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English – 8

If you are using this for high school, you could call it Literature and Composition I on your transcript.

Course Description: This high-school level course requires students to analyze a wide variety of literature. Students will be reading an autobiography, science fiction and allegorical novels, poetry including epic poetry, short stories and plays. They will review grammar, vocabulary and spelling as well as the elements of a story. They will focus on poetic and literary devices such as metaphor and irony. Students will be required to present orally as well as to produce numerous written works. Writing assignments include narratives, articles, essays, research, ads, letters, poetry and a final project of writing a play. A final exam is given at the end of the course.

(The base of this course is “9th Grade Literature and Composition” offered by Georgia Virtual Learning which is aligned to [Common Core Standards](#); however, your children won’t just be using the whole course. I edited the curriculum for content. I also added more reading and writing assignments to it, as well as vocabulary and spelling. Their course uses Discovery Education videos. We do not have access to those and are not needed for your course.)

Reading List:

Books: Grammar Land, Nesbit; historic autobiography of your choosing; *Pilgrim’s Progress*, Bunyan; *Twenty Thousand Leagues Under the Sea*, Verne
Plays: The Tempest, Shakespeare; *The Importance of Being Earnest*, Wilde
Short stories: The Gift of the Magi, *The Ransom of Red Chief*, O’Henry; *The Cask of Amontillado* (partial), Poe; *The Necklace*, Maupassant; other excerpts
Poetry: The Odyssey, Homer; Emily Dickinson and others

Day 1* (Materials for English: vocabulary notebook — I suggest getting a composition/spiral notebook)

1. If you didn’t get here through [My EP Assignments](#), I suggest you go there and create an account.

Vocabulary

1. Go through the first column of [words](#) and click on the speaker icon to hear each word’s definition. Practice taking notes. Label it as Unit 1. (These are Level E words.) Write each word and definition. You don’t need to write down everything it says. Write down what you need to so that you understand what it means.

Reading

1. Read the introduction and chapter 1 of [Grammar Land](#).

Writing*

1. *Print out this [whole Grammar Land download](#) and keep the pages in your binder. Today follow the directions for chapter 1. Try to list specific nouns, eg. beagle instead of dog. (answer help:

) ([Answers](#))
Grammar*

1. *Print out this grading sheet to keep track of all the little grades from quizzes and assignments. ([Blank Grade Sheets](#), [Excel](#)) You will be adding other grades as well for reading and writing. I will tell you when and how to add grades each time. This is a high school class, so it can be counted on a transcript. And **transcripts require grades**.
2. Read about [subjects and verbs from the Grammar Book](#).
3. Take the [quiz](#). Pay attention to the grade you get on the quiz and record your grade on the grades sheet. Writing 9/10 would mean you got 9 right out of 10 questions.
4. Play the [subject and predicate review game](#).

Day 2

Vocabulary

1. Go through the next column of [words](#) and click on the speaker icon to hear each word's definition. Practice taking notes. Write each word and definition. You don't need to write down everything it says. Write down what you need to so that you understand what it means.

Reading

1. Read [chapter 2](#).

Writing

1. Do the worksheet(s) for chapter 2. (answer help:
) ([Answers](#))

Grammar

1. Read about [clauses](#).
2. Play the [game](#).
3. See the [types of sentences](#). If you want more, here's a [lesson](#).
4. Take the [quiz](#).
5. Check your answers.

Day 3**

Vocabulary

1. Go through the next column of [words](#) and click on the speaker icon to hear each word's definition. Practice taking notes. Write each word and definition. You don't need to write down everything it says. Write down what you need to so that you understand what it means.

Reading

1. Read [chapter 3](#).

Writing

1. Do the worksheet(s) for chapter 3. ([Answers](#))

Grammar**

1. *Do the subject/verb worksheet. ([Subjects and Verbs Assignment Handout](#))
2. Check your answers. ([Answers Subjects and Verbs Assignment Handout](#))
3. *Do the clause worksheet. ([Name that Clause Assignment Handout](#))
4. Check your answers. ([Answers Name that Clause Assignment Handout](#))
5. All of the grammar worksheets are from the site. Sometimes I make a few changes and I made the answer sheets, but the worksheets come from the Georgia Virtual Learning Site that you are using.
6. Write your assignment grades on the grading sheet.

Day 4

Vocabulary/Spelling

1. Play [hangman](#).
2. Study for your vocabulary quiz tomorrow. Make sure you know your words. How to study? Read them out loud, copy the ones you are unsure of, have someone quiz you, use words in conversation that you aren't comfortable with yet, [more tips](#)(not all apply)

Reading

1. Read [chapters 4 and 5](#).

Writing

1. Do the worksheet(s) for chapters 4 and 5. ([Answers](#))
2. Note: Chapter 5: Maiden should be maidenly. Also, only before child (first line) is an adjective.

Grammar

1. Read about [phrases](#).
2. Do the [preposition quiz](#). Make sure to read the directions!
3. Record your quiz grade.

Day 5

Vocabulary

1. You can study from your notebook before you take the quiz, but you **MUST** put it away before you take the quiz. Cheaters get ZERO points for their quiz.
2. Take the [quiz](#).
3. Record your score. (It tells you at the top of the box how many there were and how many you got right.) Write the “type” as quizV1.

Reading

1. Read [chapter 6](#).

Writing

1. Do the worksheet(s) for chapter 6. ([Answers](#))

Grammar

1. Read about [gerunds](#), [participles](#) and [infinitives](#).
2. Practice with a [quiz](#). Scroll down to the “Exercise.” The answers are just under the exercise, so don’t scroll too far. Answer the questions then check your answers.
3. Record your quiz grade.

Day 6*

Vocabulary

1. Go through the first column of [words](#) and click on the speaker icon to hear each word’s definition. Practice taking notes. Label it as Unit 2. Write each word and definition. You don’t need to write down everything it says. Write down what you need to so that you understand what it means.

