* ﻿**This Month's Homework:**﻿
* ​​**Monday, January 8th**
-  1st Essay ? submit to Google Classroom
-  T.I.E. Graphic Organizer & Rough Draft
-  Vocabulary Lesson 8A
-  Idiom Scenes (Wednesday, January 10th)
-  WRFG Book Test (Wednesday, January 10th)
-  Purchase "The Cay" By: Theodore Taylor (Wednesday, January 10th)
-  Rules of Capitalization - Retake (Thursday, January 11th @ lunch)
-  End of Independent Reading Cycle (Friday, January 19th)
* ​​**Tuesday, January 9th**
-  Cursive Wksht - y
-  NoRedInk
-  Online-Figurative Language Activity - WRFG
For each of the passages below write whether it includes a simile or a metaphor.  Then explain what is being compared and the effect of this on the reader.

Example:  *"Billy was a warrior when he was training his dogs."
a.  Type of figurative language: metaphor
b.  Author's Intent:  The author's intent in using this metaphor is to further develop Billy's character by comparing Billy to a warrior who is tough, loyal, fearless, and strong, and doesn't give up on accomplishing his goal.*

1.  "The girl pup save him.  Like a cat in a corn crib, she sneaked in from behind and sank her needle-sharp teeth in the coon's back."
a.  Type of Figurative Language:
b.  Comparison & Author's Intent:

2.  "The day the hunting season opened I was nervous as Samie, our house cat."
a.  Type of Figurative Language:
b.  Comparison & Author's Intent:

3.  "Old Dan....just lay there in the sunshine all stretched out and limber as a rag."
a.  Type of Figurative Language:
b.  Comparison & Author's Intent:

4.  "The starlit heaven was a large blue umbrella, outspread and with the handle broken off."
a.  Type of Figurative Language:
b.  Comparison & Author's Intent:

-  Idiom Scenes
-  Purchase "The Cay" By: Theodore Taylor
-  WRFG Book Test & collecting annotations (Thursday, January 11th @ lunch)
-  Rules of Capitalization - Retake (Thursday, January 11th @ lunch)
-  End of Independent Reading Cycle (Friday, January 19th)
* ​​**Wednesday, January 10th**
-  Online-Figurative Language Activity - WRFG Part 2
For each of the passages below write whether it includes a simile or a metaphor.  Then explain what is being compared and the effect of this on the reader.

Example:  *"Billy was a warrior when he was training his dogs."
a.  Type of figurative language: metaphor
b.  Author's Intent:  The author's intent in using this metaphor is to further develop Billy's character by comparing Billy to a warrior who is tough, loyal, fearless, and strong, and doesn't give up on accomplishing his goal.*

1.  "I had never seen a night so peaceful and still.  All around me, tall sycamores gleamed like white streamers in the moonlight."
a.  Type of Figurative Language:
b.  Comparison & Author's Intent:

2.  "I took a deep breath and threw back my head to give the call the call of the hunter, but something went wrong.  My throat was an enormous knot.  I swallowed a couple times and the knot dissapeared."
a.  Type of Figurative Language:
b.  Comparison & Author's Intent:

3.  "While prowling the woods, I had seen the big tree many times.  I had always stopped and admired it.  Like a king in his own domain, it towered far above the smaller trees."
a.  Type of Figurative Language:
b.  Comparison & Author's Intent:

4.  "Little Ann started turning in circles, a whirlwind of excitement."
a.  Type of Figurative Language:
b.  Comparison & Author's Intent:

5.  "At first it was easy. My ax was sharp and chips flew.  Two hours later things were different.  My arms felt like two dead grapevines, and my back felt like someone had pulled a plug out of one end of it and drained all the sap out."
a.  Type of Figurative Language:
b.  Comparison & Author's Intent:

6.  "You had better get out of there," I said.  "If that tree takes a notion to fall, it'll mash you flatter than a tadpole's tail."
a.  Type of Figurative Language:
b.  Comparison & Author's Intent:
​
-  Read   Pages 1 & 2 The Cay "Pow, pow, pow"- annotate - specific:
These are NOT questions.  These are items you should annotate in your book.

