

Ticket Out

- 1. I've *completed* ____ of ____**
- 2. Today I...**
- 3. Tomorrow I will start with...**

Ticket Out



- 1. I've *completed* ____ of ____**
- 2. Today I...**
- 3. Tomorrow I will**

Menu

Content:

Topic:

Othello Think – Tac-Toe

Character	Pick a character – Describe the personality traits of that person.	Pick a character – Write a poem or rap about that character.	<p>Pick a Character –</p>  <p>Make a set of masks showing the two sides of that character.</p>
Setting	Make a greeting card which shows one of the scenes in the novel. Be sure to include a verse from the text.	Using a search engine like Google, search for images which show as many settings as you can. Load those images and prepare as a movie maker.	<p>Pick a character and draw the clothing of the time. You may use these websites to help you:</p> <p>Women's Clothing: http://realtomofvenus.renaissanceitaly.net/wardrobe/artgallery/lb.htm http://digitalgallery.nypl.org/nypl/digital/digitalkeysearchresult.cfm?word=Women%20-%20Clothing%20%26%20dress%20-%20Italy%20-%20Ventic%20-%201500-1599&s=3&notword=&f=2</p> <p>Men's Clothing: http://realtomofvenus.renaissanceitaly.net/wardrobe/wardrobe.htm http://www.nachtanz.org/SReed/doubles.html</p>
Theme	Using one of the themes below, find two quotes which support that theme. Appearance vs Reality Race/Prejudice Pride/Jealousy Animals as Symbols	“Interview” a character to find out what lessons they have learned.	<p>Using one of the sites below, find three paintings which support one of the themes mentioned to the left.</p> <p>For example: This illustration shows jealousy Image: http://catsnark.blogspot.com/</p>  <p>http://www.philamuseum.org/collections/museum/ http://www.nga.gov/collection/index.shtm#artist http://www.metmuseum.org/works_of_art/collection_database/the_costume_institute/listview.aspx</p>

Othello Final Project
ILA 8

You will choose one of the following products to demonstrate your knowledge of Appearance vs Reality in *Othello*.

- **Theme Paper**
- **Press Conference held by Cassio at the end of the play (script)**
- **Cartoon strips- illustrate scenes that tie in with the quotes you choose to portray A vs R**
- **Meet-the Press style round table panel discussion script (you may choose to record audio and/or video for this)**
- **Op-Ed piece/Letter to the Editor/Pro-Con piece on Iago's involvement in the deaths of Othello and Desdemona**

No matter which format you choose, you will follow the same criteria for content.

Part One

This part will be the introduction. Your method of intro will depend on your format. For a five-paragraph theme essay, you will follow the step-up model. The discussion panel would probably start with the moderator explaining the day's topic of discussion. The press conference would begin with Cassio explaining why he called the press conference. See your teacher for ideas for the other formats.

Part Two

This part will focus on Desdemona and include AT LEAST TWO examples from the text for appearance and AT LEAST TWO examples from the text about reality. Include Act, scene and page numbers for in-text documentation and EXPLAIN HOW EACH OF THE QUOTES APPLIES TO EITHER APPEARANCE OR REALITY.

Part Three

This part will focus on Cassio and include AT LEAST TWO examples from the text for appearance and AT LEAST TWO examples from the text about reality. Include Act, scene and page numbers for in-text documentation and EXPLAIN HOW EACH OF THE QUOTES APPLIES TO EITHER APPEARANCE OR REALITY.

Part Four

This part will focus on Iago and include AT LEAST TWO examples from the text for appearance and AT LEAST TWO examples from the text about reality. Include Act, scene and page numbers for in-text documentation and EXPLAIN HOW EACH OF THE QUOTES APPLIES TO EITHER APPEARANCE OR REALITY.

Part Five

This part will be your conclusion. It should effectively wrap up your piece by explaining how Iago used appearance vs. reality to manipulate the other characters in the story.

Othello Final Product ~ Graphic Organizer
ILA 8

Name: _____

CHOICE: _____

PART ONE: INTRODUCTION (check the one that applies to your choice)

- _____ 1. **STEP- UP model for essay (Grabber, lead sentences, and thesis statement)**
- _____ 2. **Cassio explains why he called the press conference (offer brief background information from Act V)**
- _____ 3. **Written explanation of the premise of the cartoons (set the scene)**
- _____ 4. **Moderator explain the topic of the discussion (Meet-the-Press)**
- _____ 5. **Explains reason(s) for writing Op-Ed piece/Letter to the Editor/Pro-Con pieces**

Create your introduction here:

PART TWO: DESDEMONA

DESEDEMONA			
Appearance Acts 1-3	Appearance Acts 4-5	Reality Acts 1-3	Reality Acts 4-5
Quote	Quote	Quote	Quote
Citation (Act: scene: page)	Citation (Act: scene: page)	Citation (Act: scene: page)	Citation (Act: scene: page)
Explanation	Explanation	Explanation	Explanation

PART THREE: CASSIO

CASSIO

Appearance Acts 1-3	Appearance Acts 4-5	Reality Acts 1-3	Reality Acts 4-5
Quote	Quote	Quote	Quote
Citation (Act: scene: page)	Citation (Act: scene: page)	Citation (Act: scene: page)	Citation (Act: scene: page)
Explanation	Explanation	Explanation	Explanation

PART FOUR: IAGO

IAGO

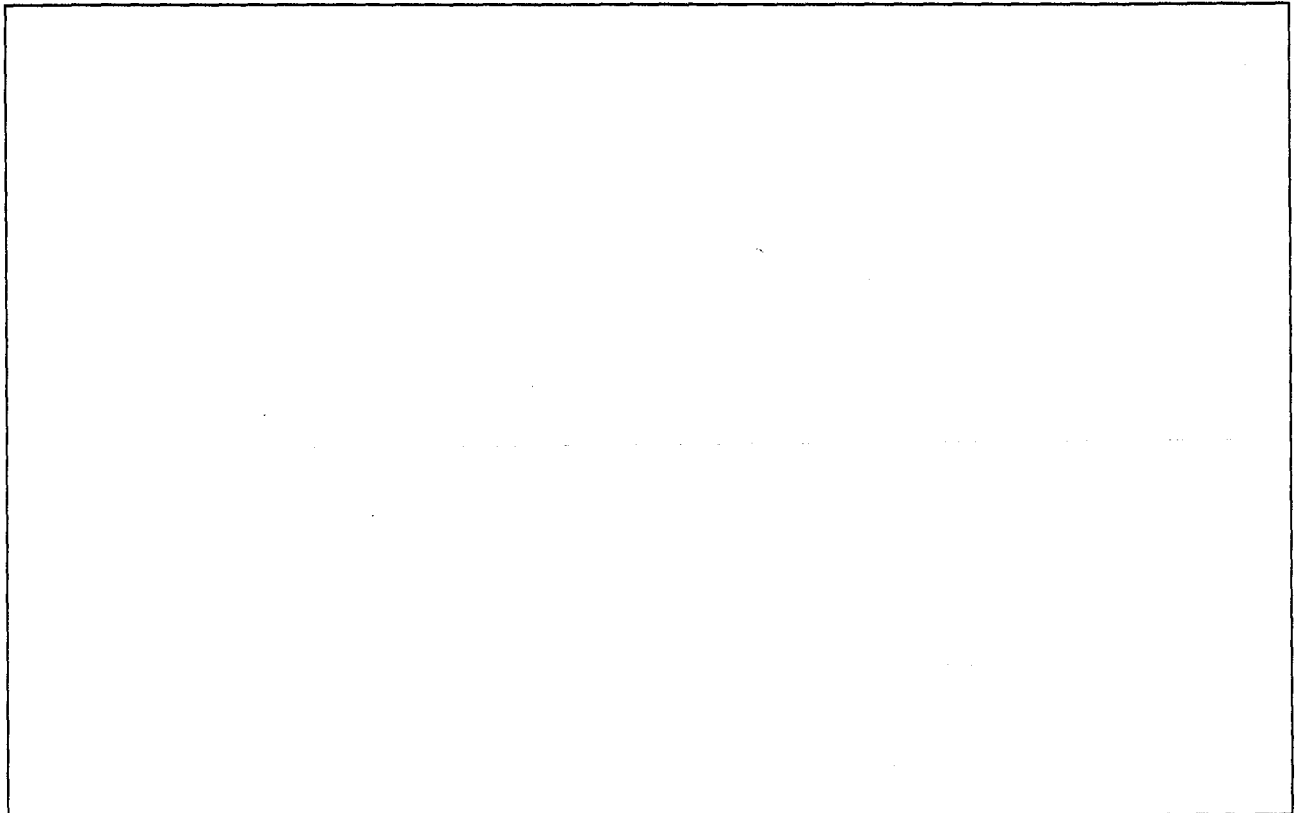
Appearance Acts 1-3	Appearance Acts 4-5	Reality Acts 1-3	Reality Acts 4-5
Quote	Quote	Quote	Quote
Citation (Act: scene: page)	Citation (Act: scene: page)	Citation (Act: scene: page)	Citation (Act: scene: page)
Explanation	Explanation	Explanation	Explanation

PART FIVE: CONCLUSION

_____ 1. Explain how Iago uses appearance vs. reality to manipulate others.

_____ 2. Re-state the thesis and create a memorable clincher for the essay.

Create your conclusion here:



Menus

Todd County teacher. Deanna Brodkorb, adapted Wormeli's menu suggestions to fit the needs of her high school journalism class. Brodkorb included aspects of the Layered Curriculum® approach (see page 7) into her project menu choices. By completing just the Main Dish items students could earn a C. The Main Dish includes the basic information Brodkorb wanted all students to know, understand, and do. Brodkorb adapted the dessert portion and made it a requirement for an A grade.

The Journalism Cafe'

Complete all items to earn a C grade.

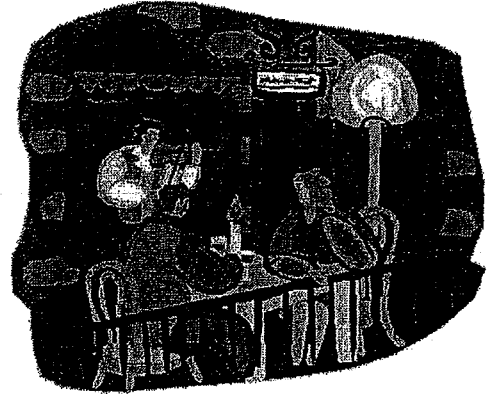
- 1 newspaper story that includes a photograph, graphic, or video clip
- Your newspaper story converted into a broadcast story
- 2 PhotoShops, either a continuance of tutorials or original projects
- 4 journals (equal to ½ typed page)
- Participation in the production of all news videos

Side Dishes

Choose at least two side dishes to earn a B grade.