Reading

1. Read [chapter 7](#).

Writing

1. Do the worksheet(s) for chapter 7. ([Answers](#))

Grammar*

1. Write 4 sentences with a gerund phrase, 4 with participles, and 4 with an infinitive phrase. Somehow label what’s what. You can underline or circle or star or something and make a key showing what means what kind of phrase. Or type them and make each kind of phrase a different color.
 - 12 points, one for each sentence if you followed the rules
2. *Print out the gerund assignment. ([Gerunds Assignment Handout](#))

3. Check your answers. ([Answers Gerunds Assignment Handout](#))
4. Record your assignment grade.

Day 7

Vocabulary

1. Go through the next column of [words](#) and click on the speaker icon to hear each word's definition. Practice taking notes. Write each word and definition. You don't need to write down everything it says. Write down what you need to so that you understand what it means.

Reading

1. Read [chapter 8](#).

Writing

1. Do the worksheet(s) for chapter 8. ([Answers](#))

Grammar

1. Take this [quiz](#) for practice. Review the info on the page if you need to.

Day 8

Vocabulary

1. Go through the next column of [words](#) and click on the speaker icon to hear each word's definition. Practice taking notes. Write each word and definition. You don't need to write down everything it says. Write down what you need to so that you understand what it means.

Reading

1. Read [chapter 9](#).

Writing

1. Do the worksheet(s) for chapter 9. ([Answers](#))

Grammar

1. Take a [quiz](#) to identify subjects and verbs. Scroll down to find #1. Which sentence has the subject and verb marked?
2. You can put an X next to your lowest quiz and lowest assignment grade. That means that these scores will not be counted in your grade. We'll let them just disappear. Remember not to add them in when you calculate your grade later. You won't always be allowed to do this! So don't count on it! I know right now you are getting used to grades.
3. Draw a line across the page to show the end of a unit.

Day 9

Vocabulary/spelling

1. Play [hangman](#).
2. Study for your vocabulary quiz tomorrow. Make sure you know your words.
(Remember, there are study tips on Day 4.)

Reading

1. Read [chapters 10 and 11](#).

Grammar

1. Do the worksheet(s) for chapters 10 and 11. ([Answers](#))

Writing

1. Read about the [writing process](#).
2. Quiz yourself–list the steps of the writing process. Don't peek. If you don't get them all, look at it and try again to list them.

Day 10

Vocabulary

1. You can study from your notebook before you take the quiz. You MUST put your notebook away before you begin. Put it far away if it is a temptation. Cheaters get ZERO points for their quiz.
2. Take the [quiz](#).
3. Record your score. Record the type as quizV2.

Reading

1. Read [chapter 12](#).

Grammar

1. Do the worksheet(s) for chapter 12. ([Answers](#))

Writing

1. Read about the [types of writing](#). Just read, don't fill in the blanks.
2. Do this [matching activity](#) on types of writing and this [quiz](#).
3. Record your quiz grade.
4. You can use any of the links in the sidebar to learn more. (The quiz link is from the sidebar.)

Day 11*

Vocabulary

1. Go through the first column of [words](#) and click on the speaker icon to hear each word's definition. Practice taking notes. Label it as Unit 3. Write each word and definition. You don't need to write down everything it says. Write down what you need to so that you understand what it means.

Reading

1. Read [chapter 13](#).

Grammar

1. Do the worksheet(s) for chapter 13. ([Answers](#))

Writing*

1. Complete this worksheet on writing types. ([Writing-Skills Assignment Handout](#))
2. Check your answers. ([Answers-writing-skills assignment handout](#))
3. Record your assignment grade.
4. Today write one of the paragraphs.
5. Record a writing grade, out of 20.
 - Does it have 9 to 12 sentences? (10 points)
 - Does it obviously follow the correct type of writing style? (5 points)
 - Does it use correct spelling and punctuation? (5 points)

Day 12

Vocabulary

1. Go through the next column of [words](#) and click on the speaker icon to hear each word's definition. Practice taking notes. Write each word and definition. You don't need to write down everything it says. Write down what you need to so that you understand what it means.

Reading

1. Read [chapter 14](#).

Grammar

1. Do the worksheet(s) for chapter 14. ([Answers](#))

Writing

1. Write the other paragraph according to the directions on the worksheet from Day 11.
2. Record a writing grade, out of 20.
 -
 - Does it have 9 to 12 sentences? (10 points)
 - Does it obviously follow the correct type of writing style? (5 points)
 - Does it use correct spelling and punctuation?(5 points)

Day 13

Vocabulary

1. Go through the next column of [words](#) and click on the speaker icon to hear each word's definition. Practice taking notes. Write each word and definition. You don't need to write down everything it says. Write down what you need to so that you understand what it means.

Reading

1. Read [chapter 15](#).

Grammar

1. Do the worksheet(s) for chapter 15. ([Answers](#))

Writing

1. Read about [fragments, run-ons and splices](#).
2. If you think you need more practice before taking the quiz, you can do these [online quizzes](#) first — just for practice. There is one for comma splices and fused sentences and one for fragments.
3. Take the [quiz](#). You get a point for each question you answer correctly on the first try.
4. Record the quiz score out of ten possible points.

Day 14

Vocabulary/Spelling

1. Play [hangman](#).
2. Study for your vocabulary quiz tomorrow. Make sure you know your words.

Reading

1. Read [chapter 16](#).

Grammar

1. Do the worksheet(s) for chapter 16. ([Answers](#))

Writing

1. Rewrite these sentences if they are run-ons or fragments. If they are sentences, you can skip them. ([Fragments and Run Assignment](#))
2. When you are finished, you can check your answers. ([Answers Fragments and Run Assignment](#))
3. Record your assignment grade.
4. Review anything you need to before tomorrow's test. There are extra links on many of the pages.

Day 15*

Vocabulary

1. Take the [quiz](#).
2. Record the grade. Record the type as quizV3.

Reading

1. Read [chapter 17](#).

Grammar

1. Do the worksheet(s) for chapter 17. ([Answers](#))

Writing*

1. *Print out the [bubble answer sheet](#).
2. Take the [test](#). Do just the first 29 questions.
3. Check your answers at the end.
4. We'll let this be a practice test. You don't have to record it. How did you do? If you got an A and want to include the grade on your grading sheet, you may.
5. You should look over the ones you got wrong to learn from your mistakes.
6. Put an X next to your lowest assignment grade and lowest quiz grade FOR THIS UNIT.
7. Draw a line on your grading sheet to show the end of a unit.

