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4/20/20

1. Oh I forgot to bring the cookies.
 - A. Oh,
 - B. I, forgot
 - C. to, bring
 - D. No error
2. "The boy in the kayak," whispered Sue "is the new football captain."
 - A. boy, in the
 - B. new, football
 - C. whispered Sue,
 - D. No error

4/21/20

1. Which sentence uses commas correctly?
 - A. I have to run to the store, get my hair cut, and pick up the kids from daycare.
 - B. I have to run to the store, get my hair cut and pick up the kids from daycare.
 - C. I have to run to the store get my hair cut, and pick up the kids from daycare.
 - D. None of the above
2. Which sentence uses commas correctly?
 - A. We can go the grocery store, or we can go to the mall.
 - B. We can go to the grocery store or, we can go to the mall.
 - C. We can go to the grocery store, we can go the mall.
 - D. None of the above

4/23/20

1. Which sentence uses commas correctly?
 - A. After ten minutes I, asked the nurse about the medicine.
 - B. After, ten minutes I asked the nurse about the medicine.
 - C. After ten minutes, I asked the nurse about the medicine.
 - D. None of the above
2. Which sentence uses commas correctly?
 - A. When the flight lands I will hug, my family.
 - B. When the flight, lands I will hug my family.
 - C. When the flight lands I, will hug my family.
 - D. None of the above

4/24/20

1. Which sentence uses commas correctly?
 - A) Jessica sings with power passion, and strength.
 - B) Jessica sings with power, passion, and strength.
 - C) Jessica sings with power, passion and strength.
 - D) None of the above
2. Which sentence uses commas correctly?
 - A) Tomorrow, Wednesday we will take a trip to the zoo.
 - B) Tomorrow, Wednesday, we will take a trip to the zoo.
 - C) Tomorrow Wednesday, we will take a trip to the zoo.
 - D) None of the above

4/27/20

1. We hiked to the of the mountain over
 - A) streams, rocks, and, brush.
 - B) ,streams rocks and brush.
 - C) streams, rocks, and brush.
 - D) streams rocks and brush.
2. Students are expected to
 - A) read think, and write critically.
 - B) read, think, and write critically.
 - C) read think, and, write critically.
 - D) read think and write critically.

4/28/20

1. When playing baseball, you have to be able
 - A) to run, catch and throw proficiency.
 - B) to run, catch, and throw, with proficiency.
 - C) to run catch and throw with proficiency.
 - D) to run, catch, and throw with proficiency.
2. In the Granite Man Triathlon, you are expected
 - A) To swim for a mile bike for 20 miles and run for five miles.
 - B) To swim for a mile, bike for 20 miles, and, run for five miles.
 - C) To swim for a mile, bike for 20 miles, and run for five miles.
 - D) To swim, for a mile, bike for 20 miles, and run for five miles.

4/30/20

1. The ___ raccoon poked at the hot dog.
 - A) nimble, fat, and furry
 - B) nimble fat and furry
 - C) nimble fat, and, furry
 - D) nimble, fat and furry
2. The man's
 - A) white, cotton shirt was cleaned and starched.
 - B) white cotton shirt was cleaned, and starched.
 - C) white , cotton shirt was cleaned, and starched.
 - D) white cotton shirt was cleaned and starched.

5/1/20

1. Which sentence uses commas correctly?
 - A) The swift, muddy river left its banks ran through our basement, and transported fish into our back yard.
 - B) The swift muddy river lefts its banks ran through our basement and transported fish into our back yard.
 - C) The swift, muddy, river left its banks, ran through our basement and transported fish into our back yard.
 - D) The swift, muddy river left its banks, ran through our basement, and transported fish into our back yard.
- 2.

Week April 13-17th

Grammar Moment 4/13/20: Refer to the grammar worksheet for today's practice exercises.

Previewing the Text

Directions: Complete the graphic organizer prior to reading the entire text. Use your scanning and skimming skills to preview the text. Write your answers on the chart or submit within Schoology.

See What do you see?	Think What are you thinking?	Wonder What are you wondering?

