

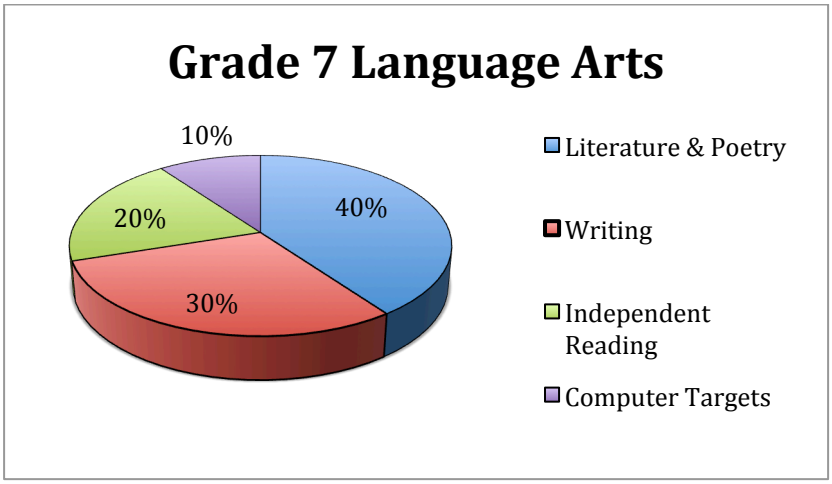
Grade 7 Language Arts

2013-2014 School Year

Welcome Scholars!
Here's the dictionary definition of syl-la-bus: n., pl. syl-la-bus-es or syl-la-bi. 1. An outline or a summary of the main points of a text, lecture, or course of study. After listening to and/or reading the descriptions of these projects, please decide which ones you plan to do. Then show your plan, your Project Tree, and this Syllabus to a parent or guardian, ask them to sign off on the plan, and return the signed syllabus to school so we can get to work!
Student Signature:
Parent/Guardian Signature:

Grade 7 Language Arts

Start & Due Dates, Project Credit/Exam Checklists

How your final quarter grade is Determined:	**Grading Pie**
❑ Students set goals, track their own progress, and grade themselves. ❑ Teachers coach and give Project Pass/Try Again Exams. ❑ The Mutual Goal is ***excellence***.	

Notes:

The 7th Grade Project-Based Language Arts Program demands a high degree of responsibility from students: you must plan your schedule, track your own progress, and get coaching when you need help. Participation is a privilege. You can signal your desire to withdraw from the project-based learning program and switch to a textbook-&-tests program for the remainder of the quarter at any time by: (i) Stopping other students from working during "Project Work time" or (ii) Submitting a Project on which you did not do your fair share of work.

- Some Projects end with a PROJECT ORAL EXAM on which you will be expected to understand and be able to discuss all the checklist requirements and to know all the vocabulary in the directions for that Project. Study the PROJECT CHECKLISTS before you take your oral exams!
- These Projects are to be done BY YOURSELF or in your ASSIGNED GROUP, (with coaching from teachers and family members, of course). To earn credit for a Project, students must do their fair share of work and be able to pass the Project Oral Exam by themselves.
- You have 9 weeks of class and 3 Project work-periods a week. There are 48 Projects in total. There will not be class time set aside for you to work on all 48 PROJECTS. Therefore you will probably have to do some on YOUR OWN TIME TO RECEIVE AN "A+" in Language Arts.
- **INDEPENDENT PROJECTS:** Projects for which there is no planned class time are marked with a PURPLE box. For these projects it is your responsibility to start early enough to: (i) get help with directions and (ii) hand in your project early so it can be looked over.

There is no good reason to wait till the due date. **START EARLY. FINISH EARLY**

Literature and Poetry

GREY BOXES = Foundation Project – May require oral exams completed with notes from class

PURPLE BOXES = Independent Projects – There is no guaranteed class time to work on these projects. The coordinating Foundation Project **MUST** be completed before Independent Project can be worked on. Each Independent Project is accompanied by a rubric.