If you wish to earn an A grade, you must complete five different side dishes.

- Additional PhotoShop
- Additional newspaper story
- Additional broadcast story
- Editorial
- Editorial cartoon
- Advertisement design
- Photograph/graphic



Dessert

Complete one for an A grade.

- Video tape an event
- PowerPoint (either stand alone or to be used in a video)
- Redesign of a newspaper masthead
- Sell advertisements
- Lay out two newspaper pages
- Write a script
- Create a personal video production

Name _____



4.1.2 Main Idea & Details

Activities due on _____

Must Do:

- _____ Context Clues ~ Vocabulary Worksheet
- _____ Complete "Tangled Up!" worksheet.
- _____ Main Idea & Details Organizer for "*Survival in the Sahara Desert*" ~ Only after you've met with teacher!
- _____ Do the Think Dots for "*Survival in the Sahara Desert*" with a partner. Write your responses on the back on the Think Dots worksheet. You may only work on this after you've read the book with teacher!

Can Do:

- _____ Research Desert Animals on the Internet ~ See folder for the directions and organizer. Look at teacher's sample poster on "The Desert Tortoise" and use it as a model.
- _____ Super Science Magazine Project ~ See folder for the directions, magazines, and organizers. You may read the article with a partner, but you must complete the activity independently.
- _____ Main Idea Board Game ~ Work with a partner or a small group of three. Read the directions before you begin!
- _____ Main Idea Mania ~ See the folder for directions, a book, and an organizer. You may work with a partner!
- _____ Complete the activity on the back cover of your guided reading book. Wait until you've met with teacher before starting this activity!

Name _____



4.1.2 Main Idea & Details

Activities due on _____

Must Do:

- _____ Surrounding Words ~ Vocabulary Worksheet
- _____ Complete "What a Catch!" worksheet.
- _____ Main Idea & Details Organizer for *Survival in the Great Sandy Desert* ~ Only after you've met with teacher!
- _____ Do the Think Dots for *Survival in the Great Sandy Desert* with a partner. Write your responses on the back on the Think Dots worksheet. You may only work on this after you've read the book with teacher!

Can Do:

- _____ Research Desert Animals on the Internet ~ See folder for the directions and organizer. Look at sample poster on "The Desert Tortoise" and use it as a model.
- _____ Super Science Magazine Project ~ See folder for the directions, magazines, and organizers. You may read the article with a partner, but you must complete the activity independently.
- _____ Main Idea Board Game ~ Work with a partner or a small group of three. Read the directions before you begin!
- _____ Main Idea Mania ~ See the folder for directions, a book, and an organizer. You may work with a partner!
- _____ Complete the activity on the back cover of your guided reading book. Wait until you've met with teacher before starting this activity!

Independent Novel Assignment

Tic-Tac-Toe Test: You must complete three of the boxes/prompts below in tic-tac-toe order (you must go through the middle somehow). If you read a non-fiction text or short stories, please choose extra carefully. Outer boxes are 25 pts. each, middle box is worth 10 points = total of 60 points.

<p>Main Character: Who is the main character? Describe him/her physically, emotionally, and intellectually. How does he/she change throughout the novel? What causes this change? Make sure to use evidence from the novel.</p>	<p>Plot: What happens in the novel? Be specific and please explain the events in the sequential order in which they happened in the novel.</p>	<p>All Characters: Complete a SWBST (Somebody Wanted, But, So, Then) chart for all of the characters in your novel.</p>
<p>Reader Response: Did you enjoy the book? Why or why not? In what way? Be very specific and provide at least four examples/pieces of evidence from the book of things the author did well and did not do well. If you are vague you will not receive credit.</p>	<p>Book Specifics (to be put at the top of your loose-leaf):</p> <ul style="list-style-type: none"> ▪ Title, Author, & Genre ▪ Number of pages ▪ Why you selected the book ▪ Reflections on yourself and how you read the book ▪ Overall rating of the book (scale of 1-10 and a "because") 	<p>Teacher: Create a test based on your novel with an answer key. It must have a variety of questions (t/f, multiple choice, fill-in the blanks, short answer). You must have a minimum of 25 questions that cover the entire book.</p>
<p>Passages: Select at least four passages from a variety of places in the text (use MLA citations) and explain why they are significant to the plot, the message, and/or your personal meaning-making of the novel.</p>	<p>Connections: Make at least four connections with the novel (T/T, T/S, T/W). Make sure your connections are valid and have depth. Make sure to use evidence from the novel.</p>	<p>Title: Why is the title of your book what it is? Please be sure to explain fully both the literal (surface level) and figurative (deeper level) meanings.</p>

Personal Agenda for: _____ # _____
(name)

You **must** complete all of the following activities for Language Arts. Items must be completed during center times or for homework. Check off each item as you finish. ALL ITEMS DUE ON

<u>Vocab Lab</u>	<u>Skill: Vocabulary Unit 5</u>
<ul style="list-style-type: none">○ Complete Unit 5 in your workbook/ highlight the words○ WEB ACTIVITY! Visit and complete the QUIA vocab unit 5 activity○ Vocab Review: Units 1-3 Complete pages 45,48,49,50	
<u>Poetry Cafe</u>	<u>Skill: Poetry Writing</u>
<p>You will create two poems for this unit. Follow directions posted at the center.</p> <ul style="list-style-type: none">○ 1. Color Poem in the spirit of the poems we read by author Mary O'Neil.○ 2. Free Choice Poem: Create a poem that has three stanzas on a topic of your choice.	
<u>Poetry Prep</u>	<u>Skill : Test Taking:Reading Poetry</u>
<ul style="list-style-type: none">○ Play 3 Quia Poetry Games○ Complete Poetry Test Practice	
<u>Poet's Corner</u>	<u>Skill:Interpreting Poetry</u>
<ul style="list-style-type: none">○ With a partner read through poetry books and select two poems to analyze. Each person fills out a Poem Analysis Sheet on one poem to prepare for your presentation. You will present your poems to the class using the Eno.○ On your own read through the 3 selections from Seeing the Blue Between: Select one poet's advice you would follow. Write an entry in your writer's notebook about why you think this advice is helpful.	

#2

Personal Agenda for: _____ # _____
(name)

You must complete all of the following activities for Language Arts. Items must be completed during center times or for homework. Check off each item as you finish. ALL ITEMS DUE ON _____

<u>Vocab Lab</u>	<u>Skill: Vocabulary Unit 5</u>
<ul style="list-style-type: none">○ Highlight a familiar synonym in your workbook UNIT 5○ Complete the Sort It Out worksheet○ Complete Study Tool worksheet○ Complete Unit 5 in your workbook○ WEB ACTIVITY! Visit and complete the QUIA vocab unit 5 activity	
<u>Poetry Cafe</u>	<u>Skill: Poetry Writing</u>
<p>You will create two poems for this unit. Follow directions posted at the center.</p> <ul style="list-style-type: none">○ 1. Color Poem in the spirit of the poems we read by author Mary O'Neil.○ 2. Free Choice Poem: Create a poem that has three stanzas on a topic of your choice.	
<u>Poetry Prep</u>	<u>Skill : Test Taking:Reading Poetry</u>
<ul style="list-style-type: none">○ Play 3 Quia Poetry Games○ Complete Poetry Test Practice	
<u>Poet's Corner</u>	<u>Skill:Interpreting Poetry</u>
<ul style="list-style-type: none">○ With a partner read through poetry books and select two poems to analyze. Each person fills out a Poem Analysis Sheet on one poem to prepare for your presentation. You will present your poems to the class using the Eno.○ On your own read through the 3 selections from Seeing the Blue Between: Select one poet's advice you would follow. Write an entry in your writer's notebook about why you think this advice is helpful.	

#1

Frindle by Andrew Clements



6TH

Tic-Tac-Toe Activity Board

Directions: Choose three activities to complete and circle them on this gameboard.

Your three activities must create a straight line going across, down, or diagonally like in the game Tic-Tac-Toe.

Neatness and effort count! Have fun!

<p>1. <u>Improve Your Vocabulary</u></p> <p>Mrs. Granger is a firm believer in improving your vocabulary. Choose 4 words from the worksheet. What do you think they mean? Write down your first idea, then use a dictionary to look up the correct definition. Write down the correct meaning and then try to think of one other definition which may fool others into choosing it. When you are done you will have 4 words with 3 definitions each. One definition will be correct, the other two will be false. Can you fool anyone?</p>	<p>2. <u>My Great Idea</u></p> <p>Nick had many "thought grenades" other than coming up with the <i>frindle</i>. Brainstorm and write a realistic plan to improve your classroom or school. How can you turn your ideas into action? How will your idea help the students or teachers? Think about who would benefit and who would be involved. Think about the "pros" and "cons" and what others would think of the idea. Give reasons to support your ideas. You must plan your ideas on the pre-writing organizer before writing your paragraphs.</p>	<p>3. <u>Word Search or Crossword Puzzle</u></p> <p>Do you enjoy word puzzles? Choose either a <i>Frindle</i> word search or a crossword puzzle to complete.</p>
<p>4. <u>Advertisement Poster</u></p> <p>What would a <i>frindle</i> look like – an ordinary pen or something more unique? Create a poster that would serve as an advertisement for a <i>frindle</i>. Your poster should make people want to buy a <i>frindle</i>. It should include a slogan or catchy phrase. Be creative!</p>	<p>5. <u>Trouble Maker or Leader?</u></p> <p>Was Nick Allen a trouble maker or a hero? Analyze Nick's character traits throughout the story, <i>Frindle</i>. Organize your thoughts by completing the worksheet provided.</p>	<p>6. <u>My Special Teacher</u></p> <p>Do you have any teachers, like Mrs. Granger, who made life difficult for you, but whom you've come to appreciate as a special teacher? What important lessons did they teach you? How did their strictness or kindness pay off? Write a letter to your former teacher, like Nick does, telling him or her all the important things you learned from them. You don't have to send it, but if you'd like to, you may! See if you can surprise yourself with how much you learned from that teacher.</p>
<p>7. <u>My Favorite Part</u></p> <p>Which part of <i>Frindle</i> was your favorite? Write a paragraph describing your favorite chapter or part of <i>Frindle</i>. Your writing should include specific details from the story. You may use the book to look back and remember the details! Draw and color a detailed illustration of your favorite part.</p>	<p>8. <u>My New Word</u></p> <p>If you could have your own entry in the dictionary what would it be? What word would you make up? What would the word mean? Create a dictionary entry for your word. Include a definition, a sentence that shows the meaning of your word and a picture that demonstrates what your word means. Check to see that your word isn't already a word by making sure it isn't already in the dictionary. Be creative!</p>	<p>9. <u>Comic Strip</u></p> <p>Do you like drawing cartoons? Choose six or eight events that summarize <i>Frindle</i> from start to finish. Use these events to create and illustrate a comic strip. Your comic strip must have six or eight cells, each with an illustration and a caption describing the event illustrated.</p>

Frindle



Chapters
1-6

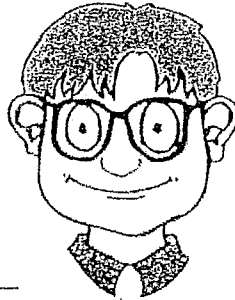
by Andrew Clements

Nicholas Allen: Troublemaker or Leader?