Day 16

Vocabulary

1. Read through your vocabulary notebook.

Reading

1. Choose an autobiography to read. [Ben Franklin \(audio\)](#), [David Crockett](#), [Booker T. Washington](#), [U.S. Grant](#), [Frederick Douglass \(audio\)](#), [Sojourner Truth](#), [Fanny Crosby](#)—hymn writer, [Elizabeth Cady Stanton \(audio\)](#)—women's rights movement
2. Figure out how many pages a day you'll need to read in order to be finished by Day 30. You have 15 "school" days.

Writing

1. Read about [narrative writing](#).
2. Here's [more](#).
3. Here are some examples of narrative writing: [Anne Frank](#), [Benjamin Franklin](#) (I won't hold you to reading that whole chapter. You can just read part.)

Day 17

Vocabulary/Spelling

1. Play [hangman](#).

Reading

1. Continue reading.

Writing

1. Think of an interesting story from your life. What was the setting, who were the characters, what was the situation, what was the climax, the resolution. You are not writing anything yet. You are just making notes.

Day 18

Vocabulary/Spelling

1. Play a [game](#) to practice your vocabulary, Level E, units 1-3.

Reading

1. Continue reading

Writing

1. Read about [making outlines](#).
2. Take a look at this part of an [outline](#). Here's another [sample](#).
3. Write a basic outline for your *personal* narrative, a story from your life. You will need to finish your outline tomorrow. The more thorough your outline the easier it will be to write.
 - I. Will be your introduction, what you want your narrative essay to be about
 - II. III. and IV. Will be individual things you want to talk about
 - V. Will be your conclusion
 - Add an **A.** and **B.** under II. III. and IV. telling what you want to say about that

Day 19

Vocabulary/Spelling

1. Play one of the [games](#) with your words.

Reading

1. Continue reading

Writing

1. Finish your outline. You can write your intro and conclusion in your outline if you have finished the basic outline.
2. Read about [narrative writing](#).
3. Read the [grading guidelines](#) for the narrative essay you are going to write. You are going to want the best score in each category. Think about those things while you write.

Day 20

Vocabulary

1. Retake the quiz of your worst vocab score from [unit 1](#), [unit 2](#) or [unit 3](#). This is why I had you label the quizzes V1, V2, V3 for vocabulary units 1, 2 and 3 so that you could find them easily. Can you please remember to label your future vocab quizzes in this way? It will save you a lot of trouble when I try and help you out with a retest!
2. If you got 100% on all of them, then no vocab for you today. Way to go!
3. If you scored higher this time, then you may change the grade on your grading sheet.

Reading

1. Continue reading

Writing

1. Start writing your personal narrative essay. Remember, it must be between 500 and 800 words. (Microsoft Word will count the words for you. One page is about 250 words with double-spaced lines, so you must write two to three typed pages, double spaced.)
2. You have until day 25 to write and edit it. Use this peer editing checklist to help you edit ([Peer Editing Checklist](#)).

Day 21

Vocabulary

1. [Unit 4](#). Go through the first column of words and click on the speaker icon to hear each word's definition. Practice taking notes. Write each word and definition. You don't need to write down everything it says. Write down what you need to so that you understand what it means.

Reading

1. Continue reading.

Writing

1. Continue writing. Use your vocabulary words. Keep these in mind: [Peer Editing Checklist](#) and [grading rubric](#).

Day 22

Vocabulary

1. [Unit 4](#). Go through the next column of words and click on the speaker icon to hear each word's definition. Practice taking notes. Write each word and definition. You don't need to write down everything it says. Write down what you need to so that you understand what it means.

Reading

1. Continue reading.

Writing

1. Continue writing. Keep these in mind: [Peer Editing Checklist](#) and [grading rubric](#).

Day 23

Vocabulary

1. [Unit 4](#). Go through the next column of words and click on the speaker icon to hear each word's definition. Practice taking notes. Write each word and definition. You don't need to write down everything it says. Write down what you need to so that you understand what it means.

Reading

1. Continue reading.

Writing

1. You should be finishing or getting close to finishing your writing. Keep these in mind: [Peer Editing Checklist](#) and [grading rubric](#).

Day 24

Vocabulary/Spelling

1. Play [hangman](#).
2. Study for your vocabulary quiz tomorrow. Make sure you know your words.

Reading

1. Continue reading.

Writing

1. Finish writing. Make sure you are done on time and have it edited and ready to grade. Keep these in mind: [Peer Editing Checklist](#) and [grading rubric](#).

Day 25

Vocabulary

1. Take the [quiz](#).
2. Record your score.

Reading

1. Continue reading.

Writing

1. Complete your editing. Keep these in mind: [Peer Editing Checklist](#) and [grading rubric](#).
2. Give your essay an honest grade based on the grading rubric. You will use the second page. There are numbers above each column. If that column describes your essay, then that is how many points you get for that row.
 - Add up all your points.
 - **Add ten points if you finished on time.** (If you are doing this a few days later, then you don't get those ten points. Don't get behind in your work!)
 - Total points 30+10
 - +1 extra credit point for any vocabulary word you used (from this year)
3. Be sure your name and email address are NOT on your paper for privacy purposes.
4. Read these directions carefully. You're going to go to [this site](#) and enter the code FMJXRZ. Create an account with your email address and a password.
5. Click on the day 25 personal narrative assignment.
6. Read the directions on the "assignment" tab.
7. Upload your essay on the "submission" tab.
8. Move on to the "review" tab and review someone else's essay. You must answer every question for the system to submit your essay for review. Editing other writing will help your writing. You can check back in to your account periodically to see if you've received feedback.
9. ***PLEASE NOTE*** We have no way of previewing submissions with this peer editing system. If your parent is concerned about that, have them read the essay you are reviewing before you read it. Inappropriate essays and comments can be flagged to be reviewed.
10. You should receive a grade from the person who reviewed your essay. If you never receive feedback (be patient), then you'll have to ask someone that you know to do it for you. They should use the [grading rubric](#) and score it out of 30.
11. After you receive feedback, you may make revisions to your essay and give yourself another grade. The grade will be out of 30 points.
12. You should list all of the grades (your first grade, your grade from the feedback, and your final revision grade) on your grading sheet.
13. You should count all of these grades unless you really think the feedback you got was unfair. This way your writing assignment is worth much more (100 points) instead of just 30. That means that in your final grade, your writing assignments will count more than the little homeworks and quizzes.