A Mix of Colors and Cultures
by ReadWorks

Boomcha boom boomcha boom. Maya bopped her head to the salsa music that played in the distance. She looked toward the beat's source-off to her left, a group of Spanish-speaking students were practicing a dance for the culture festival that their school was holding later in the day. The dancing girls wore swinging, vibrant skirts that swayed as they wiggled their hips to the horns and drums of the music. Maya wished that she could dance like that. In front of her, parents were setting up food stations along the main corridor of the international school. As the mothers and fathers lined up the traditional food items of their native countries on little tables, they wiped off the beads of sweat that had accumulated on their foreheads. April is the hottest month in Bangkok, Thailand, and they were all feeling it. Maya headed inside to the dance studio to get dressed, but mostly to feel the icy breeze of the air conditioner.

Dooom chikchik doooooom chikchik. As she approached the school's dance studio, Maya began to hear cymbals clashing, a sound increasing in volume-dance practice must have already begun.

"Maya! How nice of you to join us," Mrs. Apasiri greeted her student as she walked through the doorway.

"Grab your candles and join in, please," the teacher instructed.

Maya wove through the seven girls who were swaying on the dance floor to the other side of the room where her costume was. She fumbled through her bag for the two candles she would need. After finding them, Maya rushed out onto the floor. They were performing the "Fawn Tian," or candle dance, a traditional Thai folk dance.

"Four on the right and four on the left, please," Mrs. Apasiri told her dancers, arranging their formation. "The orchestra will be behind you, so just remember that when you start moving around," she added.

The girls were to perform last in the entire show, so that their candles could flicker in the dark of the night. Mrs. Apasiri turned on the music, a combination of string and percussion instruments. Maya

listened to the humming notes of the **saw duanga** two-stringed instrument typically used in classical Thai music. She, along with the other dancers, slowly moved up and downstage as they gracefully swung their hands right and left, being cautious so as to not extinguish the candle flames.

Once they finished practicing, it was time to get dressed. A few mothers of the dancers had wandered in during the rehearsal and were waiting patiently to start helping out with makeup and hair. Maya walked over 0tQq0.0000091 dancbag werepllo3(s)11(sn)4(d)3 (y)-5(IETQq0.00000912 0 612 92 reW*ñBT/F2 11.04 Tf1 0 0 1 289.

They each grabbed a fork and reluctantly tried Maya's mixture. Slowly, they all began to nod their heads in approval. "Nice work, Maya," Chris said with a mouth full of food. She smiled in response

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Vocabulary Exploration

Directions: Complete the graphic organizer as you read the text. Highlight four terms from the text.

seen outside her window. It had only taken her an hour to finish the work, and she nodded her head in satisfaction. Not a single paintbrush lay near her; the young artist preferred to use alternative painting tools, like string and sponges. So when she found herself alone at home with nothing to do, she grabbed a canvas, a knife, and a bunch of paint, and set her easel right in front of a window. She smeared, wiped, carved, and brushed bright colors across the blank space with the edge of her palette knife, inspired by the sunset, but not exactly copying its bright streaks and perfect blend of colors.

She admired abstract artists, like Wassily Kandinsky, and therefore adhered to that style more than anything else she had been taught in art class. Her teacher had shown her one of Kandinsky's most famous abstract works, "Colour Studies: Squares and Concentric Circles," when she first began taking classes from him. The painting is divided into twelve square sections, each with a series of concentric circles within. Although she loved the simplicity of the work, what she liked most was Kandinsky's use of contrasting colors-the circles were painted with both earthy, dark hues as well as bright reds, yellows, and oranges. Many of Ariana's friends criticized abstract art-"What's the point?" they would ask-but she loved that it had the potential to elicit a strong emotional reaction to an untraditional image. Her painting of the sunset hardly looked like the sky; she'd borrowed hues from what she saw outside to create her own piece, which turned out to be a series of contrasting horizontal lines that spanned across the canvas.

The next day, she brought the painting to her teacher, Marcus. "Ariana, please, I've had enough

the rest of year with various showings, he could not feature Ariana's artwork anytime soon. But the two did not let that deter them. They wandered around town, peering into a few possible locations and asking around about any new empty spaces. Ultimately, though, they could not find anything within their price range.

After a long day of searching, Marcus and Ariana stumbled into a small local coffee shop to take a break. A waitress approached them after they both sat down and took their orders. After a long period of silence, Ariana spoke. "So what are we going to do now?" she asked, a bit disappointed about the day's events. "We'll find something-without a doubt, we'll discover a way to showcase your art," he assured her. Just as he said that, the waitress returned with their drink orders.