Objective...analyze characters (for example, their traits, motivations, points of view, relationships, and changes they undergo)

To whom was Nicholas a hero? _____

In what ways was Nicholas a leader?



To whom was Nicholas a troublemaker? _____

In what ways was Nicholas a troublemaker?

Think about Nick's characteristics that are listed below. Record your ideas about how a hero or a troublemaker would use these characteristics.

Nicholas's Characteristics	Ways a hero would use this characteristic	Ways a troublemaker would use this characteristic
clever		
creative		
fun-loving		
curious		
enjoys reading		
likes words		
responsible		

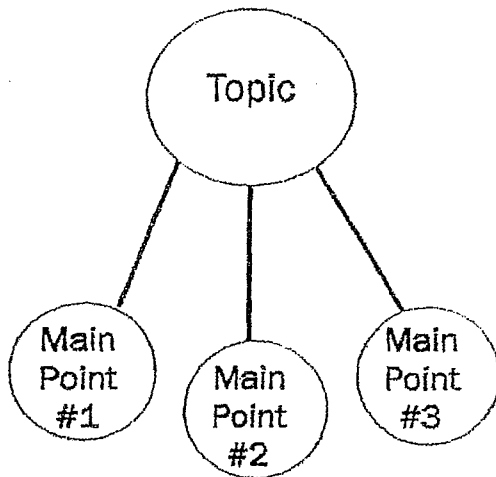
Frindle



by Andrew Clements

Nick had many "thought grenades" other than coming up with the *frindle*. Brainstorm and write a realistic plan to improve your classroom or school. How can you turn your ideas into action? How will your idea help the students or teachers? Think about who would benefit and who would be involved. Think about the "pros" and "cons" and what others would think of the idea. Give reasons to support your idea.

Helpful Hints



Paragraph #1-Introduction: In the first sentence, introduce your topic. In the next three sentences, state what your three major points are (one in each sentence). Finally, write a concluding sentence.

Paragraph #2-In the first sentence, tell what your first major point is. Then, in the body of this paragraph, give lots of good details about your first major point. Finally, write a concluding sentence.

Paragraph #3-In the first sentence, tell what your second major point is. Then, in the body of this paragraph, give lots of good details about your second major point. Finally, write a concluding sentence.

Paragraph #4-In the first sentence, tell what your third major point is. Then, in the body of this paragraph, give lots of good details about your third major point. Finally, write a concluding sentence.

Paragraph #5-Conclusion: Restate what you wrote in your first paragraph.

Name _____

Date _____

Improve Your Vocabulary

Directions: Choose 4 words from the box below and write the words next to the numbers 1-4. What do you think they mean? Write down what you think the definition may be next to one of the letter choices. Then, use a dictionary to look up the correct definition and write down the correct meaning next to another letter choice. Finally, try to think of one other definition which may fool others into choosing it. When you are done you will have 4 words with 3 definitions each. One definition will be correct; the other two will be false. Can you fool anyone?

addle, peruke, jute, canard, wizened, loquacious, daft, expound, intersperse, flog, retrench, sundry, vivacious, yurt

1. _____

a. _____

b. _____

c. _____

2. _____

d. _____

e. _____

f. _____

3. _____

g. _____

h. _____

i. _____

4. _____

j. _____

k. _____

l. _____

_____ 's New Word

Pronunciation: _____

Part of Speech: _____

Definition: _____

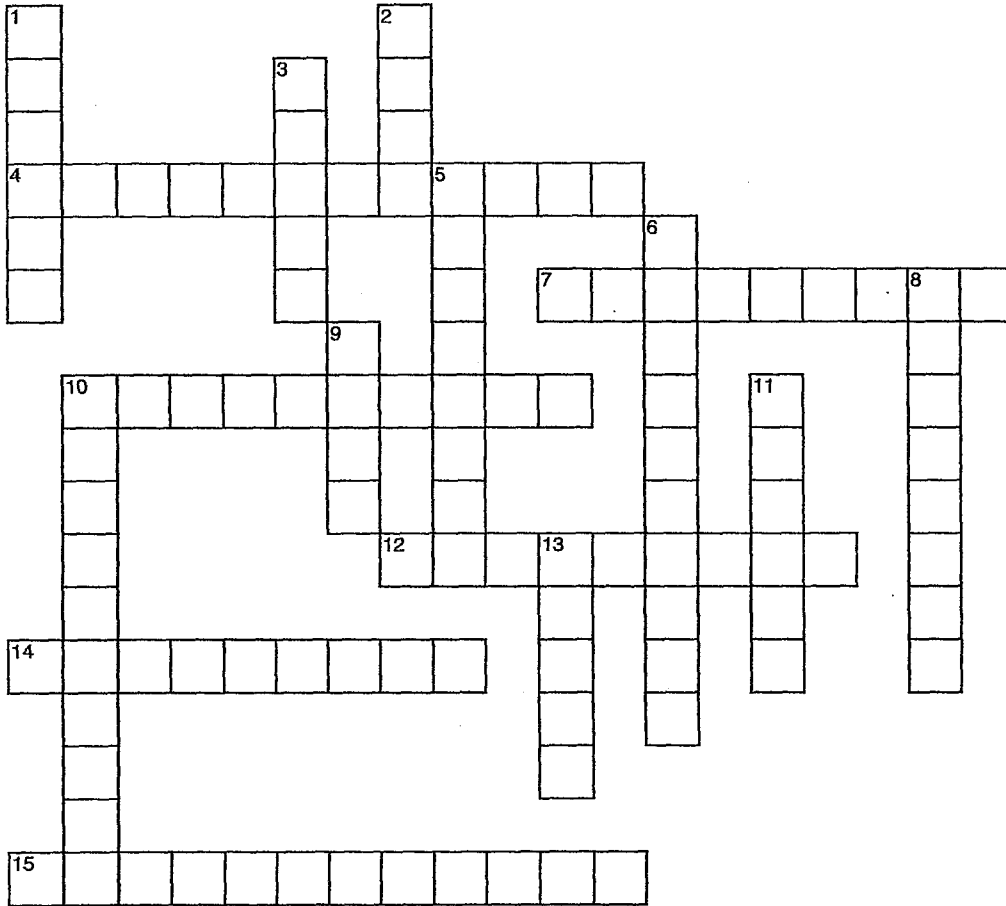
Used in a Sentence: _____



Name _____

Date _____

Frindle - challenge



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ACROSS

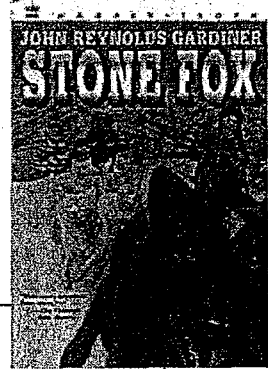
- 4 One who causes mischief
- 7 List of steps
- 10 Book of words and definitions
- 12 The history of words
- 14 To get distracted
- 15 A book containing articles of information

DOWN

- 1 Experienced teacher
- 2 Fussy about appearance
- 3 To prevent for some time
- 5 To make familiar with
- 6 A list of words
- 8 Study of knowledge
- 9 Surprising event or shock
- 10 The meaning of a word
- 11 Where something comes from
- 13 Places for the communication of information

Stone Fox by John Reynolds Gardiner

Tic-Tac-Toe Activities



Directions: Choose three activities to complete that make Tic-Tac-Toe horizontally, vertically, or diagonally.









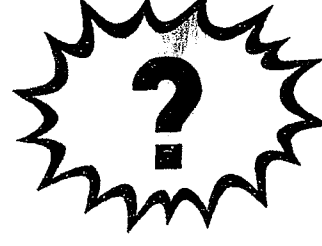
<p>Create an advertisement for the National Dogsled Races that would hang around the town of Jackson, Wyoming. Include details from the book that tell about the upcoming race.</p>	<p>Write a letter to John Reynolds Gardiner, the author of <u>Stone Fox</u>. Let him know what you thought of the book by writing about your favorite part. Remember to use details from the story in your letter!</p>	<p>Create a crossword puzzle on grid paper using at least 12 vocabulary words from Stone Fox. Your clues should tell the word's meaning. Remember to include a word box!</p>
<p>Write a letter to a friend or family member recommending Stone Fox. Include a summary of the story (without giving away the ending!) and why you think the person would like to read the book.</p>	<p><i>Free Space ~ Create your own activity to complete. Clear it with your teacher before you begin!</i></p>	<p>Design a new book cover for Stone Fox. You must include the title and author on your book cover, but you are the illustrator! On the back, write a brief summary that makes others want to read it. Rate the book!</p>
<p>Pretend you are an author. John Reynolds Gardiner has given you the first 9 chapters of <u>Stone Fox</u>, and has asked you to write the last chapter of the book. Write an alternate ending for <u>Stone Fox</u>.</p>	<p>Pretend you are the illustator for <u>Stone Fox</u>. Draw a scene from the story and write a caption to go underneath the illustration. Your detailed caption should tell about the scene you illustrated.</p>	<p>Compare and contrast Willy and Stone Fox using a Venn Diagram. How are the two main characters alike and different? Draw a portrait of each character to go along with your Venn Diagram.</p>

Tic-Tac-Question #1

Title: _____

Author: _____

Choose three question starters across, down, or diagonally. Think of a question that begins with these words.

Who is/are . . . ? 	What did . . . ? 	Where is/are . . . ? 
Where did . . . ? 	Who did . . . ? 	What can . . . ? 
What is . . . ? 	Where can . . . ? 	Who can . . . ? 

Menu
Language Arts Poetry Unit

Main Dish (complete all)

1. Research a famous poet. Create a mind map that might have been in his/her head while writing his/her works. For example, Robert Frost would have been thinking about things such as woods and snow.
2. Write about yourself. Use good descriptive words in the poem format of your choice that helps us know and understand something important about you.
3. Illustrate a poem. Find a poem that you like and illustrate it then explain in writing why you chose that poem.

Side Dishes (you must do at least two of these)

1. Write a cinquain.
2. Write a poem that sounds like Shel Silverstein.
3. Write an acrostic poem using figurative language.
4. Write a poem using the format of your choice.
5. Select, memorize and recite a poem. Teacher approval of selected poem is needed.