Day 26

Vocabulary

1. Label as [Unit 5](#). Go through the first column of words and click on the speaker icon to hear each word's definition. Practice taking notes. Write each word and definition. You don't need to write down everything it says. Write down what you need to so that you understand what it means.

Reading

1. Continue reading.

Writing

1. Define: character, setting, climax, conflict, resolution.
 -
 - Grade: 2 points for each if you answered in complete sentences
 - Total 10 points

Day 27

Vocabulary

1. [Unit 5](#). Go through the next column of words and click on the speaker icon to hear each word's definition. Practice taking notes. Write each word and definition. You don't need to write down everything it says. Write down what you need to so that you understand what it means.

Reading

1. Continue reading.

Writing

1. Do the [crossword](#). Click on the key to check your answers.
 - 5 points for completing the assignment.
2. You can draw a line on your grading sheet to show the end of a unit.

Day 28

Vocabulary

1. [Unit 5](#). Go through the next column of words and click on the speaker icon to hear each word's definition. Practice taking notes. Write each word and definition. You don't need to write down everything it says. Write down what you need to so that you understand what it means.

Reading

1. Continue reading.

Writing

1. Define these literary terms. ([Short Story Terms](#))
 - 1 point for each definition +1 for completing it (There are two repeated terms. Easy for you.)
 - Total 30 points

Day 29

Vocabulary/Spelling

1. Play [hangman](#).
2. Study for your vocabulary quiz tomorrow. Make sure you know your words. This is the last time I'm going to remind you. Do you think you are in the habit? If you know you are going to be tested on something, it's a good idea to study!

Reading

1. Continue reading.

Writing

1. Draw a [plot diagram for The Three Little Pigs](#).
2. Try it and then use the arrow keys to walk through the different parts and check your answer. You can make it full screen to aid in reading it.

Day 30*

Vocabulary

1. Take the [quiz](#).
2. Record your score.

Reading

1. Finish reading.
2. Write a paragraph about what you found to be the most inspiring part of the narrative you read.
 - 2 points for a topic sentence
 - 6 points for at least three supporting sentences, including a specific story example from the book
 - 2 points for a conclusion sentence
 - Total 10 points

Writing*

1. Read about [irony](#).
2. Look at these [examples of irony](#). Here are more [examples](#).
3. *Complete this [worksheet on verbal irony](#).
 - 1 point for numbers 1 through 5 ([Answers](#))
 - 2 points each for writing irony on the two lines at the bottom of the page
 - 1 point for completing the whole thing if you didn't skip anything
 - 10 points total

Day 31

Vocabulary

1. Label as [Unit 6](#). Go through the first column of words and click on the speaker icon to hear each word's definition. Practice taking notes. Write each word and definition. You

don't need to write down everything it says. Write down what you need to so that you understand what it means.

Reading

1. Read [The Gift of the Magi](#).

Day 32

Vocabulary

1. [Unit 6](#). Go through the next column of words and click on the speaker icon to hear each word's definition. Practice taking notes. Write each word and definition. You don't need to write down everything it says. Write down what you need to so that you understand what it means.

Reading

1. Read a [bio](#) of O'Henry, the author the story you just read.
2. Read this [guide](#) to the story.

Day 33

Vocabulary

1. [Unit 6](#). Go through the next column of words and click on the speaker icon to hear each word's definition. Practice taking notes. Write each word and definition. You don't need to write down everything it says. Write down what you need to so that you understand what it means.

Reading/Writing

1. Answer one of the first two [study questions](#). (Above Author Information)
 - 2 points for an introductory sentence that states a clear thesis
 - 2 points each for three examples from the story that show your point
 - 2 points for a well-stated conclusion sentence that restates your point
 - Total: 10 points

Day 34

Vocabulary/Spelling

1. Play [hangman](#).

Reading/Writing

1. Read the biography on [Edgar Allen Poe](#).
2. Watch this video on [his life and works](#).

3. Read the short story, [The Cask of Amontillado edited](#) **Warning:** This is the first 4 pages. You don't want to read the gross ending. He kills his friend. He builds him a tomb out of bricks (masonry).
4. Write down any instances of irony that you can find. (You can review irony by looking at the links I listed on Day 30.)
5. Poe is very famous, but very dark. I don't recommend any further reading of his works, but you should know who he is and the type of literature he wrote. Do you think his childhood influenced his writing?

Day 35

Vocabulary

1. Take [the quiz](#).
2. Record your score.

Reading

1. Read the bottom of this page about Poe's [short story](#) you read. Scroll down to Setting and read from there.

Writing

1. Write a friendly letter to Poe. Use the [proper format](#). In your letter tell him what you think about him and his life and works. You should mention his use of irony. Give an example from the story and tell him how it affected the story, and you.
 1. 5 points for using the proper letter format
 2. 5 points for including an example of irony
 3. 5 points for including how it affected the story and how you view him and his work
 4. Total: 15 points

Day 36

Vocabulary

1. Read through units 4-6 in your vocabulary notebook.

Reading/Writing

1. Read this introduction to [The Necklace](#). Just read what's there. Don't use any links.
2. Read through the questions on the [question sheet](#).
3. Read the story ([The Necklace](#)) and answer the questions.
 -
 - 1 point for each correctly answered question (11 answers in questions 1-9) ([Answers](#))
 - 4 points for being able to find the irony in the story as shown in the answer to #10 ([Answers](#))
 - Total 15 points
1. What are some things wrong with her attitude shown in the 5th paragraph on the first page?

Day 37

Vocabulary/Spelling

1. Play [hangman](#).

Writing

1. Complete this journal writing assignment:
 -
 - Choose a character from *The Necklace* and write as if they were writing in a diary. Be sure to include their feelings about each of the items listed below.
 - 5 points for each of the things listed below IF you told about it and included your (the character's) feelings about each
 - the party
 - losing the necklace
 - replacing the necklace
 - irony of these events
 - 2 points for each of the things listed above IF you mentioned it but did not include the character's feelings
 - 5 points if you wrote in a diary/journal format (proper tone of voice, used "I," believable that the character could have written it)
 - Total 25 points
 - Do NOT send this in for peer editing.