Vocabulary Exploration

Directions: Complete the graphic organizer as you read the text. Highlight four terms from the text. The four terms can include words with multiple meanings and/or unfamiliar phrases.

Vocabulary Reflection: Which words would you most likely use again? Explain why you think the words should be added to your personal vocabulary bank.

5. Marcus greatly believes in Ariana's talents as an artist. What evidence from the text supports this conclusion?

A. "Her teacher had shown her one of Kandinsky's most famous abstract works, 'Colour Studies: Squares

Sam had turned his bedroom into a Dodgers shrine, complete with pennants, framed newspaper articles, glass-encased fly balls, and a few autographed headshots. He didn't like other people to come into his room, though-sometimes he was worried it was a bit too much. He had once made the mistake of bringing a friend to a Dodgers game when Uncle Gabriel couldn't go, and it had been a disaster. Jordan had wanted to talk the entire time and barely paid attention to the game. He had then gotten annoyed at Sam for **not** wanting to talk: it was awful. Sam had felt too embarrassed to take notes and jot down the stats for the game, which had really messed up the seasonal scorecard he and Uncle Gabriel usually kept.

The first game of this year's season found the Dodgers pitted against the Chicago Cubs, those eternal underdogs. Sam and Uncle Gabriel handed their tickets to the collector and made their way to the section they had sat in for the last ten years.

"Think Puig will be as awesome as he was last year, Uncle G?" Sam asked, pulling his blue baseball hat down over his eyes to guard against the sun.

Uncle Gabriel, his pinstriped Dodgers jersey stretched across his heavysset belly, stepped gingerly aside as a family of six rushed past holding containers of popcorn and cotton candy. "Puig is the gift that keeps on giving," he said, looking back at Sam. "Don't worry-he'll make us proud."

They finally reached their section and headed to their seats. Uncle Gabriel took small steps down the row, shouting out greetings as they passed by old friends and fellow season-ticket holders. These guys had been sitting in the same row and section for years together and shared Sam and Uncle Gabriel's

Jessica smiled back and nodded.

It was the first time Sam barely paid attention to a baseball game without being overly upset. He liked talking to Jessica: despite her initial negativity, she actually seemed to get into the game and had even heckled a player or two by the top of the seventh. She didn't laugh at Uncle Gabriel, who was watching with extreme concentration, a small pencil pressed to a pad of notebook paper filled with numbers and notes about the individual players. During the seventh-inning stretch, she sang the baseball fan's pledge of allegiance with gusto, and let her dad hug her when the Dodgers won. Sam couldn't help wondering if maybe, at some game in the future, he himself would hug her if the Dodgers won.

"Maybe I'll come to the next game with my dad," Jessica said, as she, Sam, her dad, and Uncle Gabriel made their way down the stairs, following the slow-moving crowds to the parking lots. "That'd be cool," Sam said. "See you in school." He waved briefly and followed Uncle Gabriel to their car in the first lot.

Sam was quiet as they got into the car and waited in a long line of traffic to exit the stadium.

"Good game, huh?" Uncle Gabriel asked, looking at him out of the corner of his eye.

Sam felt conflicted: he had really liked watching the game with Jessica, but he had barely paid attention to the action itself. He didn't regret talking with Jessica, but he definitely regretted missing the game. "Yeah, I guess so," he said.

Uncle Gabriel laughed. "Will that young lady be at many games this season?"

"Probably," Sam said, feeling sick-how many games would he miss?

"Don't worry about it, Sammy!" Uncle Gabriel said. "Baseball games should be fun in all sorts of different ways. Don't be too hard on yourself." He chuckled and patted Sam's shoulder. "You can always stay home and watch on TV!"

Sam punched his shoulder and grinned.

Vocabulary Reflection: Which words would you most likely use again? Explain why you think the words should be added to your personal vocabulary bank.

Response to Text- Fanhood _

What is Sam's conflict at the end of the story? Support your answer with evidence from the text. Write your response on a separate piece of paper or submit within Schoology. *Your response should be 3-6 sentences.

Silent/Independent Reading 4/22/20: 1) Silently read a book or text of your choice for at least 25 minutes. 2) Text Share-Summarize (orally) what you read to a relative or friend. Did they find the summary interesting or boring? Do you think they would like to read the text? Write their response on a separate piece of paper or submit within Schoology.