Desserts (You may do one or more of these if time allows)

1. Create a PowerPoint presentation about figurative language. This PowerPoint should include one slide that illustrates a simile, metaphor, and onomatopoeia. Be sure to include clipart.
2. Record a dramatic reading of a poem; be sure to add appropriate sound.
3. Write an original score to accompany a poem of your choice. Be prepared to perform for the class.

A Menu of Figurative Language

DIRECTIONS:

Now that you have learned about figurative language, try a taste of each activity. Your goal is to eat 45-50 points for an A, 40-44 points for a B, 35-39 points for a C, or 30-34 points for a D. Each section is scored based on the levels of thinking. Make sure you look at the points possible and plan your meal accordingly.

Appetizers Know and Understand (5 pts. Each)

Answers must be written in RAD

1. What is an oxymoron?
2. What is the difference between hyperbole and an understatement?
3. What is one similarity and one difference between a simile and metaphor.
4. Explain personification.
5. Explain the meaning of figurative and literal.

Dinner Apply and Analyze (10 pts. Each)

Identify the type of figurative language being used. Then, explain the meaning of each figurative phrase.

1. After getting my report card, it was time to hit the books.
2. The stars were diamonds in the cold dark sky.
3. Her hair swirled around her face like spider webs of gold.
4. My favorite book greeted me like an old friend.
5. Her eyes danced when she saw the beautiful decorations.

Dessert Evaluate and Create (15 pts. Each)

Follow the directions for each task.

1. Create a cartoon showing the difference between interpreting a statement figuratively versus literally. Make sure that you show what happens when your character misunderstands a figurative statement. Your cartoon must be at least 3 cells long.
2. Write a paragraph describing something scary or beautiful. You must include at least 3 different examples of figurative language in your paragraph. Your paragraph must be at least 6 sentences long.
3. Use the following sentences. Improve or modify each sentence by using figurative language to describe what has happened. The meaning of the sentence needs to be the same, but it must include some type of figurative language. Then draw a picture for each new sentence.
 - The ball came through the window and broke the vase.
 - Yesterday we went to the beach and saw white sand and blue water.
 - As I walked down the street, the rain fell from the sky and landed on my raincoat.

AGENDA

DIRECTIONS: Below you will find an Agenda for *The Glass Castle*. Choose a topic from the list below and complete all of the following assignments by _____. You can turn in each assignment as it is completed, or on the specified due date. If you want to design your own assignments, please consult with me before doing so.

Complete all 3 A assignments along with 1 assignment from letter B.

Teacher and student initials upon completion of task	Task	Special Instructions
	A. Identify what you already know about your topic of choice. Think of TV shows, movies, or books you have read that have touched on this subject. List 5 behaviors that define your topic. You can "phone a friend" for help.	Rely on what you know Get help from friends and family (5 pt)
	A. Collect information on your topic. Research must come from a book, an article found on the Internet, and from a library database. (3 pieces)	Take Cornell Notes Learn how to use the school library (25 pt)
	A. Create a Profile of a person who is representative of your topic. For example, what is a homeless person like?	Learn how to create a Profile (15 pt)
	B. Make a children's book- one that teaches about your topic	You can use your own artwork or graphics from the computer. You must create characters and dialogue. (35 pt)
	B. Write a short story, one that centers on characters who find themselves in a give situation-one that reflects your topic of choice.	Follow short story format and focus on character traits and motivation(s) for behavior. This must be 1 ½ pgs typed with some dialogue (35 pt)
	B. Create a music video, photostory, I-movie, or poem that portrays the seriousness of your topic.	PhotoStory and I-movie must be at least 8 frames. Poem or music video must be at least 5 stanzas (35 pt)
	B. Write a commentary or an editorial (expressing an opinion), and an (informational) article for the front page of a newspaper about something that pertains to your topic.	Each must be ¾ page, single-spaced. Please double space upon completion of writing the article, commentary, or editorial. Look at models before writing. (35 pt)
	B. Build a model that represents some aspect of your topic.	Model must be of a high quality. (35 pt)

Topics:

Alcoholism, Dysfunctional Families, Homelessness, Poverty, Addiction, Gambling, and Child Abuse, Mental Illness



NUTRITION EXTENSIONS MENU



<p>Locate studies that have been done with babies who are allowed to choose their own foods from a high-chair tray. Discover the results and hypothesize the reasons for them. Should parents insist that their children eat balanced meals at all times?</p>	<p>Research the history of nutrition in the last millennium or over several millennia. Notice how the attitudes toward what people eat have changed over time. Hypothesize the reasons for these changes.</p>	<p>Investigate eating disorders. Discover the similarities and differences in overeaters and under-eaters. Find information about treatment programs and their rates of success. Which "cures" seem to last for 5 years or longer?</p>
<p>Dietary supplements (for general health, weight control, and muscle strength) have become very popular in recent years. Investigate supplements and hypothesize reasons for their popularity. Discover some negative effects of various supplements.</p>	<h2>Student Choice</h2>	<p>Invite a panel of professionals from local agencies that offer physical fitness programs to speak to your class. Help students prepare questions to ask at the end of the panel's presentation. Moderate the panel.</p>
<p>Investigate the attitudes and behaviors of Americans and Europeans toward regular exercise and physical fitness from 1950 to the present day. Hypothesize reasons for the similarities and differences you find.</p>	<p>Design a menu of fitness activities that you think would appeal to people who are reluctant to exercise.</p>	<p>Project the eating habits of Americans in the year 2025. Include futuristic sources of food, such as products from aquaculture (food grown in oceans) and complete meals that are available in nontraditional formats.</p>

Tic-Tac-Toe

Tic-Tac-Toe Examples

Larisa Bailey, Lead-Deadwood Middle School, created the following Tic-Tac-Toe Choice Board for a 6th grade math unit on fractions, decimals, and percents. (See page 7 for Bailey's KUD elements.)

Define fraction, decimal, and percent. Draw a picture to illustrate each word.	Complete a chart of conversions for fractions, decimals, and percents.	Play the game Request or Request Challenge. (The game is like Go Fish, but you need to match up fractions, decimals, and percents.)
Complete lesson using equivalent fraction, decimal, and percent dominoes.	All Notetaking Guide 5.7 5.8 8.5	Illustrate ways in which fractions, decimals, and percents are used in everyday life. You need two examples for each.
Color equivalent squares to reveal a hidden picture of an endangered species!	Play the game Recall or Recall Challenge. (The game is like Concentration, but you need to match up fractions, decimals, and percents.)	Complete the Hidden Name Puzzle and then create a puzzle of your own.

Extension Menu

Content: Geometry

Topic: Mid-year review

<p>Create a dictionary of the top _____ geometric terms from the semester</p>	<p>Write _____ word problems that exemplify the key concepts from the last 4 chapters we have studied</p>	<p>Design a mind map that incorporates at least _____ key concepts from this semester's geometry units</p>
<p>Design a new product that relies upon at least _____ geometric principles to work effectively</p>	<p>Take a product that is currently on the market and create a schematic for it showing the role of geometry in its creation</p>	<p>Construct a Rube Goldberg that includes _____ geometric principles</p>
<p>Design and conduct a survey of at least 10 people on the importance of the use of geometry in their lives - graph your results</p>	<p>Create an ad campaign for TV or a magazine to "sell" geometry to new students</p>	<p>Write a persuasive letter to the editor of the newspaper about the importance of this course to all students in their lives</p>

Directions:

- Complete one item from each row (A, B and C) - they do not need to form a tic-tac-toe
- These projects may be worked on in class when your other work is completed, at home, as well as in class on days specifically allotted to Extension menus.

All products are due one week prior to the end of the marking period.

DO NOW:

As you come into the classroom:

- Find your "East" partner
- Find a place in the classroom where you would like to work (please separate yourself from other partner groups; you must be seated in a desk)
- Pull out your materials:
 - TOOLKITS - Special Rights/SOHCAHTOA/LOS-LOC
Graphing Sin/Cos Curves
- Determine who in your group has longer hair (I'll explain in a minute)

Stations: Must Do/Can Do: 20 mins

Red Station:

- Must Do: IDENTIFYING TRIG GRAPHS
- Can Do: LAW OF SINES & LAW OF COSINES

Blue Station:

- Must Do: CONVERSIONS
- Can Do: SOHCAHTOA

Green Station:

- Must Do: GRAPHING TRIG FUNCTIONS
- Can Do: SPECIAL RIGHT TRIANGLES

~~Expectations for Station Work: 20 Mins~~

- **Work with your partner ONLY in a low voice**
- **If you get stuck:**
 - **Problem solve with your partner to find a solution**
 - **Use the resources in your possession to locate the answer - TOOLKITS, Partner, Notes (Examples), Prior HW sheets**
 - **BOX what you don't understand and move on to the next thing**
 - **If you still need help, long-haired partner write your name on the board (DO NOT come to Ms. Conn) THEN move onto the next problem or if you cannot continue, move onto the anchor.**

ANCHOR ASSIGNMENT: MIDTERM LTA

Transition

BLUE → GREEN → RED

- **Long-haired people:**
 - **Go to your current folder and get the CAN DO assignment (if you don't already have it)**
- **Short haired people:**
 - **Go to the next folder and get your MUST DO assignment.**

Name _____

Algebra 1 Extension Menu

The Language of Algebra

Choose a learning activity from one square to complete.

Circle the number of the learning activity you choose.

Turn in this paper with your work.

<p>1. In each of the expressions below identify where to add two sets of parentheses/brackets so that the value of the expression is maximized. Justify your choices.</p> $5 + 2^2 - 8 - 6 \cdot 8 \div 2$ $321 \div 3 - 5^3 + 42 + 8$	<p>2. Review the three equations below, and determine the rule represented by “♥”.</p> $5 \heartsuit 3 = 22$ $8 \heartsuit 3 = 61$ $9 \heartsuit 2 = 79$ <p>Use the rule to determine the value of $7 \heartsuit 5$.</p> <p>Develop a rule for “☺” and write three examples for your rule.</p>	<p>3. Compose two different algebraic expressions that each meet the following criteria:</p> <ul style="list-style-type: none">• Uses at least three different operational symbols.• Uses grouping symbols.• Simplifies to $-5m + 8$
<p>4. Draw two different rectangles that have a perimeter of $44x + 10$. Label the sides of each rectangle with their expression.</p>	<p>5. Create a mini-lesson for other students that will help them differentiate between the commutative, associative, and distributive properties. In your presentation identify examples of each property.</p>	<p>6. Construct a numeric expression that uses at least three different operational symbols and two sets of parentheses or brackets.</p> <p>Demonstrate the importance of order of operations by writing the following:</p> <ul style="list-style-type: none">• The correct simplification• Two or more possible incorrect simplifications if the order of operations is ignored or followed incorrectly.