Day 38

Vocabulary/Spelling

1. Play a [game](#) to practice your vocabulary, Level E, units 4-6.

Reading

1. Read [The Ransom of Red Chief](#). (If you want to download it, [Ransom of Red Chief](#))

Day 39*

Vocabulary/Spelling

1. Play a [game](#) with your vocabulary words, units 4-6.

Reading/Writing

1. Complete the study questions for *The Ransom of Red Chief* ([Ransom of Red Chief Questions](#)).
 1. 22 points for correct answers for the first 11 questions ([Answers](#))
 - 8 points for answer the last question with examples and explanations ([Answers](#))
 - Total 30 points

Day 40

Vocabulary

1. You may take a retest for ONE of your vocabulary quizzes from the last three weeks: [unit 4](#), [unit 5](#) or [unit 6](#). Record the best of the two scores on your grading sheet.

Reading

1. Review *The Gift of the Magi*, by rereading this [guide](#) to the story.
2. Complete the [crossword](#) and [matching](#). Click on the key to see the answers.

Day 41

Vocabulary

1. Label as [Unit 7](#). Go through the first column of words and click on the speaker icon to hear each word's definition. Practice taking notes. Write each word and definition. You don't need to write down everything it says. Write down what you need to so that you understand what it means.

Reading/Writing

1. Read about the [themes](#) of the Necklace and take notes. ([themes from](#))
2. Today start a project about a short story you have read. Write about the use of irony in [one](#) of the short stories you have read. What kind of irony is used, how is it used in the story, how does it affect the story and the reader's experience of the story. Quote examples from the story. Or, you can do a [project](#) if you prefer not to write.
3. Read through this [grading rubric](#) to make sure you will earn all of the possible points, if you are writing. (Read it "author's use of irony" instead of "author's voice." Also, you are writing about the affect on the reader, not "personal growth." Finally, for formatting, make sure you make a title, and write your name, date, and course name on your paper.) Use the grading rubrics on the [projects page](#) for projects.

Day 42

Vocabulary

1. [Unit 7](#). Go through the next column of words and click on the speaker icon to hear each word's definition. Practice taking notes. Write each word and definition. You don't need to write down everything it says. Write down what you need to so that you understand what it means.

Reading/Writing

1. Read this [guide](#) for Poe's story (scroll to settings)
2. Continue to work on your short story project. Remember that you are to write about the use of irony in one of the short stories you have read. What kind of irony is used, how is it used in the story, how does it affect the story and the reader's experience of the story.

3. Read through this [grading rubric](#) to make sure you will earn all of the possible points. (Read it “author’s use of irony” instead of “author’s voice.” Also, you are writing about the affect on the reader, not “personal growth.” Finally, for formatting, make sure you make a title, and write your name, date, and course name on your paper. Use the grading rubrics on the [projects page](#) for projects.

Day 43*

Vocabulary

1. [Unit 7](#). Go through the next column of words and click on the speaker icon to hear each word’s definition. Practice taking notes. Write each word and definition. You don’t need to write down everything it says. Write down what you need to so that you understand what it means.

Writing*

1. Use the [grading rubric \(projects\)](#) to give your short story assignment an honest grade out of 100 points.
2. *Print out the [bubble answer sheet](#). Fill in numbers 30 to 62. Don’t start filling in at 1. Make sure your answer number match the question number.
3. Take the [test](#). Do numbers 30 to 62.
4. Record your score out of 30. That leaves 3 points for extra credit. (The answers are at the end of the same PDF as the test.)
5. You can draw a line to show the end of a unit.

STOP

Time for a report card and portfolio/records updating.

Portfolio/records: In your portfolio you should include one of your writing assignments from this quarter. You can also take a screen shot of one of the vocabulary quizzes. You can choose a page from the Grammar Land worksheets. Save one of your grammar assignments and one of your short story assignments (maybe for *The Necklace*). You could save any other assignment that’s different—like the irony assignment. Choose things that’s neat and well kept. NOTE! If you are turning your portfolio into the school district, keep a separate records binder for yourself at home. Include the best writing assignment and maybe one other assignment that you think highlights the course or your child. This is for your high school college records. You will hold onto these records until your child is in college! You don’t want to save too much, but you want to have enough, just in case.

Report Card: In public school you get your grade for your class every quarter of the school year. That’s about now. This isn’t your final grade for your course. It just lets you know how you are doing.

This is how you find your grade:

- Add up all the grades you have been recording.

- Add up your scores and write that number down. DON'T count the scores you put an X by. Those scores are NOT to be counted in your grade.
- Add up the total possible points and write that number down. (You won't add in the total points number for the Xed out scores either.)
- Divide those numbers. Your score divided by total possible. Move the decimal point over two places to the right. Write the number in front of the decimal (something between 1 and 100). This is your percent grade. Next to that you can write your letter grade. 90-100 is an A, 80-89 is a B, 70-79 is a C.

Your goal is to get an A for the course at the end of the year. Go back and look at where you lost points. What can you do to avoid losing those points in the next quarter?

Draw a line across your grade report, or maybe print out a new sheet and start fresh for the new quarter. ([Blank Grade Sheets](#), [Excel](#))

Day 44

Vocabulary/Spelling

1. Play [hangman](#).

Reading

1. Read this biography of [Shakespeare](#).
2. Read about these [drama terms](#).

Day 45*

Vocabulary

1. Take the [quiz](#).
2. Record your score.

Reading*

1. Read the [introduction](#) to the play.
2. Read this [summary](#).
3. (*) Read this character list. ([Tempest Characters](#)) It might help you to print this out and keep it out while you read.
4. *Print out the study guide ([The Tempest Study Guide](#)) and keep it next to you as you read. Before you read each act, read the questions. Answer them as you read.

Day 46

Vocabulary

1. Label as [Unit 8](#). Go through the first column of words and click on the speaker icon to hear each word's definition. Practice taking notes. Write each word and definition. You don't need to write down everything it says. Write down what you need to so that you understand what it means.

Reading

1. Read Act 1, Scene 1. (The Tempest [audio](#), [text only](#))
2. Answer the questions on the study guide as you go. ([Answers](#))
3. If you are stuck, try the [No Fear Shakespeare](#) site for help. (I can't vouch for what pictures will be on this site.)