Grammar Moment 4/23/20: Refer to the grammar worksheet for today's practice exercises.

Previewing the Text

Directions: Complete the graphic organizer prior to reading the entire text. Use your scanning and skimming skills to preview the text. Write your answers on the chart or submit within Schoology.

See What do you see?	Think What are you thinking?	Wonder What are you wondering?
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The man across from her leaned back in his chair, resting one arm on the chair's armrest, and his chin in his palm. His knuckles were buried in his mustache. He had a daily calendar on his desk, the "funny" kind. Every day was matched with a joke. Octavia imagined that ripping off the next sheet in the morning to find a new joke might be the bright spot of someone's morning.

Octavia got her biggest kicks not from talking about her schooling or her grades, but from talking about

Term	Definition in Your Own Words	Textual Evidence *clues/hints for meaning

Vocabulary Reflection: Which words would you most likely use again? Explain why you think the words should be added to your personal vocabulary bank. Remember to think beyond using them in the classroom or school. • Write your response on a separate piece of paper or submit within Schoology.

Grammar Moment 4/24/20: Refer to the grammar worksheet for today's practice exercises.

Text Questions - The Grime _

1. Where does Octavia's discomfort come from?
 - a. She is too smart.
 - b. She kind of likes to boast.
 - c. She likes to talk about her grades and school
 - d. Interviews made her nervous.

2. What is a main theme of this story?
 - a. Volunteering is the right thing to do.
 - b. It's okay to change your mind and your perspective.
 - c. A person's character can be very complex because it is made up of many parts.
 - d. You should always boast about your accomplishments.

3. Octavia explains to Paul why she wants to volunteer to teach illiterate adults to read. Based on what she says to him, what can be concluded about why she wants to volunteer?
 - a. Octavia genuinely wants to help people to read.
 - b. Octavia wants to feel important
 - c. Octavia wants to boast about her accomplishments
 - d. She wanted to add this to her resume.

4. What word or phrase best completes the sentence?
Octavia's identity is not simple; _____, it is complex.
 - a. Instead
 - b. Reluctantly
 - c. Despite
 - d. Of course

5. Read the following sentences from the story.
"What Octavia came to understand was that her identity was complex: her character wasn't simple, wasn't driven by any one thing. She was made up of parts. Some of those parts wanted to learn. Some parts wanted to teach. Some were arrogant, and some were humble."

Vocabulary Reflection: Which words would you most likely use again? Explain why you think the words should be added to your personal vocabulary bank. Remember to think beyond using them in the classroom or school. • Write your response on a separate piece of paper or submit within Schoology.

Grammar Moment 4/28/20: Refer to the grammar worksheet for today's practice exercises.

Text Questions- Hope is the Thingope is the

Response to Text- Hope is the Thing with Feathers _

Read these lines from the poem:

And never stops at all,

And sweetest in the gale is heard;

And sore must be the storm

That could abash the little bird

That kept so many warm.

Based on these lines, what is an important characteristic of hope, or "the little bird"? Write your response on a separate piece of paper or submit within Schoology. *Your response should be 3-6 sentences.

Silent/Independent Reading 4/29/20: 1) Silently read a book or text of your choice for at least 25 minutes. 3)Text Share-Summarize (orally) what you read to a relative or friend. Did they find the summary interesting or boring? Do you think they would like to read the text? Write their response on a separate piece of paper or submit within Schoology.

Grammar Moment 4/30/20: Refer to the grammar worksheet for today's practice exercises.

Previewing the Text

Directions: Complete the graphic organizer prior to reading the entire text. Use your scanning and skimming skills to preview the text. Write your answers on the chart or submit within Schoology.

See What do you see?	Think What are you thinking?	Wonder What are you wondering?

The Road Not Taken

by Robert Frost

Two roads diverged in a yellow wood,

And sorry I could not travel both

And be one traveler, long I stood

And looked down one as far as I could

To where it bent in the undergrowth;

5

Then took the other, as just as fair

And having perhaps the better claim,

Because it was grassy and wanted wear;

Though as for that, the passing there

10 Had worn them really about the same,

10

And both that morning equally lay

In leaves no step had trodden
black Oh, I kept the first for

3. What is the theme of this poem?

A. giving up hope

B. making a choice

C. enjoying the present moment

D. having the courage to fight for something you believe in

4. Based on the information in 0.0s0 G