Teacher Resource Page

Algebra 1

Extension Menu

Concept and/or Topic: Language of Algebra

Intended Purpose: Culminating activity for the unit or alternative activity for students who have mastered curricular indicators

Standards:

- ALG.05** Analyze a wide variety of patterns and functional relationships using the language of mathematics and appropriate technology expressed numerically, algebraically, and geometrically.
- ALG.10** Model and interpret real-world situations, using the language of mathematics and appropriate technology.
- ALG.15** Collect, organize, analyze, and present data.
- ALG.20** Apply the basic concepts of statistics and probability to predict possible outcomes of real-world situations 3.2.

Indicators Addressed:

Box 1 Topic Covered: Order of Operations

Box 2 Topic Covered: Order of Operations (extension- determining a rule)

Box 3 MA.ALG.05.15 Add, subtract, multiply, and divide algebraic expressions (1.1.3)
MA.ALG.05.20 Combine similar terms (1.1.3)

Box 4 MA.ALG.05.15 Add, subtract, multiply, and divide algebraic expressions (1.1.3)
MA.ALG.05.20 Combine similar terms (1.1.3)

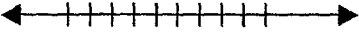
Box 5 Topic Covered: Properties of Algebra

Box 6 Topic Covered: Order of Operations

Algebra 1 Extension Menu

Solving Linear Equations/Inequalities

Choose a learning activity from one square to complete. Circle the number of the learning activity you choose. Turn in this paper with your work.

<p>1. Analyze the following equation:</p> $a + \frac{b-c}{d-f} = g$ <p>Solve the equation above for c.</p> <p>Solve the equation above for d.</p> <p>Devise a graphic organizer that would serve as an aid to students in solving for any variable in the equation above.</p>	<p>2. Compose a real-life situation that could be modeled with an equation that contains variables on both sides. Show the steps for solving the equation and justify in context.</p>	<p>3. A triangle has a perimeter of $10x+12$, with sides that equal $4x$, $3x+8$, and $5x-2$. Draw this triangle to help you determine the value of x.</p> <p>The perimeter of a rectangle is $16m+4$, with a length of $6m-4$. Identify the expression that will represent the width of the rectangle. Again, draw the rectangle to assist your thinking.</p>
<p>4. Invent and compose three real-life situations that could be modeled by the inequalities graphed below. Modify the graphs to include numbers that fit the real-life situations that you have invented.</p> 	<p>5. Holly has a pile of nickels, dimes, and quarters. There are 3 times as many dimes as nickels. The number of quarters is twice the number of dimes. The pile has a total value of \$27.75.</p> <p>Break down the problem above using algebraic expressions and equations to distinguish how many of each coin is in the pile.</p>	<p>6. Mick was working as a clerk in a clothing store. He made a mistake and charged the wrong sales tax. He should have charged 5%, but he charged 8% instead. The total amount of money he collected for the day, including sales tax, was \$459.00. Determine how much money he would have collected if he had charged the correct sales tax.</p> <p>Generalize the steps you took to solve this problem and create an instruction sheet for solving similar tax-related problems.</p>
<p>7. For each situation below, determine the equation you would use to solve the problems and apply it to find the missing lengths and widths.</p> <ul style="list-style-type: none"> A rectangle has a length that is 6 times longer than its width. If the area of the rectangle is 1014 square feet, what are the length and width of the rectangle? The length of a rectangle is 8 times its width. The perimeter of the rectangle is 216 inches. What is the algebraic equation you would use to solve this problem? <p>Adapted from <i>Challenge Math</i>, Edward Zaccaro</p>	<p>8. Investigate the statement below.</p> <p>Four consecutive numbers add up to 1850. What is the smallest number?</p> <p>Outline an algebraic plan and solve the problem.</p> <p>Create and solve a problem similar to the one above with the following criteria:</p> <ul style="list-style-type: none"> Consecutive odd numbers Negative answer 	<p>9. Mark's family bought 4 pounds of ice cream (64 ounces). Mark suggested that the fair way to split it was to give people their share based on their weights. If Mark weighs 80 pounds and there are three other people in his family who weigh 120, 150, and 162 pounds, how many ounces of ice cream should Mark get?</p> <p>Re-evaluate the problem for each change in circumstance below and explain how each change affects the solution.</p> <ul style="list-style-type: none"> Mark weighs 87 pounds. There is an additional family member that weighs 191 pounds. The family bought 5.5 pounds of ice cream.

Teacher Resource Page

Algebra 1

Extension Menu

Concept and/or Topic: Solving Linear Equations/Inequalities

Intended Purpose: Culminating activity for the unit or alternative activity for students who have mastered curricular indicators

Standards:

- ALG.05** Analyze a wide variety of patterns and functional relationships using the language of mathematics and appropriate technology expressed numerically, algebraically, and geometrically.
- ALG.10** Model and interpret real-world situations, using the language of mathematics and appropriate technology.
- ALG.15** Collect, organize, analyze, and present data.
- ALG.20** Apply the basic concepts of statistics and probability to predict possible outcomes of real-world situations 3.2.

Indicators Addressed:

Box 1: Topic Covered: Literal equations

Box 2: MA.ALG.10.10 Solve equations in one variable (1.2.1)
Topic Covered: Equations with variable on both sides

Box 3: MA.ALG.05.20 Combine similar terms (1.1.3)
Topic Covered: Combining like terms; Equations with variables on both sides

Box 4: MA.ALG.10.40 Solve and graph, on number line, linear inequalities in one variable (1.2.1)
Topic Covered: analyzing the graphs of linear equations

Box 5: MA.ALG.05.20 Combine similar terms (1.1.3)
Topic Covered: Combining like terms; utilizing algebraic expressions

Box 6: Topic Covered: Equations to model real life

Box 7: Topic Covered: 2-step equations; equations to model real life

Box 8: Topic Covered: Equations to model real life

Box 9: Topic Covered: Defining and Solving Ratios and Proportions; Applications of Proportions

Honors Biology - Mitosis, Meiosis, & Protein Synthesis Chapter Test
Part II

Pick & Choose your questions... Your choice must add up to 12 value points....
Make sure you number the questions, you're choosing and answer completely.
Answer these questions on the next page

<p>Compare & Contrast DNA & RNA</p> <p style="text-align: center;">(1) Value 3 points</p>	<p>What are Introns ? What are Exons?</p> <p style="text-align: center;">(2) Value 3 points</p>	<p>What is Crossing over? Where does this happen?</p> <p style="text-align: center;">(3) Value 3 points</p>
<p>Describe and Label a DNA Model with all its parts</p> <p style="text-align: center;">(4) Value 4 points</p>	<p>Summarize all the events of DNA replication</p> <p style="text-align: center;">(5) Value 4 points</p>	<p>List all the Phases of Mitosis</p> <p style="text-align: center;">(6) Value 4 points</p>
<p>Construct a mRNA molecule that is the complement of the following DNA coded sequence: ATT ACG CGG TCA GTA; Why is accurate initiation of protein synthesis important?</p> <p style="text-align: center;">(7) Value 5 points</p>	<p>Describe the major steps of proteins synthesis, beginning at the nucleus, & ending with the development with a new protein.</p> <p style="text-align: center;">(8) Value 5 points</p>	<p>Describe the process of Meiosis in detail, listing all phases. Why is Meiosis important in evolution?</p> <p style="text-align: center;">(9) Value 5 points</p>

Name _____

Date _____

Part II - Pick & Choose Questions; make sure you write the number of your question as well as the value points, then answer in complete sentences. Remember, they must add up to 12!!!! (if you need more space, get another paper...)

Genetics & Biotechnology Extension Menu

In class, we have been studying genetics and patterns of inheritance. A rapidly growing field of genetics focuses on biotechnology which involves the use of living organisms and their products to modify human health and the human environment. You must complete at least 3 activities.

<p>Biologists are able to use genetic engineering techniques to create “designer babies” by altering a child’s inherited traits. <i>Should we use genetic engineering to modify a child’s genetic makeup?</i></p> <p>Write a short editorial piece for the local newspaper addressing this question. Make persuasive arguments to support your stand on the issue, and be sure to provide potential readers with the pertinent background information on genetic engineering that they may need in order to understand your arguments.</p>	<p>Create 6 genetics problems. There must be at least 1 problem from each of the following categories:</p> <ul style="list-style-type: none"> • Incomplete dominance • Co-dominance • Sex-linked traits • Multiple alleles <p>On a separate sheet of paper, solve each of these problems. Show your mathematical computations.</p>	<p>Select a genetic disorder. Research it to learn about how it is inherited, what are the characteristics and symptoms of the disorder, and how is it treated. Create a Powerpoint to share what you learned.</p>
<p>Research the history of genetics and create a timeline of major breakthroughs in genetics. Begin with Gregor Mendel’s famous pea plants and continue through to the present.</p>	<p>Create your own activity. Write a ½ page proposal of your idea. Get approval from teacher to complete it. Have fun!</p>	<p>Create a rap, song, or poem to review key vocabulary and concepts in the genetics & biotechnology unit.</p>
<p>What in the world is epigenetics? Find out more about this rapidly growing field within biotechnology. Read background information pertaining to epigenetics, watch a NOVA science video about it, and answer questions.</p> <p>To view the NOVA video on Epigenetics, go to http://www.pbs.org/wgbh/nova/body/epigenetics.html On this page, click on the “Watch Epigenetics” link.</p>	<p>Create and illustrate a children’s storybook explaining why we look similar to our parents, but why we are not genetic clones of them. In your story, be sure to address the central dogma (DNA RNA Proteins), to describe how genes are inherited, and to explain how genes impact an individual’s phenotype.</p>	<p>Pretend your friend has been out of school due to illness and missed what we learned about incomplete dominance and co-dominance. He/she just returned and is counting on you to fill him/her in on what we learned. Because he/she is your friend and you are a biology whiz, you agree to help him/her. You write a multi-paragraph essay comparing and contrasting incomplete dominance and co-dominance.</p>

Learning Contract: Genetics & Biotechnology Unit

Student Name: _____ Teacher Name: _____

Time Period of Contract: _____

Purpose of Contract: _____

I am planning to _____

The reason that I have decided to work on this is _____

The main focus of my work will be _____

Through my work, I hope to discover _____

I expect to obtain information & ideas from: (Check at least 4.)

- | | |
|--|---|
| <input type="checkbox"/> books | <input type="checkbox"/> newspapers |
| <input type="checkbox"/> interviews with people in field | <input type="checkbox"/> films or videos |
| <input type="checkbox"/> experimentation or exploration | <input type="checkbox"/> museums |
| <input type="checkbox"/> magazines or journal articles | <input type="checkbox"/> community organizations/agencies |
| <input type="checkbox"/> My own research (EXPLAIN IN THE SPACE BELOW): | |

The product of my work will be _____

The learning skills I will be using in order to complete this task are _____

All of my work will be completed by _____.