Day 47

Vocabulary

1. [Unit 8](#). Go through the next column of words and click on the speaker icon to hear each word's definition. Practice taking notes. Write each word and definition. You don't need to write down everything it says. Write down what you need to so that you understand what it means.

Reading

1. Read Act 1, Scene 2. (The Tempest [audio](#), [text only](#))
2. Answer the questions on the study guide as you go. ([Answers](#))
3. If you are stuck, try the [No Fear Shakespeare](#) site for help. (I can't vouch for what pictures will be on this site.)

Day 48

Vocabulary

1. [Unit 8](#). Go through the next column of words and click on the speaker icon to hear each word's definition. Practice taking notes. Write each word and definition. You don't need to write down everything it says. Write down what you need to so that you understand what it means.

Reading

1. Read Act 2, Scene 1. (The Tempest [audio](#), [text only](#))
2. Answer the questions as you go. ([Answers](#))
3. If you are stuck, try the [No Fear Shakespeare](#) site for help.

Day 49

Vocabulary/Spelling

1. Play [hangman](#).

Reading

1. Read Act 2, Scene 2. (The Tempest [audio](#), [text only](#))
2. Answer the questions as you go. ([Answers](#))
3. If you are stuck, try the [No Fear Shakespeare](#) site for help.

Day 50

Vocabulary

1. Take the [quiz](#).
2. Record your score.

Reading

1. Read Act 3, Scene 1.(The Tempest [audio](#), [text only](#))
2. Answer the questions as you go. ([Answers](#))
3. If you are stuck, try the [No Fear Shakespeare](#) site for help.

Day 51

Vocabulary

1. Label as [Unit 9](#). Go through the first column of words and click on the speaker icon to hear each word's definition. Practice taking notes. Write each word and definition. You don't need to write down everything it says. Write down what you need to so that you understand what it means.

Reading

1. Read Act 3, Scene 2.(The Tempest [audio](#), [text only](#))
2. Answer the questions as you go. ([Answers](#))
3. If you are stuck, try the [No Fear Shakespeare](#) site for help.

Day 52

Vocabulary

1. [Unit 9](#). Go through the next column of words and click on the speaker icon to hear each word's definition. Practice taking notes. Write each word and definition. You don't need to write down everything it says. Write down what you need to so that you understand what it means.

Reading

1. Read Act 3, Scene 3. (The Tempest [audio](#), [text only](#))
2. Answer the questions as you go. ([Answers](#))
3. If you are stuck, try the [No Fear Shakespeare](#) site for help.

Day 53

Vocabulary

1. [Unit 9](#). Go through the next column of words and click on the speaker icon to hear each word's definition. Practice taking notes. Write each word and definition. You don't need

to write down everything it says. Write down what you need to so that you understand what it means.

Reading

1. You are going to write about three characters from the play. Today choose your three characters. Write your 6-10 sentences about one of them. Make sure you include a quote from the play. After you write the quote, write (act number, scene number, line number). That tells the reader where to find the quote in the play. You are **citing** the quote. Use other examples from the play that you just tell about but not quote.
2. On Day 54 you will write about the other two characters in the same fashion.
3. For each paragraph, each character, say why you chose the character and include examples from the play including a quote that was properly cited—must be 6-10 sentences.

Day 54

Vocabulary/Spelling

1. Play [hangman](#).

Reading

1. Write 2 more paragraphs for your assignment. Make sure you include everything.
 - 10 points for each character that you wrote why you chose the character and included examples from the play including a quote that was properly cited—must be 6-10 sentences
 - 8 points for each character that you wrote why you chose the character and included included examples from the play including a quote that was properly cited, but was not at least six sentences
 - 5 points for each character you wrote why you chose the character and gave examples but did not include a quote
 - 1 point for choosing a character but did not give examples to show why
 - PLUS
 - 5 points for completing three characters on time
 - Total 35 points

Day 55

Vocabulary

1. Take a [quiz](#).
2. Record your score.

Reading

1. Read Act 4, Scene 1. (The Tempest [audio](#), [text only](#))
2. Answer the questions as you go. ([Answers](#))
3. If you are stuck, try the [No Fear Shakespeare](#) site for help.

Day 56

Vocabulary

1. Read through units 7, 8 and 9 in your vocabulary notebook.
Reading

1. Read Act 5, Scene 1. (The Tempest [audio](#), [text only](#))
2. Answer the questions as you go. ([Answers](#))
3. If you are stuck, try the [No Fear Shakespeare](#) site for help.

Day 57

Vocabulary/Spelling

1. Play a [game](#) to practice your vocabulary.
Reading

1. Read Act 5, Epilogue (The Tempest [audio](#), [text only](#))
2. Answer the questions as you go. ([Answers](#))
3. If you are stuck, try the [No Fear Shakespeare](#) site for help.
4. Read this BBC article for a [quick review](#) of the whole play.

Day 58

Vocabulary/Spelling

1. Play [hangman](#).
Reading

1. Make sure your study guide is complete.
 - 50 points for completing the guide — subtract a point for any missing answer (some numbers required more than one answer)
2. Take the quizzes: [Quiz 1](#), [practice quiz](#).
3. Record the grades.

Day 59

Vocabulary/Spelling

1. Play a [game](#) with your vocabulary words, units 7-9.
Speech

1. Read out loud in front of an audience Prospero's **soliloquy** in the beginning of [Act 5](#) starting at line 2054. A **soliloquy** is when the actor gives a speech with no one else on stage, basically talking to no one, or to himself.

Writing

1. Write a newspaper. Read more below.
2. Your newspaper will have three articles. Include at least one picture in your paper, headlines, and a newspaper title. ([example](#), 1 article is about Shakespeare, 1 is about drama terms, 1 is about the plot and characters of *The Tempest*)
3. Here is a [grading rubric](#) to consider.
4. Get started today. You will have three more days to write your articles. Then you will have a day to edit them and a day to finish up.
5. Here are some newspaper links if you want the help.
 - [Newspaper Template](#)
 - [how-to](#)
 - [writing tips](#)

Day 60

Vocabulary

1. You may take a retest for one of your last three vocabulary quizzes — [unit 7](#), [unit 8](#), [unit 9](#).
2. If you scored higher this time, you may change your grade for that quiz.
3. If you got them all right the first time, DAY OFF, no vocabulary for you today.

