* **SPACER**
* ﻿**This Month's Homework:**﻿
* ​**Friday, September 29th**  
  -  Vocabulary Lesson 2D  
  -  NoRedInk  
  -  Read & Annotate dog -?'s online  
  1.  What is the hound dog breed generally used for?  
  2.  Where were coonhounds developed?  
  3.  Contrast coonhounds with another type of dog you might be more familiar with.  
  4.  Use evidence from the text along with what you know about raccoons and opossums to describe the problems the animals might cause for farmers.   
  5.  Why do you think that people now usually hunt with coonhounds as a hobby instead of as a necessity? What are your thoughts on that? ​  
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  -  Journal Collection (Monday, October 2nd)  
  -  Progress Reports (Friday, October 6th)  
  -  End of Ind. Reading Cycle (Friday, October 13th)
* ​**Monday, October 2nd**  
  -  Vocabulary Lesson 2E  
  -  Progress Reports (Friday, October 6th)  
  -  End of Ind. Reading Cycle (Friday, October 13th)  
  -  Mini-Independent Reading Project Due - Annotations  (Friday, October 13th)
* ​**Tuesday, October 3rd**  
  -  NoRedInk  
  -  Online - simile activity   
  ​A simile is a comparison that uses like or as.    
  Write out and complete each phrase appropriately.  Be sure that your simile is relatively sensible.  Make a strong effort to write a phrase that is not overdone or cliche.  
  Example:  flat as as a coin  
    
  a)  as busy as a \_\_\_\_\_\_\_\_\_\_\_  
  b)  as smart as a \_\_\_\_\_\_\_\_\_\_\_  
  c)  as quiet as a \_\_\_\_\_\_\_\_\_\_\_  
  d)  as light as a \_\_\_\_\_\_\_\_\_\_\_  
  e)  eats like a \_\_\_\_\_\_\_\_\_\_\_  
  f)  waddles like a \_\_\_\_\_\_\_\_\_\_\_  
    
  -  Vocabulary Lesson 2 Test (Thursday, October 5th)  
  -  Progress Reports (Friday, October 6th)  
  -  End of Ind. Reading Cycle (Friday, October 13th)  
  -  Mini-Independent Reading Project Due - Annotations  (Friday, October 13th)
* ​**Wednesday, October 4th**  
  -  ​Look at rubric for annotations   
  -  Vocabulary Lesson 3A  
  -  Online - simile & metaphor activity   
  A simile is a comparison that uses like or as.    
  Write out and complete each phrase appropriately.  Be sure that your simile is relatively sensible.  Make a strong effort to write a phrase that is not overdone or cliche.  
  Example:  flat as as a coin  
  ​  
  a)  as sly as a \_\_\_\_\_\_\_\_\_\_\_  
  b)  as clear as a \_\_\_\_\_\_\_\_\_  
  c)  as flat as a \_\_\_\_\_\_\_\_\_\_  
  f)  fits like a \_\_\_\_\_\_\_\_\_\_\_\_  
  Now write three of your own.  
    
  A metaphor is a comparison of 2 nouns.  
  Write out and identify the nouns being compared.  Then explain what the author is really intending to say with the metaphor.  Make sure you explanation is in a complete sentence.   
  Example:  He is a bull in a china shop. The author is saying that he is very clumsy and breaks many things when he moves.   
    
  a)  The detective listened to her tales with a wooden face.  
  b)  She was fairly certain that life was a fashion show.  
  c)  The typical teenage boy’s room is a disaster area.  
  d)  What storms then shook the ocean of my sleep.  
  e)  The children were roses grown in concrete gardens, beautiful and forlorn.  
    
  -  Vocabulary Lesson 2 Test   
  -  Progress Reports (Friday, October 6th)  
  -  End of Ind. Reading Cycle (Friday, October 13th)  
  -  Mini-Independent Reading Project Due - Annotations  (Friday, October 13th)
* ​**Thursday, October 5th**  
  -  Cursive Wksht - u  
  -  Vocabulary Lesson 3A  
  -  Online - simile & metaphor activity   
  Complete each of the following sentences with similes.  For each one, try to pain a word picture and avoid CLICHES.  
  1.  The school library was as a quiet as \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  
  2.  The young Olympic runner sprinting down the path was as swift as \_\_\_\_\_\_\_\_\_\_\_\_\_.  
  3.  The small child playing in the garden was as playful as \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  
  4.  The pretty young girls dancing on the stage was as happy as \_\_\_\_\_\_\_\_\_\_\_\_\_\_.  
  5.  The icy, city sidewalk was slippery as \_\_\_\_\_\_\_\_\_\_\_\_\_.  
  6.  Snuggling under the warm comforter, the child felt as cozy as \_\_\_\_\_\_\_\_\_\_\_\_\_\_.  
    