Intermediate due dates will be _____, _____, and _____. On these days, I will make arrangements to work with Miss Kleinberg one on one so that I can show her what I have completed.

The important elements that Miss Kleinberg will be looking for when she evaluates my work are _____

I will evaluate my own learning by _____

Based on performance on the Genetics & Biotechnology Unit pre-test, you qualify to complete a learning contract for all or part of this unit. In the contract above, you have outlined your learning plan including your objectives, strategies & resources, time frame for completion, evidence, and evaluation. Your signature below indicates that you understand the requirements of the learning contract and that you agree to follow the contract.

Student Name (Printed)

Student Signature

Date

Based on performance on the Genetics & Biotechnology Unit pre-test, your child qualifies to complete a learning contract for all or part of this unit. In the contract above, your child has outlined his/her learning plan including your objectives, strategies & resources, time frame for completion, evidence, and evaluation. Your signature below indicates that you understand the requirements of the learning contract and that you agree to follow the contract.

Parent/Guardian Name (Printed)

Parent/Guardian Signature

Date

I, Miss Kleinberg, agree to the above contract with _____. I will support him/her throughout the contract and will evaluate him/her according to the guidelines specified in the contract.

Signature

Date

Think-Tac-Toe: Chemistry

Overview: These Think-Tac-Toe options allow students to choose their own ways of showing what they have come to know and understand about the nature of chemistry and the chemical substances that surround our daily lives. The tasks are structured according to Gardner's Theory of Multiple Intelligences, with each of the eight intelligences being represented. Students may choose any three options going across, down or diagonally within the grid. This Think-Tac-Toe can be used as one of the culminating activities for a unit on chemistry and/or the structure of matter and can be combined with other formal assessments to evaluate student learning.

Standards:

- Build an understanding of chemistry and chemical concepts
- Investigate matter to discover its properties
- Evaluate the periodic chart to recognize the more than 100 elements and to discover that each element has distinct properties and atomic structures
- Discover that all forms of matter are composed of one or more elements
- Identify areas of life in which chemicals play an important role

Objectives:

The students will **KNOW**

- The structure and composition of an atom.
- The states of matter and their relationship to molecular motion.
- Chemical properties that distinguish one element from another.

The students will **UNDERSTAND THAT**

- All matter is made up of atoms.
- Chemicals play an important role in everyday life.
- Substances can be identified based upon their physical and chemical properties.
- All forms of matter are composed of one or more elements.

The students will **BE ABLE TO**

- Conduct research.
- Read and interpret the periodic chart of the elements.
- Determine the solubility of a substance.
- Identify the use and significance of chemicals in everyday life.
- Describe and illustrate atomic structure.
- Interpret the role of molecular motion in determining the state of matter.
- Justify thinking and defend choices.

Basis for Differentiation: Student learning profile (Gardner's Multiple Intelligences)

Science

Think-Tac-Toe: Chemistry

<p>Many of the elements in the Periodic Table were named in ancient times. Research the word origins of elements whose symbols don't relate to their English names. Identify ten elements named by the ancient Greeks and Romans. Create a spreadsheet on your computer to show the element's ancient name, its symbol, and its modern name.</p> <p><i>(Verbal/Linguistic)</i></p>	<p>Choose at least five elements, compounds, or a combination of the two. Create cartoon characters out of their chemical symbols. Design a comic strip based on your characters and draw enough panels to describe an adventure, based on your knowledge of chemistry concepts. For example, your strip might show how the elements combined to form a compound.</p> <p><i>(Visual/Spatial)</i></p>	<p>Conduct an interview with a doctor, nurse, or any type of health care professional. You may interview this individual in person, over the phone, via e-mail or instant messaging. Design questions to discover how chemicals might play a part in the following diseases or syndromes: cancer, diabetes, heart disease, birth defects, asthma, learning disorders, and behavior disorders.</p> <p><i>(Interpersonal)</i></p>
<p>You are a drop of water that has fallen from the sky during a thunderstorm. Compose an autobiography of your life. Focus on your feelings as the matter in your body changed states. Describe a time when you were frozen into a solid and another instance when you were heated to evaporate into a gas. Where were you when these changes occurred? How did your atoms and molecules react to the changes in state? Discuss their movement. Include as many chemistry vocabulary words as possible in your story. <i>(Intrapersonal)</i></p>	<p>Water is known as the universal solvent because it dissolves so many substances. A water molecule is polar. Research the difference between polar and non-polar molecules. Polar molecules will mix with each other and non-polar molecules will do the same. However, polar and non-polar molecules won't mix together. Using liquids or emulsions (such as mayonnaise) found around your home, discover 5 that will dissolve in water and 5 that won't. Display your results in a chart or demonstration for the class. What conclusions can you draw? <i>(Bodily/Kinesthetic, Verbal/Linguistic)</i></p>	<p>Secure a bag of gumdrops that contains six different colors. Each gumdrop represents one atom. Assign a color to each of these elements: carbon, hydrogen, oxygen, chlorine, nitrogen, and sulfur. Using toothpicks as bonds, construct models of the following molecules: Carbon dioxide, water, nitrogen dioxide, sulfur dioxide and hydrochloric acid. Create a chart that identifies the chemical symbol for each molecule and the color associated with each element. <i>(Bodily/Kinesthetic, Visual/Spatial)</i></p>
<p>Identify 8 common chemical compounds found in an average home. Using either their common names or their chemical formulas, create a rap naming them and explaining their importance to our lives. Perform the rap for your class. <i>(Musical/Rhythmic)</i></p>	<p>Using a digital or video camera, take pictures of places and/or objects in the natural world where elements from the periodic table occur. Download your images onto a computer and create a slide show or movie, using a voice-over or labels to identify which elements are being illustrated. <i>(Naturalist)</i></p>	<p>Choose a family of elements from the Periodic Table. Using your computer software, create a bar, circle, or line graph that compares/contrasts the number of protons, neutrons, and electrons found in each member element of the family. <i>(Mathematical/Logical)</i></p>

A SWEET BALANCING BONANZA!

Scientists rely on a variety of shorthand methods for expressing chemical information. You have already seen how chemical symbols are used for the names of elements and chemical formulas for the names of compounds. A **chemical equation** is a shorthand expression that represents a chemical reaction. A **chemical reaction** is the process by which one or more substances are changed into one or more new substances. A chemical equation shows the relative amounts of each substance taking place in a chemical reaction.

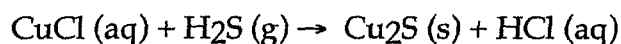
The starting substances in a chemical reaction are called **reactants**. The substances that are formed are called **products**. The general format for a chemical equation is that the reactants will yield the products. Reactants are generally written on the left side of chemical equations; products are written on the right side.

The letters in the parentheses indicate the physical state of each substance involved in the reaction. The following symbols should always be used in illustrating chemical work:

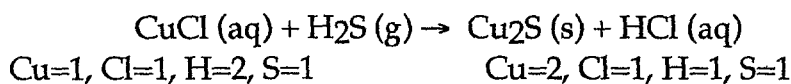
(g) = gas (l) = liquid (s) = solid or (cr) = crystal (aq) = aqueous solution

The first step in writing a chemical equation is writing a word equation. It is composed of the names of the substances that are involved in a chemical reaction. For example: *A copper (I) chloride soln. plus hydrogen sulfide gas yields copper (I) sulfide (s) and a hydrochloric acid soln.*

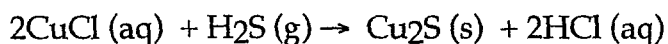
The second step is writing a skeleton equation. This equation includes the chemical symbols and formulas for all the reactants and products identified in the word equation:



The third step in writing a chemical equation is balancing the equation. The balanced equation includes the coefficients, the numbers placed directly in front of the chemical formulas and symbols. Count up the atoms on each side to help determine the coefficients.



The coefficients indicate the relative proportions (in molecules) of each substance involved in the chemical reaction, so the copper needs a two and the hydrogen needs a two:



The equation states that two molecules of a copper (I) chloride solution reacts with one molecule of hydrogen sulfide gas producing one molecule of solid copper (I) sulfide and two molecules of hydrochloric acid solution.

With all of this in mind, you are now ready to embark on a wild and wonderful trip into the land of CHEMICAL EQUATIONS! It is very important that you fully understand this material in order to understand the basis of any chemistry.

Please use a separate sheet of paper! You are required to answer at least twenty (20) of the following reactions (five in each section). The others may be done for extra credit.

Part One: You are required to answer at least five in this section. The point values should add up to AT LEAST 30.00 points. It can be more than that, but not less. Note: All chemical formulas are written correctly.

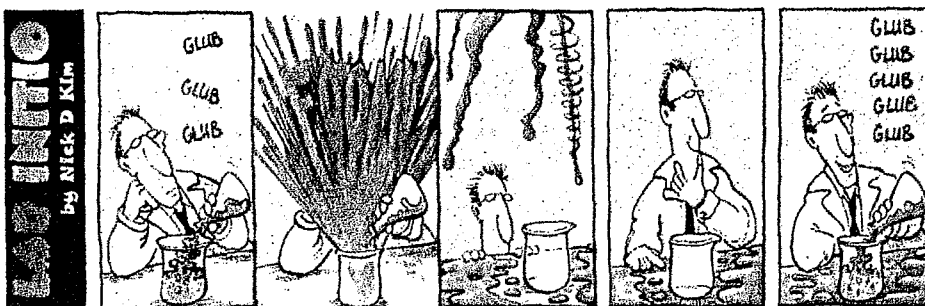
- A) write down the correct balanced equation;
 B) write the correct names for **all** of the formulas given; and
 C) list what type of chemical reaction the equation represents (there are only five types).

- 5 pts. 1) A solution of AgNO_3 + Cu particles yields a solution of $\text{Cu}(\text{NO}_3)_2$ + solid Ag.
 6 pts. 2) A solution of Li_3N + H_2O yields a solution LiOH + NH_3 gas.
 6 pts. 3) A solution of NaCl + a solution of H_2SO_4 yields a solution of Na_2SO_4 + a solution of HCl .
 6 pts. 4) A solution of K_3N + liquid H_2O yields a solution of KOH + NH_3 gas.
 6 pts. 5) Crystals of KI + a solution of $\text{Pb}(\text{NO}_3)_2$ yields solid PbI_2 + a solution of KNO_3 .
 6 pts. 6) Zn metal + a solution of Cu_2SO_4 yields a solution of ZnSO_4 + solid Cu metal.
 6 pts. 7) Aqueous $\text{Mg}(\text{MnO}_4)_2$ + aqueous BaSO_4 yields aqueous solutions of MgSO_4 + $\text{Ba}(\text{MnO}_4)_2$.
 6 pts. 8) Aqueous $\text{Al}(\text{NO}_3)_3$ + aqueous NaOH yields aqueous solutions of $\text{Al}(\text{OH})_3$ + NaNO_3 .
 6 pts. 9) Solid Fe_2O_3 + CO gas yields solid Fe + CO_2 gas.
 6 pts. 10) Solid AgCH_3COO + a solution of Na_3PO_4 yields solid Ag_3PO_4 + aqueous NaCH_3COO .