Reading

1. Read a summary of your next book, *Pilgrim's Progress*. ([alternate link](#))
2. Read about the [author](#). ([alternate link](#))

Writing

1. Work on your newspaper.

Day 61

Vocabulary

1. Label as [Unit 10](#). Go through the first column of words and click on the speaker icon to hear each word's definition. Practice taking notes. Write each word and definition. You don't need to write down everything it says. Write down what you need to so that you understand what it means.

Reading

1. Read [about the book](#). ([alternate link](#))
2. Read a [character list](#). ([alternate link](#))
3. What do you notice about the character names? The characters represent the names they are given. This book is an **allegory**. The whole book is a metaphor. It has a meaning beyond the setting, characters and plot. Each part of the story means something more than what's before your eyes. There is a man named Christian. He is going on a journey.

But the allegory, or metaphor, is that he represents someone who recognizes his sin and need for saving and seek's God and salvation through Jesus Christ.

Writing

1. Work on your newspaper.

Day 62

Vocabulary

1. [Unit 10](#). Go through the next column of words and click on the speaker icon to hear each word's definition. Practice taking notes. Write each word and definition. You don't need to write down everything it says. Write down what you need to so that you understand what it means.

Reading

1. Read the [summary and analysis of section 1](#). ([alternate link](#))
2. Here is a map of the book's [setting](#).

Writing

1. Work on your newspaper. All of your articles should be written.

Day 63

Vocabulary

1. [Unit 10](#). Go through the next column of words and click on the speaker icon to hear each word's definition. Practice taking notes. Write each word and definition. You don't need to write down everything it says. Write down what you need to so that you understand what it means.

Reading

1. Read book 1, section 1 of *The Pilgrim's Progress*. ([audio](#)) ([download version](#)—is not broken into sections, to be read in 28 days)
2. After you are finished the book there will be a quiz and essay questions to answer. An essay question doesn't mean you have to write a 5-paragraph essay for each question. It just means you will have to write out a long answer, as opposed to a multiple choice online quiz.

Writing

1. Edit all of your stories. Include a quote in your Tempest article!

Day 64

Vocabulary/Spelling

1. Play [hangman](#).

Reading

1. Read the [summary and analysis of section 2](#). ([alternate link](#))

Writing

1. Finish your newspaper.
 - up to 25 points for each article (use this [rubric](#) – only one photo was required for the whole paper, not each article—and then divide by 4)
 - up to 25 points for finishing on time and for layout (take 5 points off for missing headlines, missing newspaper title, or missing newspaper format; 15 points off for not finishing on time)
 - Total 100 points

Day 65

Vocabulary

1. Take the [quiz](#).
2. Record your score.

Reading

1. Read book 1, section 2 of *The Pilgrim's Progress*. ([audio](#))

Writing

1. Read about [nonfiction](#).
2. Read these excerpts of different nonfiction writing: [Night](#) by Elie Wiesel, [Life on the Mississippi](#) by Mark Twain, [Tuesdays with Morrie](#) by Mitch Albom, ["Letter from Birmingham Jail"](#) by Martin Luther King, Jr.

Day 66

Vocabulary

1. Label as [Unit 11](#). Go through the first column of words and click on the speaker icon to hear each word's definition. Practice taking notes. Write each word and definition. You don't need to write down everything it says. Write down what you need to so that you understand what it means.

Reading

1. Read the [summary and analysis of section 3](#). ([alternate link](#))

Writing

1. Read about writing a research report (it's a lot).
 - [Choosing and Narrowing a Research Topic](#)

- [Finding Sources and Taking Notes](#) (I'm a fan of the note card method.)
 - [Editing](#)
 - Final Draft should be in the [MLA format](#).
2. Here's info on how to make a work's cited page.
- [format](#)
 - [In-Text Citations: The Basics](#)
 - [Works Cited Page: The Basic Format](#)

Day 67

Vocabulary

1. [Unit 11](#). Go through the next column of words and click on the speaker icon to hear each word's definition. Practice taking notes. Write each word and definition. You don't need to write down everything it says. Write down what you need to so that you understand what it means.

Reading

1. Read half of book 1, section 3 of [The Pilgrim's Progress](#). ([audio](#))

Writing

1. Read about [writing a thesis statement](#). This should be review!

Day 68

Vocabulary

1. [Unit 11](#). Go through the next column of words and click on the speaker icon to hear each word's definition. Practice taking notes. Write each word and definition. You don't need to write down everything it says. Write down what you need to so that you understand what it means.

Reading

1. Finish book 1, section 3 of [The Pilgrim's Progress](#). ([audio](#))

Writing

1. Today you will choose a topic for a research paper.
2. A research paper is a long essay that you have done a lot of research for. Your essay will need to be four pages long (plus the works cited page) so make sure you gather enough information! The paper will need to be double spaced and in MLA format. You will write (roughly) 8 paragraphs.

If you have trouble thinking of what to write about you can choose a topic from this list, then narrow it down into a thesis.

Irony in *The Necklace*

Characters in *The Necklace*

Themes in *The Necklace*

Irony in *The Tempest*
Names in *The Tempest*
Themes in *The Tempest*

Your essay can be about anything you've read this year. On day 16 you began reading an autobiography. You can write about something in the book you read. You've also been reading *Pilgrim's Progress*; you could write about that. The possibilities are endless! Narrowing your topic will be the hard part. Here's [a page](#) on that (you should remember this).

On day 83 you will send your paper in for peer editing so make sure you work hard on it! You will be using [this rubric](#) (just the first page). Notice you need more than 5 non-internet sites for full points in the 'Bibliography' category. That's where lots of research comes in handy (remember: Wikipedia is **not** a good source)!

3. Good places to look for information on books online are spark notes and cliff notes.
4. What are some questions you should ask when [evaluating a source](#)?

Day 69

Vocabulary/Spelling

1. Play [hangman](#).

Reading

1. Read the [summary and analysis of section 4](#). (the notes call the sections different numbers).

Writing

1. Begin your research. Make sure to take careful notes. You need to know where each piece of information came from. I like to list my resources on one piece of paper. I number them as I add them to the list. Then on my note card I can just write the number 1 in the corner and I know where it came from. Write down web addresses and titles of web sites and pages.
2. DON'T COPY ANYTHING. Just use a word or two to write down the info. If you want to quote something, copy it exactly and write it in quotes. Make sure you can tell exactly where it came from.