  Complete each phrase below by writing a metaphor.  Remember, a metaphor compares two things that are not alike but says that one thing is the other.    
  *Example:  A tree is a hand reaching towards the sky.*  
    
  1.  the rain is \_\_\_\_\_\_\_\_\_\_\_\_\_\_  
  2.  An abandoned town is \_\_\_\_\_\_\_\_\_\_\_\_\_\_  
  3.  The new car is \_\_\_\_\_\_\_\_\_\_\_\_\_\_  
  4.  The earth is \_\_\_\_\_\_\_\_\_\_\_\_\_\_  
  5.  The Golden Gate Bridge is\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
  6.  The carnival is \_\_\_\_\_\_\_\_\_\_\_\_\_\_  
    
  -  NoRedInk   
  -  Vocabulary Lesson 2 Test   
  -  End of Ind. Reading Cycle (Friday, October 13th)  
  -  Mini-Independent Reading Project Due - Annotations  (Friday, October 13th)
* ​**Friday, October 6th**  
  -  ​Online Listening Reflection   
  Active listening is an important part of the learning experience.  Make a next to each statement that applies to you in order to help you evaluate your success as an active listener.  
    
  **Listening Skills                                          Always       Sometimes      Seldom       Never**  
  1.  I think about what the speaker is   
  saying and recognize the main points.  
    
  2.  I am polite, I do not interrupt or cause  
  any kind of disturbance.  
    
  3.  I concentrate on the words, especially  
  toward the middle of the presentation  
  when I might tend to become distracted.  
    
  4.  I ask questions when I don't  
  understand something.   
    
  5.  I take notes when appropriate.  
    
  **Now based on your responses above, write at least a paragraph (Minimum 5 sentences) describing the listening skill(s) you most need to improve and how you intend to go about doing so.**  
    
  -  Online - simile & metaphor activity   
  Complete each of the following sentences with similes.  For each one, try to pain a word picture and avoid CLICHES.  
  1.  Showing his report card to his parents, the boy was as proud as \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  
  2.  After the snowfall, the ground looked like  \_\_\_\_\_\_\_\_\_\_\_\_\_.  
  3.  Under the cover of darkness, the animals of the forest gathered like \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  
  4.  The boisterous crowd cheered their team like \_\_\_\_\_\_\_\_\_\_\_\_\_\_.  
  5.  Hearing the shrill whistle of the train was like  \_\_\_\_\_\_\_\_\_\_\_\_\_.  
  6.  At midnight, the tardy teenager crept into the house like  \_\_\_\_\_\_\_\_\_\_\_\_\_\_.  
    
  Complete each phrase below by writing a metaphor.  Remember, a metaphor compares two things that are not alike but says that one thing is the other.    
  *Example:  A tree is a hand reaching towards the sky.*  
    
  1.  The barbecue is \_\_\_\_\_\_\_\_\_\_\_\_\_\_.  
  2.  Comic books are \_\_\_\_\_\_\_\_\_\_\_\_\_\_.  
  3.  Television is  \_\_\_\_\_\_\_\_\_\_\_\_\_\_.  
  4.  My family is \_\_\_\_\_\_\_\_\_\_\_\_\_\_.  
  5.  Music is\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  
  6.  Dancing is \_\_\_\_\_\_\_\_\_\_\_\_\_\_.  
    
  -  NoRedInk   
  -  Vocabulary Lesson 3A  
  -  Vocabulary Lesson 1 & 2 Spelling Test (Wednesday, October 11th)  
  -  NoRedInk Test (Thursday, October 12th)  
  -  End of Ind. Reading Cycle (Friday, October 13th)  
  -  Mini-Independent Reading Project Due - Annotations  (Friday, October 13th)
* ​**Tuesday, October 10th**  
  -  Hold onto Online Listening Reflection - look above for activity  
  -  Online - simile & metaphor activity   
  Write out each sentence. Determine whether each is a simile or metaphor. Choose your answer and explain which two things are being compared and what author is trying convey.   
  *Example: My mind is a puddle in a field, clear and clean. This is an example of... Simile / Metaphor  
  What two things are being compared? The speaker is comparing his mind to a puddle. The author is trying to demonstrate that his mind is open to new ideas or that is he is very clear-headed.*  
    
  1. The faces at the street crossings shine like a row of eggs on a pantry shelf. This is an example of... Simile / Metaphor What two things are being compared?  
    