1	***My Papa's Waltz – Theodore Roethke***	Start	
Intro: *Do you have a special memory that you share with your grandparent? Wouldn't it be nice to have it forever by writing it down? April 25th is Grandparent's Day and they would love to hear you recite it to them.*		Due	

To receive credit for this Project:

- ❑ Read *My Papa's Waltz* by Theodore Roethke
- ❑ Complete Vocabulary Notebook – romped, battered, countenance
- ❑ Be able to pass an oral exam on poem:
  - Identify the rhyme scheme and rhythm - is there a beat?
  - Identify the tone of the speaker.
  - Identify the relationship between the father and son.
  - Define or give a sentence for at least two words from your vocabulary list without looking at your vocabulary notebook
- ❑ Get inspired and write your own poem about a memory you have with one of your grandparents
  - Should be AT least four stanzas
  - Does not need to follow rhyme scheme
- ❑ Follow the writing timeline in order to **publish it on your blog!**
- ❑ Type and print to display on class window to share with your grandparent on Grandparent's Day

Your poem must:

- ❑ Have a clear beginning, middle, and end
- ❑ Contain strong images – I can visualize the event from your details
- ❑ Contain **vivid** verbs and *strong* adjectives
  - Harry ~~sat down~~ (**plopped)** on the couch. **Revised with vivid verb.**
  - A column of *thick, yellow* smoke marked the spot where the explosion occurred. *Strong adjectives*
- ❑ *SHOW* not tell
  - Telling: The haunted house was scary.
  - *Showing:* The hair on my arms stood up, as I entered the haunted house.

To Pass with Flying Colors:

- ❑ Recite your poem on your blog – Can be a video or just your voice

2	**Isn't it Ironic? - *The Interlopers by Saki***	Start	
Intro: *Did you ever hear the song, Isn't it ironic? By Alanis Morissette? Well, this isn't like that song. You will be able to teach her about irony after this lesson.* ***Intro to The Interlopers:*** *Imagine you are in a dark forest on a winter night, hunting an enemy who just happens to be your neighbor. Now suppose that your neighbor is hunting you, too. What makes people who should be friends become fierce enemies? Who is the loser in this story's deadly fight? The answer may shock you.*		Due	

To receive credit for this Project:

- ❑ Complete notes in class on three types of irony: verbal, situational, and dramatic
- ❑ Be able to pass an oral exam identifying each type of irony. **Must be completed after reading *The Interlopers***
- ❑ **Completed class notes must be in hand during oral exam to earn credit – cannot use classmate's**

- ❑ Read *The Interlopers* by Saki – printed copy will be handed out in class
- ❑ Complete Multiple Choice Comprehension Questions at end of story
- ❑ Complete Vocabulary Notebook – precipitous, acquiesced, marauders, exasperation, retorted, condolences, languor, reconciliation, succor→ Pass Vocabulary Quizlet in class
- ❑ Be able to pass an oral exam on *The Interlopers*
  - Identify the irony
  - Define or give a sentence for at least two words from your vocabulary list without looking at your vocabulary notebook
- ❑ **Prove each multiple choice/short answer question with underlined/highlighted text**

3	***Alternate Ending – Surprise the Reader***	Start	
Intro: After you read *The Interlopers you may not believe what happened. If you were Saki, would you have ended the story in that way? Write you own ironic or cliffhanger ending to The Interlopers for this project.*		Due	

To receive credit for this Project:

- ❑ Read *The Interlopers* by Saki – printed copy will be handed out in class
- ❑ Write an alternate ending to *The Interlopers.* Your alternate ending should:
  - Be something that could *realistically* happen with the characters already described in the story
  - Be **at least** three paragraphs long
  - Include dialogue
  - Include a cliffhanger and/or irony
  - Contain strong images – I can visualize the event from your details – *SHOW* not tell
- ❑ Follow the writing timeline in order to **publish it on your blog!**

Earn Double!
This project will also count for a **Writing project!** Check your Writing Project Tree.