Part Two: You are required to answer at least five in this section. The point values should add up to AT LEAST 27.00 points. It can be more than that, but not less.

- A) write the correct formulas from the names given;
 B) write down the correct balanced equation; and
 C) list what type of chemical reaction the equation represents (there are only five types).

- 6 pts. 11) Aluminum metal + bromine liquid yields solid particles of aluminum bromide.
 5 pts. 12) Sodium metal + chlorine gas yields sodium chloride crystals.
 5 pts. 13) Chromium metal + fluorine gas yields solid chromium (III) fluoride.
 5 pts. 14) Nitrogen vapor + water vapor yields gaseous ammonium nitrite.
 5 pts. 15) Sulfur trioxide gas breaks down to yield sulfur dioxide and oxygen gas.
 5 pts. 16) Carbon tetrahydride (methane) gas plus oxygen yields carbon dioxide gas & water vapor.
 6 pts. 17) Solid calcium plus liquid water yields a solution of calcium hydroxide and hydrogen gas.
 6 pts. 18) Solid zinc oxide + an aqueous solution of hydrogen chloride yields a solution of zinc chloride and liquid water.
 5 pts. 19) Fluorine gas + potassium metal yields solid potassium fluoride.
 5 pts. 20) Energy + solid sodium chlorate yields solid sodium chloride + oxygen gas.



Part Three: You are required to answer at least five in this section. The point values should add up to AT LEAST 37.00 points. It can be more than that, but not less. Note: All chemical formulas are written correctly.

- A) write down the correct balanced equation using the correct formulas;
 B) write down the correct names of the reactant(s) and for the product(s); and
 C) list what type of chemical reaction the equation represents (there are only five types).

- 7 pts. 21) Solid HgO breaks down...
 8 pts. 22) Solid Al plus a solution of $\text{Pb}(\text{NO}_3)_2$...
 8 pts. 23) Aqueous solutions of NaOH and HCl ...

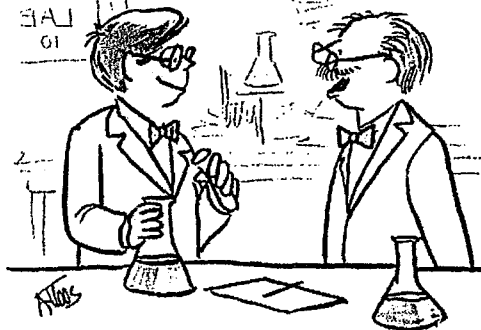
- 6 pts. 24) Ag metal plus solid S...
 8 pts. 25) Gaseous C₃H₈ plus O₂ vapor...
 4 pts. 26) H₂ plus O₂ gas...
 3 pts. 27) Cl₂ gas plus an aqueous solution of LiI...
 3 pts. 28) Al metal plus an aqueous solution of CuCl₂...
 8 pts. 29) Mg metal plus an aqueous solution of HCl...
 7 pts. 30) CaCO₃ decomposes...

Part Four: You are required to answer at least five in this section. The point values should add up to AT LEAST 38.00 points (it can be more than that, but not less).

- A) write the correct formulas from the names or formulas given;
 B) write down the correct balanced equation;
 C) list what type of chemical reaction the equation represents (there are only five types); and
 D) write down the names of the products.

- 8 pts. 31) Ammonium sulfate (aq) plus calcium hydroxide (aq)...
 6 pts. 32) Zinc metal plus solid sulfur...
 6 pts. 33) Sodium metal plus oxygen gas...
 8 pts. 34) Gaseous tetracarbon decahydride plus oxygen gas...
 8 pts. 35) Lead II nitrate (aq) plus sodium chromate (aq)...
 8 pts. 36) Lithium metal plus liquid water yields...
 7 pts. 37) Ammonium nitrate (aq) decomposes...
 8 pts. 38) Copper (II) metal plus an aqueous solution of hydrogen phosphate...
 8 pts. 39) Iron (III) metal plus a solution of copper (II) sulfate yields...
 8 pts. 40) Propane gas (tricarbon octahydride) plus oxygen gas...

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"Wait, wait, before you mix them,
 you have to say, 'Pow!'"

Tic-Tac-Toe

Tic-Tac-Toe Examples

Larisa Bailey, Lead-Deadwood Middle School, created the following Tic-Tac-Toe Choice Board for a 6th grade math unit on fractions, decimals, and percents. (See page 7 for Bailey's KUD elements.)

Define fraction, decimal, and percent. Draw a picture to illustrate each word.	Complete a chart of conversions for fractions, decimals, and percents.	Play the game Request or Request Challenge. (The game is like Go Fish, but you need to match up fractions, decimals, and percents.)
Complete lesson using equivalent fraction, decimal, and percent dominoes.	All Notetaking Guide 5.7 5.8 8.5	Illustrate ways in which fractions, decimals, and percents are used in everyday life. You need two examples for each.
Color equivalent squares to reveal a hidden picture of an endangered species!	Play the game Recall or Recall Challenge. (The game is like Concentration, but you need to match up fractions, decimals, and percents.)	Complete the Hidden Name Puzzle and then create a puzzle of your own.

Lead-Deadwood High School teachers Kim Fundaun, Laura Shuck, and Brook Kilian developed a choice board for a 9th grade general science unit on heredity and genetics. (See page 7 for their KUD elements.)

Summarize Facts or ideas which are important in determining genetics	Classify Dominant and recessive traits as they relate to Mendel's Pea Plants	Draw Meiosis and mitosis
Predict What a person might look like using the Punnett square	Unit Test	Show A model of a DNA strand with a key
Survey Genetics – hair color, eye color – graph your findings in a chart of your choice (Pie, bar, line, etc.)	Interview A person whose career or hobby deals with genetic/reproduction	Judge 3 websites on genetics and heredity

* Science *

The Colonial Era Tic-Tac-Toe Assessment – 60 points

Objective – The purpose of this activity is for students to enhance their knowledge on a variety of significant cultural, economic, historical, geographic, and political topics and to have students create polished materials.

Directions – Review the **nine** options presented below. Choose three options that form a straight line (vertically, horizontally or diagonally). Circle the **three** options that you have chosen. Follow the directions carefully and some additional research will be necessary. All options should be typed and written in your own words; proofread for correct grammar and use spell check to avoid spelling mistakes.

<p align="center">CULTURAL CUSTOMS</p> <p>Write a <i>poem or rap</i> about the culture and life of the Pilgrim settlers. Include how their culture influenced our culture in the United States today, compared with the settlers at Jamestown. (The piece should be at least 35 lines in length and must include key terms from our discussions and pgs. 28-32, as well as pgs. 5-7 for the Jamestown comparison. Add appropriate pictures for creativity.</p>	<p align="center">COLONIAL DEVELOPMENT</p> <p>You are a magazine reporter and are working on a <i>pictorial text feature</i> about life in New England, Middle, and Southern Colonies. Prepare for an interview with a long time resident of each region by creating 3 <i>questions</i> for each region that demonstrate your knowledge of the differences that exists among the colonies. Include one picture for each region to highlight the differences. Lastly, explain how he pictures reflect the different colonial regions (pgs. 37-44 and 29 in Packet 2)</p>	<p align="center">ECONOMY</p> <p>You are an economist summarizing the problems with the colonial economy. Create a <i>table</i> which details “mercantilism,” “salutary neglect,” and “triangle trade.” One row should explain what the idea is, one row should explain pros of the economic idea, and the third row should elaborate on the cons of the colonial economic issue. After creating the chart, Write 3 sentences on why these three terms negatively affected the economy. (pgs. 60-62)</p>
<p align="center">POLITICS</p> <p>You are a Puritan in Massachusetts who helped create the Mayflower Compact. You are meeting with a representative from the House of Burgesses in Virginia. Write the <i>dialogue</i> of your conversation. In 10 exchanges, explain how you both have contributed to the framework for American democracy. Include 2 examples from the Mayflower Compact document and 2 reactions that King James I had about the House of Burgesses. Consider the tone you use and be sure to inject the personality of each leader into the conversation. Use a picture of each leader to represent their dialogue line. (pgs. 20-23, pgs.28-29) (pgs. 25-26 in Packet 2)</p>	<p align="center">PEOPLE</p> <p>You are an indentured servant/native American/slave in the colonies. You (and perhaps your interpreter) have been invited to Parliament to give a <i>speech</i> describing your way of life (depending on your role, to discuss the journey across the Atlantic, your role in the Americas, particularly if you are a field slave or house, etc) the importance of respecting traditional cultures, and the challenges facing your ethnic group. You have been given five minutes of speaking time, so be sure your speech is appropriate in length. Record your speech and submit your file or URL. (pgs. 45-51, 60-62)</p>	<p align="center">FAMOUS LANDMARKS</p> <p>Draw the layout of Philadelphia, a colonial city. Identify key part of the city, including the rivers, the shipyard, different businesses, the grid pattern, houses with a family garden, churches, etc. Write a 1 paragraph (5 sentences) <i>narrative</i> of the city from the perspective of a settler or William Penn. Share your thoughts and observations about what occurs in this city. (pgs. 58 and 59)</p>
<p align="center">NATURAL SIGHTS TO SEE</p> <p>You are a settler in Jamestown and want to write home to your family about your new life. Create three <i>postcards</i> that you’ll send home that feature what life is like for you, problems you face, and your relations with the natives. Include John Smith, Pocahontas, Powhattan. Each postcard should be two-sided, with an image of the sight on the front and a 3 sentence note to a family member or friend explaining your adventures. (pgs 5-16)</p>	<p align="center">SOCIAL CLASS CONFLICTS</p> <p>Create a <i>chart</i> that compares and contrasts the impact of Bacon’s Rebellion on America. One column should discuss 3 positives and the other column should list three negatives. Underneath, write a one paragraph (5 sentence) summary of Bacon’s Rebellion explaining what took place. (pgs. 47-49)</p>	<p align="center">HUMAN IMPACT</p> <p>Create two original political <i>cartoons</i> that show William Penn’s background before becoming a proprietor of Pennsylvania and how his “Holy Experiment” effected the settlers in Pennsylvania. Give each cartoon a title and summarize the views presented in each one in a brief paragraph. Be sure to explain the “Holy Experiment” and the importance of religious toleration. (pgs 52-59)</p>

Version 2

Directions:

Create a checklist for each of your choices. Read the description carefully, and consider having a partner check it.

Choice 1:	Choice 2:	Choice 3:
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Assessment:

Each assignment is worth 20 points for a total of 60 points. The project assignments will be graded (17 pts.) on depth of thinking, communicated accuracy, and ability to follow directions. Three points awarded for creativity, appearance, layout, grammar and mechanics.

