bought matching blue pairs. We also made really healthy meals. We made sure to eat lots of green vegetables, whole grains, and lean meats. When race day came, I was quite nervous. My mom and I wore yellow t-shirts, my aunt's favourite colour. Once the race started, my stomach butterflies disappeared. The cheering crowds and my aunt's smiling face made me super motivated. My mom and I ran at a steady pace and finished the run in one hour and fifteen minutes! We also raised a lot of money for cancer research.

G. With a partner, compare the sentences you completed in Exercise E. Discuss how the adjectives would affect the picture a reader might form when reading each sentence.

For some topics that students regularly struggle with, exercises provide for longer form writing so that students can demonstrate authentic learning. These longer form exercises allow for formative assessment opportunities, including self and peer assessment.

All lessons end with an application exercise that asks the student to go beyond the book to apply the skill in various manners, covering all stages of the writing process.

Sample Lesson: Level G

(Grade 9)

LESSON 8

SHOW POSSESSION: APOSTROPHES

When you want to show possession or ownership, follow these rules for **apostrophes (')**:

- For singular nouns (including those ending in *s*), add apostrophe + *s*.
For example: *my sister's car* means "the car belonging to my sister"
- For plural nouns ending in *s*, add only an apostrophe.
For example: *my sisters' car* means "the car belonging to several of my sisters"
- For plural nouns *not* ending in *s*, add apostrophe + *s*.
For example: *the women's car* means "the car belonging to several women"
- For two or more nouns that own something together, make only the last noun possessive.
For example: *my brother and sister's car* means "the car belonging to my brother and sister"
- For two or more nouns that each owns something separately, make each of the nouns possessive.
For example: *my brother's and sister's cars* means "the car that belongs to my brother and the car that belongs to my sister"

A. For each scenario below, underline the answer that uses apostrophes correctly.

- | | |
|--|-----------------------------------|
| 1. My mom and dad each own a bicycle. | 2. The children share a scooter. |
| a) <u>My mom's and dad's bicycles.</u> | a) The childrens' scooters. |
| b) My mom and dad's bicycle. | b) <u>The children's scooter.</u> |

B. Explain the meaning of each phrase below, based on the placement of the apostrophes.

1. My friends' cottage: The cottage belongs to several friends
2. My friend's cottage: The cottage belongs to one friend
3. My friends' cottages: Their are several cottages and they belong to several friends

C. Write a sentence about camping that shows a possessive relationship between each pair of words below.

1. tent / pole: When we went camping, we had trouble keeping the tent's pole in the ground.
2. canoes / paddles: When the storm came, all of the canoes' paddles got blown into the lake.

D. Find a partner and write two new sentences using the word pairs in Exercise C.

Application exercises encourage students to use real-world texts, their peers, and their own portfolios to deepen their learning.

Sample Section Opener

The openers introduce the section concepts. They also provide fun and relatable examples to demonstrate the importance of the skills covered in the section.

DEVELOP RESEARCH SKILLS

Research is not just what you do to find an answer. Research is an essential part of learning and an important part of the writing process.

The methods you use for your research will affect the quality of the information you get, whether you are researching the parts of a plant to label a diagram in a science report or a historical time period to make a story character's dialogue more realistic. Good information makes good writing: what you put in, you get out.

In this section, you will learn about the skills that make an effective researcher.

"Research is formalized curiosity. It is poking and prying with a purpose."

— Zora Neale Hurston

Sample Lesson: Level H

(Grade 10)

LESSON 9

USE RESEARCH: PARAPHRASING, QUOTING, AND GIVING CREDIT

Key terms are bolded and explained with examples.

When you do research, you may wish to share someone else's written ideas. You must be careful when you do this, and follow these guidelines:

Paraphrase when you wish to provide your audience with most, or all, of the information provided in the original source. Use your own words to share the information in a new way, instead of copying the text.

Use **quotes** when you use the exact wording of the author. Use only a small section of text, and write the text word for word. Make sure to include quotation marks and proper punctuation. Use quotes sparingly: most of the work should be in your own words.

Remember to **give credit** to each author whose ideas you paraphrase or quote. Always use the citation style and format recommended by the teacher of your course.

A. Read the following sentences. Fill in the blanks with one of the following words: paraphrase, credit, quote.

1. To avoid plagiarism, you must credit each author whose ideas you borrow.
2. To share a lot of information from a text, you should paraphrase the original ideas.
3. To help you defend your opinion, you may wish to quote an author who is an expert on the topic.

