**Friday, September 29th**

* NRI
* Finish Chapter 4-Outsiders-mini-quiz
* NoRedInk Test (Wednesday, October 4th)
* End of Independent Reading Cycle (Wednesday, October 4th)
* No School-Indigenous People's Day (Monday, October 9th)
* Walkathon (Thursday, October 12th)
* Memorized Poem Presentation (Wednesday, October 13th)

**Thursday, September 28th**

* NRI
* Complete Personal Proofreading List
* Finish Chapter 3-Outsiders
* Study for vers, vert Test
* End of Independent Reading Cycle (Wednesday, October 4th)
* No School-Indigenous People's Day (Monday, October 9th)
* Walkathon (Thursday, October 12th)
* Memorized Poem Presentation (TBD)

**Wednesday, September 27th**

* Cursive - g
* Read & Annotate "Why I Force My Students to Memorize Poetry"  
      - In addition AAA protocol - Agree with, Aspire to, An Assumption of the author
* Finish Chapter 2-Outsiders
* End of Independent Reading Cycle (Wednesday, October 4th)
* Memorized Poem Presentation (TBD)

**Tuesday, September 26th**

* NRI
* vers, vert word questions

**On loose-leaf paper, complete**  
1.  Do you consider yourself more of an extrovert or an introvert?  Explain.  
2.  What is your favorite diversion when you are on vacation?  
3.  What two articles of clothing do you absolutely have to be sure not to wear inverted?   
4.  How do criminals attempt to subvert authority?   
5.  If you were baking or cooking, why would it sometimes be necessary to convert the measurements in a recipe?

* Define the vers, vert words in notes - Mr. Loredo is checking tomorrow
* Read to Pg. 31 - Outsiders - because we didn't get to discuss it in class
* End of Independent Reading Cycle (Wednesday, October 4th)

**Monday, September 25th**

* Print or write out new poem - LOOK BELOW
* Define the vers, vert words in notes

**vers, vert=turn**  
anniversary (n)  
conversation (n)  
convert (v)  
diversify (v)  
diversion (n)  
extrovert (n)  
introvert (n)  
invert (v)  
revert (v)  
subvert (v)

* Read to Pg. 31 - Outsiders
* No School (Friday, September 22nd)
* End of Independent Reading Cycle (Wednesday, October 4th)

[](https://loredoclassroom.weebly.com/uploads/1/3/4/1/13417802/hope_is_a_thing_with_feathers.pdf)

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[**Download File**](https://loredoclassroom.weebly.com/uploads/1/3/4/1/13417802/hope_is_a_thing_with_feathers.pdf)

**Thursday, September 21st**

* Copy in notes - Symbolism Chart (**see picture below**)
* R,A & 321 - articles
* NRI​
* No School (Friday, September 22nd)
* End of Independent Reading Cycle (Wednesday, October 4th)

[](https://loredoclassroom.weebly.com/uploads/1/3/4/1/13417802/symbolism.jpg)

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| **symbolismposter.jpg** |

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**Friday, September 15th**

* R,A & 321 - articles
* NRI​
* No School (Friday, September 22nd)
* End of Independent Reading Cycle (Wednesday, October 4th)

**Thursday, September 14th**

* B.R. - Do They Have? Do Not Have?
* NRI
* Wordly Wise Activities Completed & Test-Lesson 1
* Lorado Taft Trip (9-18 to 9-20) ​
* No School (Friday, September 22nd)
* End of Independent Reading Cycle (Wednesday, October 4th)

**Wednesday, September 13th**

* B.R. - Do They Have? Do Not Have?
* Listening & Speaking Activity #2

Write out each statement below. Then decide:   
**a.  It IS appropriate           b.  I am not sure       c.  It is NOT appropriate**  
  
1.  When someone says, "Good Morning," you should walk by.  
2.  When you know a person's name and they say, "Good Morning," you should make a point of saying their name. "Good Morning, Mr. Streit"  
3.  If someone asks you how you are doing, you are okay with simply answering and then going on your way.  
4.  You should make eye-contact when saying, "Good Afternoon."  
5.  When two teachers are talking, you may walk by without giving a greeting.  
  
**Now, choose three of statements above and explain your reasoning/logic behind choosing either a., b., or c.**

* Poem Presentation
* Middle School-Curriculum Night (Thursday, September 14th)
* Wordly Wise Activities Completed & Test-Lesson 1 (Friday, September 15th)
* Lorado Taft Trip (9-18 to 9-20) ​
* No School (Friday, September 22nd)
* End of Independent Reading Cycle (Wednesday, October 4th)

**Tuesday, September 12th**

* Reflection on NRI - loose-leaf paper

1.  Based on your score today, how will you prepare differently for the next NRI test? Explain If you were satisfied with your score today, why do you think your preparation was sufficient? Explain  (**Minimum 3 sentences**)  
2.  What can Mr. Loredo do to help you prepare for the next NRI test? 