4	***Map it Out – Diagram the Main Events***	Start	
Intro: *Develop a map that could have been used by the characters in The Interlopers. The map must detail the main events in the story. It should look weathered and worn...remember they were in the forest.*		Due	

To receive credit for this Project:

- ❑ Read *The Interlopers* by Saki – printed copy will be handed out in class
- ❑ Create a map to detail the main events in the story. Your map should:
  - Show that you understood what happened in the story (territorial lines, animals, neighbors, irony, etc. should all be included in some way in your map)
  - The beginning, middle, and end of the story need to be represented on your map
  - Include a title, compass, and a legend
  - Be clear to read
  - Show effort – there should be color without any stray pencil marks
  - Be worn and weathered…get creative!
- ❑ Scan to the computer to show off on your **blog!**

5	***Pro Athletes' Salaries* – Evaluate Editorials**	Start	
Intro: *The president of the United States earns $400,000 a year. A Wall Street stock trader can earn even more, which a first year New York City policeman earns less that $20,000. Is this fair? In the editorials that follow, two writers offer opposite opinions about the multi-million dollar salaries today's professional athletes make.*		Due	

To receive credit for this Project:

- ❑ Read two editorials by Mark Singletary and Justin Hjelm about Pro-Athletes' Salaries
- ❑ Complete High Five Comprehension Questions – Five answers in RACE sentences (High Five Comprehension Questions located on 7th grade blog)
- ❑ Complete Vocabulary Notebook – appalling, brevity, compensation, dissenter, entitlement, voracious→ Pass Vocabulary Quizlet in class
- ❑ Be able to pass an oral exam on the editorials:
  - Define or give a sentence for at least two words from your vocabulary list without looking at your vocabulary notebook
  - Identify and explain each of the persuasive techniques – notes will be taken in class
  - Answer at least one of your High Five Questions defending with evidence from text

6	**Editorial – Take a Stand**	Start	
Intro: *We have heard about the different types of persuasive techniques and read two different editorials. Now is your chance to find an editorial and write with an opposing viewpoint.*		Due	

To receive credit for this Project:

- ❑ Read two editorials by Mark Singletary and Justin Hjelm about Pro-Athletes' Salaries
- ❑ Find an editorial that you would like to write against – The Junior Scholastics in class will have a lot of options!
- ❑ Develop an editorial opposing the one you read. Your editorial should:
  - Be in a five paragraph format
  - Include at least one persuasive technique – you will have to identify it
  - Include details supporting your opinion/argument
  - Your final draft should be written in newsletter format **and published on your blog!**
  - In order to earn three points in writing, an outline, rough draft, and final draft must be completed

Earn Double!
This project will also count for a **Writing project!** Check your Writing Project Tree.

7	***Design – Robert Frost***	Start	
Intro: *Who knew such a short poem could be so descriptive. Now is your chance to write like Robert Frost. Design a poem about a small insect, bird, etc. that details what it does, how it lives, etc.*		Due	

To receive credit for this Project:

- ❑ Read *Design* by Robert Frost
- ❑ Complete Vocabulary Notebook – rigid, blight, kindred, appall
- ❑ Be able to pass an oral exam on poem:
    - Define or give a sentence for at least two words from your vocabulary list without looking at your vocabulary notebook
    - Simile/Metaphor/Hyperbole/Personification – know them all, identify one in the poem
    - Original poem must be in hand during oral exam or you will not receive credit – you **cannot** use a classmate's copy
- ❑ Get inspired and write your own poem about a small insect, bird, etc.
- ❑ Follow the writing timeline in order to **publish it on your blog!**
- ❑ Type and print to display on class window

Your poem must:

- ❑ NOT say the name of your topic in the poem – The reader should know what it is based on the details
- ❑ Contain strong images – I can visualize the event from your details
- ❑ Contain **vivid** verbs and *strong* adjectives
    - Harry ~~sat down~~ **(plopped)** on the couch. **Revised with vivid verb.**
    - A column of *thick, yellow* smoke marked the spot where the explosion occurred. *Strong adjectives*
- ❑ *SHOW* not tell
    - Telling: The haunted house was scary.
    - *Showing:* The hair on my arms stood up, as I entered the haunted house.