B. Explain why it is important to include a proper citation whenever you paraphrase or summarize someone else's ideas, even though you use your own words.

I think it's important to include proper citations in your work, even when you paraphrase,

because it credits the person (or people) who created the ideas you are using. As a writer, you

may not know certain facts, and it's cheating to pretend like you do.

C. Read the following quote about success. Write a short paragraph using that quote.

Wayne Gretzky, one of Canada's most famous hockey players, said, "You miss 100 percent of the shots you don't take."

I believe that success isn't about winning every single time. Legendary hockey player Wayne

Gretzky has said, "You miss 100 percent of the shots you don't take." I think he is right.

Success is about trying, even if you fail. You see, if you don't at least try, you won't ever

succeed. I also think having the bravery to try, makes you a success. You can also learn a

lot from failure, which can lead you to success, when you take the next shot.

D. Read the following paragraph and, on the lines provided, write point form notes in your own words.

In August 1927, "The Famous Five", a group of five women from Alberta, asked the Supreme Court of Canada (S.C.C.) to decide whether the words "qualified persons" in the British North America Act included females. The section of the Act in question outlined who could be appointed to the Senate, and government officials had consistently interpreted qualified persons as men only. In their 1928 decision, the S.C.C. held to tradition, ruling that women were not considered qualified persons. The Famous Five appealed to the highest court authority for Canada at the time, the Privy Council in England, which ruled that women were qualified persons eligible for appointment. This was a huge victory for women's rights.

- The Famous Five -- five women from Alberta.
- August 1927, ask Supreme Court of Canada (S.C.C.) if "qualified persons" includes women
- in British North America Act, in section that talks about the senate and who can be in it.
- government says "qualified persons" means men only
- so only men can be in senate
- 1928 SCC decides women aren't qualified persons
- so Famous Five go to Privy Council in England, highest court authority
- Privy council says women are "qualified persons"
- they can become senators
- huge victory for women

E. Keep the paragraph in Exercise D covered up. Use your notes to paraphrase the information.

The Famous Five are five women from Alberta who fought for women's rights. In the early 1900's, the British North America Act said that only "qualified persons" could be appointed to senate. At this time, women were not considered "qualified persons," and senators were men only. The Famous Five fought this definition. First, in 1927, they asked the Supreme Court of Canada if women could be included in the definition. Shockingly, in 1928, the S.C.C. said no. The Famous Five did not give up. Next, they went to the Privy Council in England, the highest court authority. Success! The Privy Council ruled that women were "qualified persons" and that they could become senators. The Famous Five won a huge victory for women's rights.

G. Exchange your answers to Exercises D and E with a partner. Compare the notes you both took and the paragraphs you wrote. How are your paragraphs similar and different? Why?

For some topics that students regularly struggle with, exercises provide for longer form writing so that students can demonstrate authentic learning. These longer form exercises allow for formative assessment opportunities, including self and peer assessment.

Application exercises encourage students to use real-world texts, their peers, and their own portfolios to deepen their learning.



Level E — Grade 7	ISBN	Publication Date
Student Workbook 25-Pack	9780176713263	August 2015
Student Workbook 10-Pack	9780176713355	August 2015
Teacher Set (1 copy of each: Teacher's Resource & Blackline Masters)	9780176712990	September 2015
Blackline Masters	9780176713447	September 2015
Teacher's Resource	9780176713539	September 2015
Level F — Grade 8	ISBN	Publication Date
Student Workbook 25-Pack	9780176713256	November 2015
Student Workbook 10-Pack	9780176713348	November 2015
Teacher Set (1 copy of each: Teacher's Resource & Blackline Masters)	9780176712983	December 2015
Blackline Masters	9780176713430	December 2015
Teacher's Resource	9780176713522	December 2015
Level G — Grade 9	ISBN	Publication Date
Student Workbook 25-Pack	9780176713249	November 2015
Student Workbook 10-Pack	9780176713331	November 2015
Teacher Set (1 copy of each: Teacher's Resource & Blackline Masters)	9780176712976	December 2015
Blackline Masters	9780176713423	December 2015
Teacher's Resource	9780176713515	December 2015
Level H — Grade 10	ISBN	Publication Date
Student Workbook 25-Pack	9780176713232	February 2016
Student Workbook 10-Pack	9780176713324	February 2016
Teacher Set (1 copy of each: Teacher's Resource & Blackline Masters)	9780176712969	March 2016
Blackline Masters	9780176713416	March 2016
Teacher's Resource	9780176713508	March 2016

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