  2. He overwhelmed the boxer with avalanches of punches. This is an example of... Simile / Metaphor What two things are being compared?  
    
  3. The musicians spun great webs of sound. This is an example of... Simile / Metaphor What two things are being compared?  
    
  4. A hundred miles of landscape spread before me like a fan. This is an example of... Simile / Metaphor What two things are being compared?  
    
  5. We were crushed by the hammer of sunlight. This is an example of... Simile / Metaphor What two things are being compared?  
    
  6. Fear fell from us like steel armor. This is an example of... Simile / Metaphor What two things are being compared?  
    
  ​7. The night is as cold as a sharp sword. This is an example of... Simile / Metaphor What two things are being compared?  
    
  8. Her voice was like water bubbling from a silver jar. This is an example of... Simile / Metaphor What two things are being compared?  
    
  9. Children are the most beautiful flowers of all. This is an example of... Simile / Metaphor What two things are being compared?  
    
  10. There I waited, crouched behind my pointed wall of words. This is an example of... Simile / Metaphor What two things are being compared?  
    
  -  2 NoRedInk   
  -  Cursive Wksht - w  
  -  End of Ind. Reading Cycle (Friday, October 13th)  
  -  Mini-Independent Reading Project Due - Annotations  (Friday, October 13th)  
  -  Vocabulary Lesson 1 & 2 Spelling Test (Friday, October 13th)  
  -  NoRedInk Test (Monday, October 16th)  
  -  Extra-Credit Evening of Fine Arts (Thursday, November 2nd)
* ​**Friday, October 13th**  
  -  Look at rubric for Ind. Reading Project - It is below; plot line foldable  
  -  NoRedInk   
  -  Mini-Independent Reading Project Due - Annotations    
  -  Chapter 2 & 3 Questions   
  -  Online - Listening Activity  
  -  NoRedInk Test (Monday, October 16th)  
  -  Ind. Reading Project - plot line (Wednesday, October 18th)  
  -  Extra-Credit Evening of Fine Arts (Thursday, November 2nd)
* ​**Monday, October 16th**  
  -  Vocabulary Lesson 3C  
  -  NoRedInk   
  -  Chapter 2 & 3 Questions   
  -  NoRedInk Test   
  -  Ind. Reading Project - plot line (Wednesday, October 18th)  
  -  Independent Reading Application - **Science-Fiction** (Monday, October 23rd)  
  -  Extra-Credit Evening of Fine Arts (Thursday, November 2nd)
* ​**Tuesday, October 17th**  
  -  Cursive Wksht - t  
  -  Vocabulary Lesson 3C  
  -  NoRedInk   
  -  Ind. Reading Project - plot line   
  -  Big Bang Theory - Listening Activity I will assign tomorrow  
  -  NoRedInk - Retake - Identify Parts of Speech (Friday, October 20th)  
  -  NoRedInk Test-Identify Parts of Speech II (Monday, October 23rd)  
  -  Independent Reading Application - **Science-Fiction** (Monday, October 23rd)  
  -  Extra-Credit Evening of Fine Arts (Thursday, November 2nd)
* ​**Wednesday, October 18th**  
  -  Vocabulary Lesson 3D  
  -  Online Big Bang Theory - Listening Activity   
  <https://www.youtube.com/watch?v=vkSwXL3cGUg>  
   Click on the link above.  Write out and answer the questions below.   
  1.  What is the main topic of Sheldon's 1-sided conversation?  
  2.  What specifically indicates to Sheldon that Amy is "not taking this seriously"?  
  3.  How does Amy attempt to convince Sheldon that she is "taking this seriously"?  
  4.  Based on Amy's reaction at the end ("Please pass  the butter!"), how would you characterize her feelings?  In your opinion, are they justified? Why?  
  5.  What specific listening skills does Sheldon need to work on in your opinion?    
  6.  Have you experienced this type of situation on either side? Could it have been avoided? If you have not experienced this type of situation, do you think this scenario is probable?  
  7.  What can you take away from this scene and apply to school or the classroom setting? Be specific. Minimum 1-paragraphs.  
    