Requirements	Points Earned											
Assignment 1	20	19	18	17	16	15	14	13	12	11		
		10	9	8	7	6	5	4	3	2	1	NC
Assignment 2	20	19	18	17	16	15	14	13	12	11		
		10	9	8	7	6	5	4	3	2	1	NC
Assignment 3	20	19	18	17	16	15	14	13	12	11		
		10	9	8	7	6	5	4	3	2	1	NC
Total Score	/60 points											

Comments:

Choose THREE Activities: Cross them off as you complete them!

<p>Citizen's Journal Read <i>Civics in the Real World</i>. On page 111</p> <p>Complete the question under <i>Citizen's Journal</i></p> <p>Use loose-leaf paper to write a journal entry</p>	<p>Analyze the Public Document on pg. 119</p> <p>Answer the questions under <i>Learn the Skill</i> AND Answer question #2 under <i>Practice the Skill</i></p>	<p>Analyze Role</p> <p>On a loose-leaf piece of paper answer the following in paragraph form: -What role did Madison, Paterson play at the Constitutional Convention?</p>
<p>Taking Notes</p> <p>On a loose-leaf piece of paper take notes on ONLY the Main Ideas of each Sub-section(beneath the bold-red text). There are 7 sub-sections, you need notes for each.</p>	<p>Free Choice</p> <p>Must be approved by teacher</p> <hr/> <hr/> <hr/> <hr/> <p>Teacher's Signature:</p> <hr/>	<p>Use Chart</p> <p>Using the chart on p.116, Describe what the government was like under the Articles of Confederation and what CHANGES were made when the government was based on the Constitution.</p>
<p>Graphic Organizer</p> <p>Complete the graphic organizer titled, <i>The sequence of events that took place at the Constitutional Convention</i>.</p>	<p>Journal Entry</p> <p>You are a delegate to the Constitutional Convention. Write a journal entry about one of the issues dealt with at the Convention. Take a position on the issue, explain the opposing view, and describe the compromise that resulted.</p>	<p>Write Paragraph using Outline</p> <p>Use handout <i>How to Write a Paragraph on chapter 5 based on one focus question</i>. The handout gives you a guideline but you MUST write in on a separate piece of paper with title</p>

**The Cold War
"Menu" Activities**

**Name:
World History II**

DIRECTIONS:

Choose two of the following "menu" activities to complete with your assigned partner in class and/or for homework. Please note each activity is worth 5 points and will be graded on appearance and content.

- Create a political cartoon (with a paragraph explanation) that illustrates the conflict between both sides during the Cold War.
- Create a one page poem, song or rap that reviews the major vocabulary and concepts from the Cold War.
- Create an in-depth timeline of the major events of the Cold War.
- Create a one page allegorical story that represents the ideas of the Cold War.
- Create a one page dialogue between two or more historical figures in the Cold War.
- Create a one page skit that demonstrates one or more ideas from the Cold War.

Choice Boards: El futuro

Deben escoger para actividades para hacer.

La fecha de entregar estas actividades es: _____.

<u>Opción 1</u>	<u>Opción 2</u>	<u>Opción 3</u>
<p>Escribe una carta breve. Imagina que tuviste una cita en la cual no te divertiste mucho. Saluda a tu amigo(a) y</p> <ul style="list-style-type: none"> ○ Describe la cita brevemente ○ Explica por qué no te gustó ○ Menciona lo que piensas hacer en el futuro ○ despídete 	<p>Escribe un mensaje electrónico. Imagina que te encontraste con una persona que no habías visto por mucho tiempo y le quieres dar la noticia a un(a) amigo(a). Saluda a tu amigo(a) y explícale</p> <ul style="list-style-type: none"> ○ cómo lo (la) encontraste ○ tu reacción al encuentro ○ los planes para el futuro 	<p>Escribe un mensaje electrónico. Imagina que te han aceptado a un programa de intercambio en Chile y le quieres dar la noticia a un(a) amigo(a). Salúdalo(la) y</p> <ul style="list-style-type: none"> ○ Descríbele el programa brevemente ○ Expresa tu reacción ○ Háblale sobre tus planes ○ despídete
<u>Opción 4</u>	<u>Opción 5</u>	<u>Opción 6</u>
<p>Escríbele una carta breve a un(a) amigo(a). Imagina que él (ella) ha cumplido la edad requerida para votar. Saluda a tu amigo(a) y</p> <ul style="list-style-type: none"> ○ Expresa tu reacción ○ Trata de convencerlo para que vote en el futuro ○ despídete 	<p>Escribe una nota breve. Imagina que no te portaste como debías en una de tus clases y decides escribirle una nota a tu profesor(a). Salúdalo(la) y</p> <ul style="list-style-type: none"> ○ pídele disculpas ○ explícale por qué actuaste así ○ expresa lo que harás en el futuro 	<p>Escribe una carta. Imagina que tus padres no están en casa y quieres informarles que te vas a quedar en casa de un(a) amigo(a). Salúdalos y</p> <ul style="list-style-type: none"> ○ Explícales la situación ○ Promételes lo que harás ○ Infórmales cuándo regresarás

Rúbrica

	5	3	1	0
Seguir direcciones	Superó todas las direcciones	Cumplió las direcciones pero falta algo	No hizo lo suficiente	No siguió las direcciones
Gramática	Menos de 4 errores	Más de 7 errores	Más de 8 errores	Diffcil leer
Expresión y creatividad	Mucha expresión y creatividad	Bastante expresión y creatividad	Falta expresión y creatividad	No hay expresión lógica ni creatividad
Vocabulario	Mucho vocabulario nuevo y uso correcto	Mucho vocabulario pero falta algo	No mucho vocabulario nuevo	Muchos problemas con el vocabulario

Spanish Classroom Vocabulary Choice Board

<p>Use classroom vocabulary and phrases to DRAW flashcards. Picture on one side and Spanish vocabulary on the other side. NO ENGLISH!!</p>	<p>Group all questions and answers in the vocabulary. Create flashcards with the question in Spanish on the front and the answer to that question on the back in Spanish. NO ENGLISH!</p>	<p>Develop a short role-play. Characters: 1 teacher; 2 students. Scene: Classroom. Possible scenarios: teacher asks student questions, teacher is giving instructions.</p>
<p>Create a diary of a typical week. Include the name of each day and draw a picture or pictures of activities you do on these days.</p>	<p>Pick an article from the newspaper "Norte" Find all the cognates in the article. Make a list of the Spanish words. Then look for similarities</p>	<p>Create a comic strip involving 3 characters. Characters should greet each other, ask 3 questions related to school setting, then say good-bye. Use word bubbles.</p>
<p>Create a school schedule. Schedule must include time expressions, school subjects and names of professors.</p>	<p>Create a weather chart. Chart should include words and phrases that describe different weather as well as pictures that represent each phrase.</p>	<p>ON THE INTERNET: Find a website for a BILINGUAL Mexican School. Create a powerpoint presentation IN SPANISH using the information you find. Must include: subjects offered, extracurricular activities, graduation requirements.</p>

Directions: Select one activity from line A, one from line B, and one from Line C. Each assignment counts as a quiz. Write the date completed and have Sra. McCabe initial your board. Due dates as follows:

Line A Monday, March 5
Line B or Line C Thursday, March 8
Line B or Line C Monday, March 12

A	<p>Make a family tree, based on your family, following the directions on the project sheet .</p> <p>Fecha: _____ Sra. _____</p>	<p>Make a Power Point presentation to introduce your family, in Spanish, following directions on the assignment sheet.</p> <p>Fecha: _____ Sra. _____</p>	<p>Make a scrapbook page of your family, using or based on the page provided</p> <p>Fecha: _____ Sra. _____</p>
B	<p>You hope to spend the next year as an exchange student in Argentina. Write a letter about yourself and your family to the agency that selects the students for the program. Make your description as complete as possible.</p> <p>Fecha: _____ Sra. _____</p>	<p>Make a family tree of the Spanish royal family using the information you find at http://www.casareal.es/familia/index-ides-idweb.html (Click on each name at the left for details, children, etc.)</p> <p>Fecha: _____ Sra. _____</p>	<p>Read the article, <i>La familia hispana</i>. Answer the questions, using full sentences. Write a brief summary of the article in English.</p> <p>Fecha: _____ Sra. _____</p>
C	<p>Write and present a dialog with a classmate, telling about your families. Each person must speak five times (<i>Hola</i> and <i>Adios</i> do not count.) Tell whether you have a large or small family, the names and ages of everyone, what they are like, what they look like. Provide a copy of your dialog before you present it.</p> <p>Fecha: _____ Sra. _____</p>	<p>Working with a partner, speaking ONLY Spanish, ask and answer the questions necessary to complete the crossword puzzle (printed on yellow sheets).</p> <p>Fecha: _____ Sra. _____</p>	<p>Describe the family in the drawings, speaking only Spanish, to Sra. McCabe, including names, ages, descriptions and relationships.</p> <p>Fecha: _____ Sra. _____</p>

Activités pour un jour d'ange - Choice Board

Il neige, il neige.... et nous n'avons pas d'école!

Please, take a moment of your day off to practice your French. You are going to choose one activity from this choice board. You will use the vocabulary words from the lesson we are presently studying in class. This activity is due next class period and will be worth 20 points. It will be graded on grammatical accuracy and presentation (oral or visual).

<p>A</p> <p>Make a crossword puzzle using as many words as possible from the lesson.</p> <ul style="list-style-type: none"> - 7th graders: write 3 clues in French, the rest in English. - 8th graders: write half of your clues in French, the rest in English. <p>Use http://puzzlemaker.discovereducation.com/CrissCrossSetupForm.asp</p>	<p>B</p> <p>With a 7th or 8th grade friend studying French at BMMS, have a little dialogue on the discussion board of your webpage. Each of you should have at least eight interventions, all in French! You should each use a minimum of 6 words from the vocabulary.</p>	<p>C</p> <p>Make a set of picture flash cards (3x5 minimum size) for at least 20 vocabulary words of the lesson. Write the words on the back of the index cards.</p>
<p>D</p> <p>If your dad has shaving cream (and allows you to use it!), use shaving cream to "write" down the vocabulary of our lesson. First, "write" the ten most difficult for you. Then, include them in a sentence. If someone is nearby, ask him/her to take a picture of you in full action. Bring the picture to school.</p>	<p>E</p> <p>Either individually or with a friend, write a song or rap having to do with the vocabulary of this lesson, using as many words as possible. Record it or be ready to perform it.</p>	<p>F</p> <p>Send me an email in French and in it use at least 10 new words from the vocabulary. Print up a copy of the email for credit.</p> <p>alanz@hcppss.org</p>