1st paragraph - simile
2nd paragraph - Curacao - where is it?
                      -  1942 - war?
                      -  who is doing all this blowing up?
3rd paragraph -  Where is Holland?
4th paragraph -  A "U-boat" is another name for a...
5th paragraph - whole world at war - what war?
6th paragraph - protagonist's name?
7th paragraph - pontoon bridge?
8th paragraph - age of the protagonist?
9th paragraph - what did he use to do?

-  WRFG Book Test & collecting annotations
-  Rules of Capitalization - Retake (Thursday, January 11th @ lunch)
-  Vocabulary Lesson 8B (Friday, January 12th)
-  End of Independent Reading Cycle (Friday, January 19th)
* ​​**Thursday, January 11th**
-  NoRedInk
-  Vocabulary Lesson 8B
-  Cursive Wksht - z
-  WRFG Book Test & collecting annotations
-  No SCHOOL - Dr. Martin Luther King, Jr. Day (Monday, January 15th)
-  End of Independent Reading Cycle (Friday, January 19th)
* **Friday, January 12th**
-  NoRedInk
-  Vocabulary Lesson 8C
-  WRFG Essay Question
One of the themes *Where the Red Fern Grows* addresses is perseverance. Discuss what the novel has to say about this theme. Cite  specific examples from the novel to support your ideas.

Use T.I.E. due Tuesday, on loose-leaf paper. You do not need to type it.

- Finish Chapter 1 - ?'s
1. What is the cause of tension between Philip's parents.
2.  Philip says the following about his mother: "She was like that. One minute, shaking me; the next, holding me." What do you think he means?
3. Where did Phillip use to live and what was it like there?

-  No SCHOOL - Dr. Martin Luther King, Jr. Day (Monday, January 15th)
-  End of Independent Reading Cycle (Friday, January 19th)​
* ​**Tuesday, January 16th**
-  NoRedInk
-  Finish Chapter 1 - ?'s
-  End of Independent Reading Cycle (Friday, January 19th)
-  Finals (Friday, January 26th  - Thursday, February 1st)
-  ELA Final (Tuesday, January 30th)
-  Last for Make-Up or Late Work (Tuesday, January 30th)
* **Wednesday, January 18th**
-  Vocabulary Lesson 8D
-  Finish Chapter 2 - mini-quiz
-  End of Independent Reading Cycle (Friday, January 19th)
-  Finals (Friday, January 26th  - Thursday, February 1st)
-  Check your grades & email Mr. Loredo for a make-up appointment (Monday, January 22nd)
-  ELA Final (Tuesday, January 30th)
-  Last for Make-Up or Late Work (Tuesday, January 30th)
* **Friday, January 19th**
-  NoRedInk
-  Finish Chapter 3 - mini-quiz
-  Vocabulary Lesson 8E
-  Check your grades & email Mr. Loredo for a make-up appointment (Monday, January 22nd)
-  Finals (Friday, January 26th  - Thursday, February 1st)
-  Independent Reading Application- Your Choice (Friday, January 26th)
-  ELA Final (Tuesday, January 30th)
-  Last for Make-Up or Late Work (Tuesday, January 30th)
* **Monday, January 22nd**
-  ​Vocabulary Lesson 9A
-  Online - (Its , It's) activity 3
Part I. Read each sentence below. If it’s or its is used correctly in the sentence, circle right in the blank. If it’s or its is not used correctly, circle wrong.

1. It’s important to finish your homework. right   wrong

2. Does your cat play with its toys? right   wrong

3. She knows its too late for her to call. right    wrong

4. The earth rotates on it’s axis. right    wrong

5. Ask your mother if it’s all right to come with us. right    wrong

6. The alien spoke its own language. right   wrong

7. Do you see where its landed? right    wrong

8. The car rolled on it’s side. right    wrong

Part II. In the blanks below, write the correct word: it’s or its.
1. I love to watch my dog chase \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ tail.
2. Do you know if \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ going to rain?
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ song finished, the bird flew away.
4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ my birthday!
5. When \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ your turn, throw Micky the ball.
6. Put the phone back in \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ case.
7. Will the cow find \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ way home?
​8. I looked at the movie guide, and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ already started.