  -  Online - Personification Activity   
   Personification  is when objects are given human characteristics or traits.    
  Write down each sentence below. Underline the personifying word (verb typically) and then draw an arrow to what is personified. Finally, explain in plain English what the author is saying. Remember, that we did this in class.
  1. Those greedy weeds have starved the petunias.
  2. A case of cupcakes can be quite charming to an empty stomach.
  3. The party died as soon as she left.
  4. Light had conquered darkness

-  NoRedInk - Retake - Identify Parts of Speech (Friday, October 20th)  
-  NoRedInk Test-Identify Parts of Speech II (Monday, October 23rd)  
-  Independent Reading Application - Science-Fiction (Monday, October 23rd)  
-  Extra-Credit Evening of Fine Arts (Thursday, November 2nd)

* ​**Thursday, October 19th**  
  -  ​Online - Personification Activity II  
   Personification  is when objects are given human characteristics or traits.    
  Write out each question below.  Think of something human about each of the following objects and write sentence about it, using personification.  
  *Example:  What can a picture do?  A picture can reveal a teenager's secrets to their parents.*  
    
  1.  What can a pencil do?  
    
  2.  What can a car do?  
    
  3.  What can blush do?  
    
  4.  What can a lamp do?  
    
  5.  What can a cloud do?  
    
  -  NoRedInk  
  -  Cursive Wksht - e  
  -  NoRedInk - Retake - Identify Parts of Speech   
  -  NoRedInk Test-Identify Parts of Speech II (Monday, October 23rd)  
  -  Independent Reading Application - Science-Fiction (Monday, October 23rd)  
  -  Vocabulary Lesson 3 Test (Tuesday, October 24th)  
  -  Extra-Credit Evening of Fine Arts (Thursday, November 2nd)
* ​**Friday, October 20th**  
  -  ​Read & annotate-Chapter 4 WRFG ?'s  
  1.  Why do you think Billy sneaks out to go to town by himself?  
  2.  Billy looks at his own reflection for the first time in his life.  Describe what he sees.  
  3.  How do you think Billy's parents are reacting to his absence?  What do you think will happen when he gets home?  
  4.  What generalization can you make about the people of Tahlequah based on the people that Billy has interacted with so far?  
    
  -  NoRedInk  
  -  Vocabulary Lesson 3E  
  -  NoRedInk Test-Identify Parts of Speech II   
  -  Independent Reading Application - Science-Fiction   
  -  Vocabulary Lesson 3 Test (Tuesday, October 24th)  
  -  Extra-Credit Evening of Fine Arts (Thursday, November 2nd)  
  -  End of Science-Fiction Cycle (Monday, November 13th)
* ​**Monday, October 23rd**  
  -  ​Read & annotate-Chapter 4 WRFG ?'s  
  -  Vocabulary Lesson 4A  
  -  Online Personification Activity III  
  Write out each question below.  Think of something human about each of the following objects and write sentence about it, using personification.  
  *Example:  What can a picture do?  A picture can reveal a teenager's secrets to their parents.*  
    
  1.  What can a river do?  
    
  2.  What can a pebble do?  
    
  3.  What can a bush do?  
    
  4.  What can dewdrops do?  
    
  5.  What can a phone do?  
    
  -  Vocabulary Lesson 3 Test   
  -  Parts of Speech II Retake (Thursday, October 26th)  
  -  Extra-Credit Evening of Fine Arts (Thursday, November 2nd)  
  -  Journal Collection (Monday, October 30th)  
  -  End of Science-Fiction Cycle (Monday, November 13th)
* ​**Tuesday, October 24th**  
  -  Read & annotate-Chapter 4 WRFG ?'s  
  -  NoRedInk  
  -  Online Simile, Metaphor & Personification Review Activity   
  Write a sentence that shows personification for each item listed below.   
  1.  lightning  
  2.  car  
  3.  stars  
  4.  wind  
    
  Write out each sentence.  Then state whether the sentence contains a simile, metaphor, or personification.   
  1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ He is like a rocket on his bike.  
  2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ The fire roared to life.  
  3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ The leaves fell like rain.  
  4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ The glasses danced on the shelf during the earthquake.  
  5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ The clock is the keeper of time.  
  6. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ The water called invitingly to the hot children.  
  7. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ The rusty door hinge screamed every time the door opened.  
    
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  -  Finish Graphic Organizer Changing Friendships  
    
  Friendships change and evolve over time. Some friendships can last a lifetime, others may last only a few months. Think about a time when a friendship you had changed, evolved, or ended. Perhaps you or your friend moved, transferred to a different school, or became part of a different crowd or friends.   
    
  Write a narrative composition about a time a friendship of yours changed, evolved, or ended.  Tell what happened and how you felt about it.   
    