To Pass with Flying Colors:

- ❑ Recite your poem on your blog – Can be a video or just your voice

8	***Remarks at the Dedication of Aerospace Medical Health Center-* JFK**	Start	
Intro: *It's sometimes hard to do the right thing, especially if you feel as if you're doing it all alone. Every once in a while, a leader emerges who can inspire people to break through their fear and preoccupation to make our society the best it can be. You're about to read a speech by one such leader—President John F. Kennedy.*		Due	

To receive credit for this Project:

- ❑ Read *Remarks at the Dedication of Aerospace Medical Health Center* - JFK
- ❑ Complete the comprehension questions in the margins of the text and ending multiple choice questions
- ❑ Complete Vocabulary Notebook – partisan, endeavor, radar, disorientation, metabolism, impairment, impetus, tedious → Pass Vocabulary Quizlet in class
- ❑ Be able to pass an oral exam on *the speech*:
    - **Defend your multiple choice/short answer questions with underlined text**
- ❑ Be able to pass an oral exam on the editorials:
    - Define or give a sentence for at least two words from your vocabulary list without looking at your vocabulary notebook
    - Identify and explain each of the persuasive techniques – notes will be taken in class
    - Answer at least one of your High Five Questions defending with evidence from text

9	***Declaration of War on Japan – FDR***	Start	
Intro: *Have you ever heard the line, "a day that will live in infamy"? What did FDR say that about? What if he didn't use the word infamy; would it still be a famous quote? Today you will read FDR's speech and see that even presidents edit their work!*		Due	

To receive credit for this Project:

- ❑ Read FDR's speech: *Declaration of War on Japan*
- ❑ Be able to pass an oral exam on the speech:
  - Explain a random selection
  - Identify the specific persuasive techniques FDR uses in his speech with underlined text
- ❑ Original speech must be in hand during oral exam or you will not receive credit – you **cannot** use a classmate's copy

9	***Because I Could Not Stop For Death – Emily Dickinson***	Start	
		Due	

To receive credit for this Project:

- ❑ Read *Because I Could Not Stop for Death* by Emily Dickinson
- ❑ Complete Vocabulary Notebook – haste, civility, quivering, cornice, surmised
- ❑ Be able to pass an oral exam on poem:
  - Define or give a sentence for at least two words from your vocabulary list without looking at your vocabulary notebook
  - Identify irony in the poem
  - What is her relationship with death?
  - Original poem must be in hand during oral exam or you will not receive credit – you **cannot** use a classmate's copy
- ❑ Get inspired and write your own poem nature, love, life, or death
- ❑ Follow the writing timeline in order to **publish it on your blog!**

Your poem must:

- ❑ Contain strong images – I can visualize the event from your details
- ❑ Contain **vivid** verbs and *strong* adjectives
  - Harry ~~sat down~~ (**plopped)** on the couch. **Revised with vivid verb.**
  - A column of *thick, yellow* smoke marked the spot where the explosion occurred. *Strong adjectives*
- ❑ *SHOW* not tell
  - Telling: The haunted house was scary.
  - *Showing:* The hair on my arms stood up, as I entered the haunted house.

10	***Names / Nombres* – Julia Alvarez**	Start	
Intro: *Where does your name come from? Do you have any nicknames? In Names/Nombres, author Julia Alvarez writes about how her many names affected her.*		Due	

To receive credit for this Project:

- ❑ Read *Names / Nombres* by Julia Alvarez – printed copy will be handed out in class
- ❑ Complete the comprehension questions in the margins of the text and ending multiple choice questions
- ❑ Complete Vocabulary Notebook – ironically, chaotic, convoluted, specify, merge → Pass Vocabulary Quizlet in class
- ❑ Be able to pass an oral exam on *Names / Nombes*:
  - **Defend your multiple choice questions with underlined text**
  - Define or give a sentence for at least two words from your vocabulary list without looking at your vocabulary notebook

11	***Where does your name come from?***	Start	
Intro: *Where does your name come from? Do you have any nicknames? In Names/Nombres, author Julia Alvarez writes about how her many names affected her. Share the story about where your name comes from.*		Due	

To receive credit for this Project:

- ❑ Read *Names / Nombres* by Julia Alvarez – printed copy will be handed out in class
- ❑ Find out about the significance/history/story behind your name first, last, and middle names
- ❑ Write your name on a poster (paper bigger than at least an 8.5 x 11) using the significance/history/story behind your name (think micrography). If you don't have enough information to fill your name, write your name with things that describe you or that you like
- ❑ Your written name should be neat, colorful, and describe you
- ❑ Include at least a paragraph each detailing the history/significance/story behind your first, last, and middle names
- ❑ Scan your name to be **published on your blog!**