* Characterization Activity #1

**Directions: Read a short description of an event.  Identify a character trait that is revealed by each action.  Explain your answer.**  
  
1. Jake is Cassie's older brother.  One day they are walking home from school when a cold front rolls in and the temperature drops 20 degrees.  Jake is dressed more appropriately for the weather than Cassie.  He takes off his hooded sweatshirt and offers it to her.  She gratefully accepts. Jake is now colder, but he is happier.  
   
What character trait does Jake demonstrate? Explain your answer by referencing the text.  
  
  
2.  Craig is a football player training over the summer for next season.  The coach demands that all players come in at 6:00 AM and lift weights until 8:00 AM, when practice begins.  Craig gets there at 5:00 AM to begin his training.  
   
What character trait does Craig demonstrate? Explain your answer by referencing the text.  
  
  
3. Anna volunteered to help Kylie clean her house.  When Anna washed the mirrors, Kylie asked her if she used paper towels instead of newspapers.  When Anna admitted that she had, Kylie asked her to redo them.  Then, while Anna was sweeping, Kylie corrected her on her technique.  "Don't just push the dirt around, Anna.  SWEEP it," Kylie told Anna.   
   
What character trait does Kylie demonstrate? Explain your answer by referencing the text.  
  
  
4.  Corey came back from the bathroom and noticed that her rainbow pencil was missing.  She looked around the room and saw that Beth was using a rainbow pencil. Corey started crying uncontrollably and ran out of the room.   
   
What character trait does Corey demonstrate? Explain your answer by referencing the text.  
  
  
5.  Quincy invited a bunch of friends over to his house.  He then talked to them for hours about all the trophies that he had won, his rare comic book collection, and how much money his dad makes. His friends did not enjoy their time at Quincy's.  
   
What character trait does Quincy demonstrate? Explain your answer by referencing the text.

* ​Poem Presentation (Thursday, September 14th)
* Middle School-Curriculum Night (Thursday, September 14th)
* Wordly Wise Activities Completed & Test-Lesson 1 (Friday, September 15th)
* Lorado Taft Trip (9-18 to 9-20) ​
* No School (Friday, September 22nd)
* End of Independent Reading Cycle (Wednesday, October 4th)

**Monday, September 11th**

* Finish Chapter 1
* Optional NRI Practice Test
* NoRedInk Test (Tuesday, September 12th)
* ​Poem Presentation (Thursday, September 14th)
* Middle School-Curriculum Night (Thursday, September 14th)
* Wordly Wise Activities Completed & Test-Lesson 1 (Friday, September 15th)
* Lorado Taft Trip (9-18 to 9-20) ​
* No School (Friday, September 22nd)
* End of Independent Reading Cycle (Wednesday, October 4th)

**Friday, September 8th**

* NoRedInk
* Writing Territories on loose-leaf paper

​memories: early, earlier, and recent, fads, favorites, pets, teachers, places: school, camp, trips,  
times away with friends and relatives hobbies, sports, games, music, books, poems, songs, movies, writers and artists food pet peeves beloved things—objects and possessions—now and then all the loves of your life  
obsessions, idiosyncrasies, problems, dreams, itches, understandings, confusions, passions, sorrows, risks accomplishments, fears, worries, fantasies, family, close and distant friends, now and then   
​

* Read & Annotate article - Annotating Helps You Remember
* NoRedInk Test (Tuesday, September 12th)
* "Ceed, Cede, Cess" Root Word Test (Friday, September 8th)​
* Poem Presentation (Thursday, September 14th)
* Middle School-Curriculum Night (Thursday, September 14th)
* Lorado Taft Trip (9-18 to 9-20) ​
* No School (Friday, September 22nd)  
  End of Independent Reading Cycle (Wednesday, October 4th)

**Thursday, September 7th**

* NoRedInk
* "Ceed, Cede, Cess" Root Word Test-Review Notes
* NoRedInk Test (Tuesday, September 12th)
* "Ceed, Cede, Cess" Root Word Test (Friday, September 8th)​
* Poem Presentation (Thursday, September 14th)
* Middle School-Curriculum Night (Thursday, September 14th)
* Lorado Taft Trip (9-18 to 9-20) ​
* No School (Friday, September 22nd)  
  End of Independent Reading Cycle (Wednesday, October 4th)

**Wednesday, September 6th**

* Ceed, Cede, Cess Activity #2

 Write down each word.  Identify which school subject you would most likely encounter each word. You may only use a subject once. Then, explain why in 2 sentences. Remember this is what we did in class.    
1.  accessory (n)  
2.  concede (v)  
3.  exceed (v)  
4.  intercede (v)  
5.  precede (v)   
6.  proceed (v)

* Independent Reading Proposal Form-Your Choice
* "Ceed, Cede, Cess" Root Word Test (Friday, September 8th)​
* Poem Presentation (Thursday, September 14th)
* Middle School-Curriculum Night (Thursday, September 14th)
* Lorado Taft Trip (9-18 to 9-20) ​

**Tuesday, September 5th**

* NoRedInk
* Outsiders Anticipation Guide

**Directions: For each of the following statements, indicate whether you (SA) strongly agree, (A) agree, (SD) strongly disagree, (D) disagree. THEN, write 3-5 sentences explaining your reasoning.**  
​  
1. \_\_\_\_\_ Teenagers struggle to make good decisions.  
2. \_\_\_\_\_ Physical appearance doesn’t matter among friends.  
3. \_\_\_\_\_ It’s okay to change how you act in front of different groups of peers.  
4. \_\_\_\_\_ Rich and poor kids have nothing in common. 