  -  Parts of Speech II Retake (Thursday, October 26th)  
  -  Group 2 Lunch (Friday, October 27th)  
  -  Extra-Credit Evening of Fine Arts (Thursday, November 2nd)  
  -  Journal Collection (Monday, October 30th)  
  -  S, M, P & H Test (Wednesday, November 1st)  
  -  End of Science-Fiction Cycle (Monday, November 13th)
* ​**Wednesday, October 25th**  
  -  ​Vocabulary Lesson  4B  
  -  Finish Graphic Organizer  
  -  Parts of Speech II Retake   
  -  Group 2 Lunch (Friday, October 27th)  
  -  Journal Collection (Monday, October 30th)  
  -  S, M, P & H Test (Wednesday, November 1st)  
  -  Extra-Credit Evening of Fine Arts (Thursday, November 2nd)  
  -  No School (Friday, November 3rd)  
  Collecting Annotations - Ind. Reading (Monday, November 6th)  
  End of Science-Fiction Cycle (Monday, November 13th)
* ​**Thursday, October 26th**  
  -  ​NoRedInk  
  -  Read Chapter 5 WRFG ?'s online   
  1.  How does Billy feel when he first meets the dogs?  Use specific evidence from the text in your answer.  
  2.  Describe the personality and appearance of each of the dogs.  Use specific evidence from the text in your response.   
  3. Do you think Billy should have fought back when the boy pulled his dog's ears? Explain why or why not.  
    
  -  Watch Paul Bunyan Cartoon  
  <https://www.youtube.com/watch?v=-lR3cQOu03I>  
    
  -  Parts of Speech II Retake   
  -  Group 2 Lunch (Friday, October 27th)  
  -  Journal Collection (Monday, October 30th)  
  -  S, M, P & H Test (Wednesday, November 1st)  
  -  Extra-Credit Evening of Fine Arts (Thursday, November 2nd)  
  -  No School (Friday, November 3rd)  
  -  Collecting Annotations - Ind. Reading (Monday, November 6th)  
  -  End of Science-Fiction Cycle (Monday, November 13th)
* ​**Friday, October 27th**  
  -  ​Vocabulary Lesson  4C  
  -  NoRedInk  
  -  Read Chapter 5 WRFG ?'s online - look above  
  -  Watch Paul Bunyan Cartoon - complete chart  
  <https://www.youtube.com/watch?v=-lR3cQOu03I>  
    
  -  Journal Collection - all entries to be graded  
  -  Narrative (Tuesday, October 31st)  
  -  S, M, P & H Test (Wednesday, November 1st)  
  -  Extra-Credit Evening of Fine Arts (Thursday, November 2nd)  
  -  No School (Friday, November 3rd)  
  -  Collecting Annotations - Ind. Reading (Monday, November 6th)  
  -  End of Science-Fiction Cycle (Monday, November 13th)
* ​**Monday, October 30th**  
  -  ​Vocabulary Lesson  4D  
  -  Online - hyperbole activity #1  
  Hyperbole is a much exaggerated statement for dramatic effect.    
    
  Last Friday night I went to the dance, and when I woke up on Saturday my feet were killing me.  Mom ordered me to clean my room, or else.  All day long I worked my fingers to the bone getting things together so I'd be free to go out that evening.  I was dying to see the new movie at the Cinema.  When I finished, however, I was so tired I couldn't move.   
    
  On loose-leaf paper, explain what the underlined phrases really mean? Your answer should be in a complete sentence.   
  1. "my feet were killing me" really means: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
  2.  "worked my fingers to the bone" really means: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
  3.  "was dying to see" really means: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
  4.  "so tired I couldn't move" really means: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
    
  -  Finish Narrative   
  -  S, M, P & H Test (Thursday, November 2nd)  
  -  Extra-Credit Evening of Fine Arts (Thursday, November 2nd)  
  -  No School (Friday, November 3rd)  
  -  Vocabulary Lesson 4 Test (Monday, November 6th)  
  -  Collecting Annotations - Ind. Reading (Monday, November 6th)  
  End of Science-Fiction Cycle (Monday, November 13th)
* ​**Tuesday, October 31st**  
  -  ​Cursive l - Wksht  
  -  Online - hyperbole activity #2  
  Write out the sentence and explain what is being hyperbolized:
  1. Forget knocking it out of the park, Frank can knock a baseball off the continent.
  2. The lesson was taking forever.
  3. I’ve seen this movie at least 80,000 times.
  4. Vanessa never has anything interesting to say.
  5. These shoes are killing me.
  6. Shauna does everything for him.
  7. Summer will never come.
  8. He walked down the road to nowhere.​

-  S, M, P & H Test (Thursday, November 2nd)  
-  Extra-Credit Evening of Fine Arts (Thursday, November 2nd)  
-  No School (Friday, November 3rd)  
-  Vocabulary Lesson 4 Test (Monday, November 6th)  
-  Collecting Annotations - Ind. Reading (Monday, November 6th)  
-  End of Science-Fiction Cycle (Monday, November 13th)