	7th Grade A-Z Book	Start	
Intro: *Have you ever read B is for Badger? It is a book sharing information about badgers for each letter of the alphabet. Here is your chance to show off everything you learned in 7th grade by representing each letter in the alphabet.*		Due	

To receive credit for this Project:

- ❑ Write a topic learned from 7th grade for each letter of the alphabet – can be from Math, Language Arts, History, or Science – Topic should be long enough to write at least 10 sentences about. Stay away from vocabulary words! Show Ms. Curry your topics to get them approved.
- ❑ Topics should cover most subjects and ALL quarters. You need to include topics from 4th quarter!
- ❑ For each topic write at least 10 sentences, describing everything you know about it
- ❑ Each topic should be accompanied by a picture – can be computer generated or hand drawn
- ❑ The cover of your book MUST be illustrated by you and be appropriate in describing what the book is – remember every book is judged by their cover!
- ❑ Each letter should fit on one page – that means your text and pictures must fill the page!

Anne Frank – Responding to Literature Summaries = Each Thursday we will read *Anne Frank* in class. The DUE DATES are TBA because depending on how far we get each Thursday will determine what is due and when it is due. There is no guaranteed work time in class to work on your summaries and vocab but **both have hard deadlines.** If you *pass* **before/on** the due date you will receive FULL credit. If you *pass* **after** the due date you will only receive HALF credit. Your grade for *Anne Frank* projects will be averaged with your other Literature and Poetry projects to get one grade.

1-4	***Anne Frank Summary and Vocab***	Start	
Intro: *Each week we will read the play version of Anne Frank. You are tasked with the job of completing Summaries and Vocabulary for each Act. Summaries and Vocabulary will only be accepted on the DUE DATE! Due dates will be assigned in class because we are reading it together – they will always be due on Thursdays. Vocabulary Tests will be taken on Thursdays on Quizlet!*		Due	

To receive credit for this Project:

- ❑ Complete summary after each act – must be completed **alone**
- ❑ Complete vocabulary notebook for each act

Summaries must:

- ❑ Include predetermined words – Ms. Curry will tell you each time what words must be included
- ❑ Be at least 10 sentences
- ❑ Be neat – written on lined paper. Typed copies will be accepted but you **CANNOT** tell me, "It's on my blog." If it is not printed the day it is due, you will **NOT** receive credit.

Vocabulary Notebook must:

- ❑ Include sentence from play
- ❑ Include original sentence, proving you know the definition
- ❑ Definition
- ❑ Small drawing
- ❑ Synonym

- ❑ Be able to pass oral exam for each Vocabulary Act by: (You do not need to take oral exam on summary, it will be turned in on the DUE DATE assigned in class).
  - Define or give a sentence for at least two words from your vocabulary list without looking at your vocabulary notebook

5	***The Secret Annex –*** *What did it look like?*	Start	
Intro: *Anne Frank and her family were hiding in the secret annex for more than two years! Explore the space and layout online to recreate what the space looked like. Be creative in sharing the space… (Sorry, NO Minecraft)*		Due	

To receive credit for this Project:

- ❑ At least TWO summaries must be turned in for FULL credit before beginning this project
- ❑ Recreate the secret annex in Google Sketch-Up/3D Model/blueprint drawing/other (get your idea approved by Ms. Curry first) – you may choose to do the whole building or just where the Frank's stayed
- ❑ Find the area of each of the rooms the Franks hid in in square meters – **EXTRA** point for the project for converting it to square feet!
- ❑ The dimensions of your model should be in proportion to the dimensions of the actual space
- ❑ Add as much detail as possible to your model – in class I will show you how to upload images to Google Sketch-Up

6	***Family Heritage –*** *Tell us about your family*	Start	
Intro: *Where is your family from? What traditions have been passed down through generations? Share them with your classmates to see how unique each one of us is*		Due	

To receive credit for this Project:

- ❑ Create a family tree going as far back as your great-grandparents – Present it in a creative way, it should not just be a drawing, a PowerPoint, or something printed from Ancestory.com (ideas will be given in class)
- ❑ Interview a relative to find out more about your family history – If your grandparents are coming on Grandparent's day you are all set! You should have the interview questions shown to Ms. Curry before conducting the interview
- ❑ Share a tradition you have with your family on our class Heritage Day – tentatively scheduled for June 6th. A tradition can include:
    - A traditional dish
    - A traditional song
    - A traditional dance
    - A story passed down
    - Wear traditional clothing
    - If you have other ideas please check with Ms. Curry first
- ❑ Share all the information above on our class Heritage Day in a creative way – you will not have access to a computer so PowerPoint will not work – pretend like you are making a scrapbook page of your family history to share with the class
- ❑ Other things you may want to include in your presentations: a family crest, pictures, items passed down to you, etc.

7	***DIY.ORG Create your Own***	Start	
Intro: *Take a look at the diy.org website. Which way would you like share your knowledge about Anne Frank and her family to earn your first badge? It's your choice… just get it approved by Ms. Curry first.*		Due	

To receive credit for this Project:

- ❑ Read *Anne Frank* in class
- ❑ Explore the diy.org website to find a badge you would like to earn
- ❑ Create your own project connecting the information you are reading in *Anne Frank* to the project you create
- ❑ Before you begin working on a project get it approved by Ms. Curry

8	***Stories of Courage –*** *Do you have what it takes?*	Start	
Intro: *Read about real life stories of courage. Do you have what it takes to be courageous? Tell me about it.*		Due	

To receive credit for this Project:

- ❑ Read Stories of Amazing Courage – link located on the blog
- ❑ Write a journal entry answering the question "What is courage?" – should follow all the writing rules of a normal journal entry
- ❑ Your journal entry should mention the bravery of the people you read about on the website
- ❑ Follow the writing timeline in order to **publish it on your blog!**

9	***What is it like now?***	Start	
		Due	

To receive credit for this Project:

- ❑ Choose any **scene** from *Cyrano de Bergerac* to rewrite using contemporary language, society, and humor. Characters and storyline should remain the same.
- ❑ Follow the writing timeline in order to **publish it on your blog!**

10	**Eulogy**	Start	
	*****SPOILER ALERT***** **DO NOT CONTINUE READING if you have not read the end of the play – you will find out the ending**	Due	

To receive credit for this Project:

DO NOT CONTINUE READING if you have not read the end of the play – you will find out the ending

- ❑ Write a eulogy for Cyrano de Bergerac
- ❑ A eulogy includes an evaluation of the person's life and achievements as well as personal qualities – it can be humorous.
- ❑ Present your eulogy (video or just your voice) on your blog!
- ❑ Should be at least 20 sentences long

Writing

1-4	**Reading Response Journals**	Start	
	Intro: *Get ready for 8th grade by reading a historical fiction independently this quarter. Choose a WWII based historical fiction and then share what you read with all of your classmates EVERY OTHER THURSDAY.*	Due	

To receive credit for this Project:

- ❑ Before beginning to read divide your book into fourths and bookmark it – we will be meeting four times over the course of the quarter. At each bookmark you should complete a Reading Response Journal Entry – there should be a total of FOUR Reading Response Journal Entries completed over the course of the quarter. Each journal entry should include the following on lined/typed paper:
  - The title and author of the book you are reading
  - The number of pages you have read
  - A summary of what you have read. Each summary should include the conflict (internal and/or external)
  - An opinion section including: Predictions for what will happen next, your rating of the book (why you like or dislike it)
  - An explanation of how your book is tying in WWII history
  - An example of a literary device – share an example of a really good piece of imagery, a metaphor/simile, symbolism, foreshadowing, personification, etc.
- ❑ Journal responses should use correct spelling, punctuation, and grammar – responses without this will not be given a pass. If you handwrite your entries, make sure you write legibly.
- ❑ **ENTERIES WILL NOT be given full credit if turned in after the DUE DATE!**

4	***Looking out the Window –*** *Where do you find your strength?*	Start	
	Intro: *Anne Frank often looked out the window of the attic at a chestnut tree. She often wrote about the tree giving her courage and strength to keep on going. What gives you strength? Write a poem or an essay describing what keeps you going.*	Due	