- Grading your realistic - fiction annotations
-  Vocabulary Lesson 8 Test (Wednesday, January 24th)
-  Finals (Friday, January 26th  - Thursday, February 1st)
-  Spelling Test (Friday, January 26th)
-  Clean Binder-planner (Friday, January 26th)
-  Independent Reading Application- Your Choice (Friday, January 26th)
-  ELA Final (Tuesday, January 30th)
-  Last for Make-Up or Late Work (Tuesday, January 30th)
* **Tuesday, January 23rd**
-  ​Vocabulary Lesson 1-8 Puzzle
-  Online - Show, Don't Tell -complete sentences
Show the Face, Body and Voice of the following character/situation. Do it the same way we did it in class today. 2 -3 sentences for each section.

Lisa was a stubborn child.

-  Vocabulary Lesson 8 Test
-  Finals (Friday, January 26th  - Thursday, February 1st)
-  Spelling Test (Friday, January 26th)
-  Clean Binder-planner (Friday, January 26th)
-  Independent Reading Application- Your Choice (Friday, January 26th)
-  ELA Final (Tuesday, January 30th)
-  Last for Make-Up or Late Work (Tuesday, January 30th)
-  Journal Collection (Wednesday, January 31st)
* **Wednesday, January 24th**​
-  Vocabulary Lesson 9B
-  2 Online - Show, Don't Tell -
Describe the face, body, & voice of the person in complete sentences.  Do not label each part, just make it one nice paragraph. Don't forget to indent.
1.  Martin acted older than his age.
2.  Sylvia had a fantastic personality.

-  Finals (Friday, January 26th  - Thursday, February 1st)
-  Journal Collection (Friday, January 26th)
-  Extra-Credit /Clean Binder-planner (Friday, January 26th)
-  Independent Reading Application- Your Choice (Friday, January 26th)
-  Bring crayons - colored pencils (Friday, January 26th)3
-  Spelling Test (Friday, January 26th)
-  ELA Final (Tuesday, January 30th)
-  Last for Make-Up or Late Work (Tuesday, January 30th)
-  Up to 5 NoRedInk=1 Late Form (Tuesday, January 30th)
-  NoRedInk Test (Thursday, February 1st)
* **Thursday, January 25th**​
-  NoRedInk
-  Spelling Test
-  2 Online - Show, Don't Tell -complete sentences
-  Extra-Credit/Clean Binder-planner
-  Bring crayons, colored pencils, markers
-  Independent Reading Application- Your Choice
-  Finals (Friday, January 26th  - Thursday, February 1st)
-  ELA Final (Tuesday, January 30th)
-  Last for Make-Up or Late Work (Tuesday, January 30th)
-  Up to 5 NoRedInk=1 Late Form (Tuesday, January 30th)
-  Journal Collection (Wednesday, January 31st)
-  NoRedInk Test (Thursday, February 1st)
* ​**Friday, January 26th**​
​-  NoRedInk
-  Vocabulary Lesson 9C
-  2 Online - Show, Don't Tell - 2 complete sentences, mix them up, key
1.  Jonathan was helpful to everyone in his class.
2.  Samantha was very competitive on the basketball court.
​
-  Bring crayons, colored pencils, markers
-  ELA Final (Tuesday, January 30th)
-  Last for Make-Up or Late Work (Tuesday, January 30th)
-  Up to 5 NoRedInk =1 Late Form (Tuesday, January 30th)
-  Journal Collection (Wednesday, January 31st)
-  NoRedInk Test (Thursday, February 1st)
* ​**Monday, January 29th**​
-  Vocabulary Lesson 9D
-  NoRedInk
-  2 Online - Show, Don't Tell - 2 complete sentences, mix them up, key
-  Bring crayons, colored pencils, markers
-  ELA Final (Tuesday, January 30th)
-  Last for Make-Up or Late Work (Tuesday, January 30th)
-  Up to 5 NoRedInk =1 Late Form (Tuesday, January 30th)
-  Journal Collection (Wednesday, January 31st)
-  NoRedInk Test (Thursday, February 1st)
* ​**Wednesday, January 31st**-  Vocabulary Lesson 9E
-  Bring crayons, colored pencils, markers
-  NoRedInk Test
-  End of Independent Reading Cycle (Friday, February 16th)​