* "Ceed, Cede, Cess" Root Word Test (Friday, September 8th)​
* Independent Reading Proposal Form-Your Choice (Thursday, September 7th)
* Poem Presentation (Thursday, September 14th)
* Middle School-Curriculum Night (Thursday, September 14th)
* Lorado Taft Trip (9-18 to 9-20)

**Friday, September 1st**

* Stop Bringing Darius the Great Is Not Okay
* NoRedInk
* Root word-cede,ceed,cess-sentence activity - loose-leaf

​**On loose-leaf paper, write out the following sentences. Put the correct word from the "spec" word list in the blank. Yes, you may conjugate (change) the word if it is needed.**  
1.  As \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to the throne, he had to participate in an elaborate coronation.  
2.  Please do not \_\_\_\_\_\_\_\_\_\_\_\_\_\_ the maximum word count for the essay.  
3.  Unfortunately, I was forced to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ when my queen was captured by my opponent.   
4.  After the ramp was installed, on the side of the building, it was more \_\_\_\_\_\_\_\_\_\_\_\_ for all tenants.  
5.  My mother was forced to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ when neither of was wanted to share the book.  
  
**Now use the following two words in your own original sentences.**  
6.  recede  
7.  accessory

* Independent Reading Proposal Form-Your Choice (Thursday, September 7th)
* Poem Presentation (Thursday, September 14th)
* Middle School-Curriculum Night (Thursday, September 14th)
* Lorado Taft Trip (9-18 to 9-20)

**Thursday, August 31st**

* NoRedInk
* Read & Annotate - A Brief History of the English Language
* Define the words in our notes
* Poem Presentation (Thursday, September 14th)
* Middle School-Curriculum Night (Thursday, September 14th)
* Lorado Taft Trip (9-18 to 9-20)

**Wednesday, August 30th**

* Complete the ?'s MLK - on-leaf paper
* Complete the Analogies
* Complete the last 2 sentences
* Poem Presentation (Thursday, September 14th)
* Middle School-Curriculum Night (Thursday, September 14th)
* Lorado Taft Trip (9-18 to 9-20)

**Tuesday, August 29th**

* Identify 1 of each of the rhetorical devices - IHD
* Cursive - d
* NoRedInk
* Poem Presentation (Thursday, September 14th)
* Middle School-Curriculum Night (Thursday, September 14th)
* Lorado Taft Trip (9-18 to 9-20)

**Monday, August 28th**

* Identify 1 of each of the rhetorical devices - IHD
* Idiom Activity #2

On loose-leaf paper, now **use** the following the following idioms from Mark Twain's *A Story Without and End.  Use each idiom in its own sentence, in other words.*:   
1.  Sailors...*wrestled with the tale*.  
2.  Mary Taylor....was *all in all* to him.   
3.  He would ...*win the mother over.*  
4.  ...his *hopes were high*.  
5...nobody *was stirring*.  
6.  He *took to the road*.  
7.  They *were all moved*.

* Poem Presentation (Thursday, September 14th)
* Middle School-Curriculum Night (Thursday, September 14th)

**Friday, August 25th**

* Listening Activity #1

***SLANT****is one of my favorite strategies for students to practice active listening****Sit****up straight and sit as close to the speaker as you can.****Listen****with your eyes, ears, body, and heart.****Ask****and answer questions.****Nod****your head showing that you are receiving.****Track****the speaker with your eyes.*  
  
On loose-leaf paper, answer the following questions:   
1.Identify the two listening methods above, you do well in class.    
a.  Explain why you know they are effective.   
b.  How have they benefited you?  
  
2.  Identify two others you can work on.   
a.  Explain how you might use them in class.  
b.  Why would they be beneficial to you?

* Idiom Activity #1

On loose-leaf paper, define the following the following idioms from Mark Twain's *A Story Without and End*:   
1.  Sailors...*wrestled with the tale*.  
2.  Mary Taylor....was *all in all* to him.   
3.  He would ...*win the mother over.*  
4.  ...his *hopes were high*.  
5...nobody *was stirring*.  
6.  He *took to the road*.  
7.  They *were all moved*.

* Poem Presentation (Thursday, September 14th)
* Middle School-Curriculum Night (Thursday, September 14th)

**Thursday, August 24th**

* [Student Questionnaire #2](https://forms.gle/pGedsSZCZx5HxqNr8)

Click the link above.  ​

* ​NoRedInk Diagnostic
* M.I. Test & Graph

​**Wednesday, August 23rd**

* Cursive - a
* [Student Questionnaire #1](https://forms.gle/o1zXYj3JdSTzU5yt5)

Click the link above

* Literary Analysis -Figurative Language  (DGINiO)