To receive credit for this Project:

- ❑ Read more about the chestnut tree that gave Anne Frank strength – link located on the blog
- ❑ Get inspired and write your own poem/essay describing what gives you strength in a time of need – Your description should be so good that I do know what you are talking about without you having to say the name – SHOW do not TELL

Your poem must:

- ❑ Contain strong images – I can visualize the event from your details
- ❑ Contain **vivid** verbs and *strong* adjectives
  - Harry ~~sat down~~ **(plopped)** on the couch. **Revised with vivid verb.**
  - A column of *thick, yellow* smoke marked the spot where the explosion occurred. *Strong adjectives*
- ❑ *SHOW* not tell
  - Telling: The haunted house was scary.
  - *Showing:* The hair on my arms stood up, as I entered the haunted house.
- ❑ Follow the writing timeline in order to **publish it on your blog!**
- ❑ Place a leaf on Anne Frank's tree – directions are on the Anne Frank website – located on the blog

To Pass with Flying Colors:

❑ Use at least fifteen words from your vocabulary notebook

4	**Creative Writing Short Story**	Start	
	Intro: *When you are not answering a journal topic you will start becoming the next J.K. Rowling or Rick Riordan. Now is your chance to write about whatever you would like. Creative writing time will* ***not*** *always be given in class.*	Due	

To receive credit for this Project:
- ❑ This is where your creativity comes to life. Write a story intended to become a book.
- ❑ Credit will be given when a developed story is written with a clear beginning, middle, and end (You do not need to finish the story by the end of the quarter to earn credit)
- ❑ **At least 1,500 words per quarter must be written to earn credit**

To Pass with Flying Colors:
- ❑ Use at least fifteen words from your vocabulary notebook

Independent Reading

1	***Independent Reading Pie***	Start	
	Intro: *Remember those numbers! ~ It is estimated that if you read for thirty minutes a day, you will be exposed to an average of one million words by year's end. So we need to get reading!*	Due	

To receive credit for this Project:
- ❑ Read a book of your choosing.
- ❑ Once you read 50 pages or after you finish the book pas an oral exam to fill in a “slice” on the reading pie
  - 1 slice for each 50 pages
  - 3 slices for reading entire book
- ❑ Oral Exam will include any and/or all of the following:
  - Title
  - Author
  - Genre
  - Explain random selection
  - Rate it 1 – 5.

To Pass with Flying Colors:
- ❑ Write a book review and post it in the library and on your blog!

Computer Targets – 10%

1-3	**Greek and Latin Roots Unit #14-16**	Start	
Intro: *It is estimated that if you read for thirty minutes a day, you will be exposed to an average of one million words by year's end. How many of those words will be new and unknown to you? Studying Greek or Latin word stems can open up vocabulary acquisition for hundreds of unknown words found while reading.*		Due	

To receive credit for this Project:

- ❑ Complete graphic organizer in class – this is your tool to study while at home
- ❑ Be able to pass ThatQuiz Exercises I and II
  - Exercise I: Fill in the blank with vocabulary words
  - Exercise II: Match the synonyms

1-10	**Vocabulary Quizlets**	Start	
Intro: *You have read the short stories now show off your knowledge of the vocabulary and grammar!*		Due	

To receive credit for this Project:

- ❑ Complete vocabulary notebook for each word assigned:
  - Definition from dictionary – that makes sense to you!
  - Synonym
  - Sentence where the word is used in the story
  - Sentence showing you understand what the word means
- ❑ Be able to pass Quizlet **in class EVERY THURSDAY**
  - You will only be given ONE chance

1	**Free Rice**	Start	
Intro: *For each answer you get right, Free Rice donates 10 grains of rice through the World Food Programme to help end hunger. Start donating rice by matching the definitions to words.*		Due	

To receive credit for this Project:

- ❑ Go to www.freerice.com
- ❑ Press LOGIN. Enter **OTATEAM7** for the username. Enter **OTATEAM7** for the password.
- ❑ Above the bowl on the screen, you should see “Groups: Select a Group”. Press this, find your name, and press PLAY.
- ❑ Earn 15,000 new grains of rice to earn two project points.