Day 70

Vocabulary

1. Take the [quiz](#).
2. Record your score.

Reading

1. Read book 1, section 4 of [The Pilgrim's Progress](#). ([audio](#))

Writing

1. Continue your research. Work for at least twenty minutes. Look for specific examples to support your thesis. Look for quotes that would support your thesis. You are aiming at writing four pages. You need information, examples and quotes. Gather them!

Day 71

Vocabulary

1. Label as [Unit 12](#). Go through the first column of words and click on the speaker icon to hear each word's definition. Practice taking notes. Write each word and definition. You don't need to write down everything it says. Write down what you need to so that you understand what it means.

Reading

1. Read the [summary and analysis of section 5](#).

Writing

1. Continue your research. Work for at least twenty minutes. Look for specific examples to support your thesis. Look for quotes that would support your thesis.

Day 72

Vocabulary

1. [Unit 12](#). Go through the next column of words and click on the speaker icon to hear each word's definition. Practice taking notes. Write each word and definition. You don't need to write down everything it says. Write down what you need to so that you understand what it means.

Reading

1. Read half of book 1, section 5 of [The Pilgrim's Progress](#). ([audio](#))

Writing

1. Remind yourself about writing an [outline](#).
2. Start your outline by typing in your thesis and labeling the intro and conclusion.
 - It should include: intro, conclusion, topics for the body with at least 2 points under each one

Day 73

Vocabulary

1. [Unit 12](#). Go through the next column of words and click on the speaker icon to hear each word's definition. Practice taking notes. Write each word and definition. You don't need to write down everything it says. Write down what you need to so that you understand what it means.

Reading

1. Finish book 1, section 5 of [The Pilgrim's Progress](#). ([audio](#))

Writing

1. Organize your notes into categories. Can your group them? These will be your paragraphs.
2. Type your notes into an outline. The Roman numerals will be the topic sentence/or main point of each paragraph. The alphabet letters will be your details that support the main point.

Day 74

Vocabulary/Spelling

1. Play [hangman](#).

Reading

1. (Optional) Read the [summary and analysis of the next section](#).
2. Read book 1, section 6 of [The Pilgrim's Progress](#). ([audio](#))

Writing

1. Finish your outline. Add to it as much detail as you can. This will make your writing easier.
2. Score your outline.
 - 20 points for your outline
 - 2 points off for anything missing (intro, conclusion, topics for the body with at least 2 points under each one)
3. Write your introduction. Start with an attention grabber and finish with your thesis statement.

Day 75

Vocabulary

1. Take the [quiz](#).
2. Record your score.

Reading

1. (Optional) Read the [summary and analysis of section Doubting Castle](#).
2. Read the first half of book 1, section 7 of [The Pilgrim's Progress](#). ([audio](#))

Writing

1. Start writing. Aim to write *at least* two paragraphs each day, good length paragraphs.

Day 76

Vocabulary

1. Read through units 10 through 12 in your vocabulary notebook.
Reading

1. Finish book 1, section 7 of [The Pilgrim's Progress](#). ([audio](#))
Writing

1. Work on your rough draft. Here is the [grading rubric](#) you will be using (page 1).

Day 77

Vocabulary/Spelling

1. Practice your [vocabulary words](#), units 10-12, level E.
Reading

1. (Optional) Read the [summary and analysis of section Delectable Mountains](#).
2. Read book 1, section 8 of [The Pilgrim's Progress](#). ([audio](#))
Writing

1. Your reading was short today. Work, work, work on your rough draft. You are aiming for 4 pages! (Remember, it is double spaced. This will help you and someone else correct it. To change your document to double spaced look under headings like "page layout," "paragraph" and "spacing.")

Day 78

Vocabulary/Spelling

1. Play [hangman](#).
Reading

1. Read book 1, section 9 of [The Pilgrim's Progress](#). ([audio](#))
Writing

1. Work on your rough draft.

Day 79

Vocabulary

1. Play a [game](#) with your vocabulary words, units 10-12.

Reading

1. Finish book 1, section 10 of [The Pilgrim's Progress](#). ([audio](#))

Writing

1. Look at this page about how to format [long or short quotes](#).
2. Finish your rough draft.

Day 80

Vocabulary

1. You may retake one of the last three vocabulary quizzes—[unit 10](#), [unit 11](#), [unit 12](#)—and change your grade to the higher score.

Reading

1. Read [stage 1](#). ([audio](#))

Writing

1. Take a look at this [sample paper](#).
2. Today make sure you format your paper correctly and write your [works cited page](#).

STOP

Time for a report card and portfolio/records updating.

Portfolio/records: In your portfolio you should include one of your Shakespeare writing assignments from this quarter. You can also take a screen shot of one of the vocabulary activities. NOTE! If you are turning your portfolio into the school district, keep a separate records binder for yourself at home. Include the best writing assignment and maybe one other assignment that you think highlights the course or your child. This is for your high school college records. You will hold onto these records until your child is in college! You don't want to save too much, but you want to have enough, just in case.

Report Card: Time for a quarterly grade to check on how you are doing. Do you remember how it goes? Add up all the grades FROM THIS QUARTER.

- Add up all the grades you have been recording.
 - Add up your scores and write that number down. DON'T count the scores you put an X by. Those scores are NOT to be counted in your grade.
 - Add up the total possible points and write that number down. (You won't add in the total points number for the Xed out scores either.)
- Divide those numbers. Your score divided by total possible. Move the decimal point over two places to the right. Write the number in front of the decimal (something

between 1 and 100). This is your percent grade. Next to that you can write your letter grade. 90-100 is an A, 80-89 is a B, 70-79 is a C.

Your goal is to get an A for the course at the end of the year. Go back and look at where you lost points. What can you do to avoid losing those points in the next quarter?

Draw a line across your grade report, or maybe print out a new sheet and start fresh for the new quarter.

Day 81

Vocabulary

1. Label as [Unit 13](#). Go through the first column of words and click on the speaker icon to hear each word's definition. Practice taking notes. Write each word and definition. You don't need to write down everything it says. Write down what you need to so that you understand what it means.

Reading

1. Read [stage 2](#). ([audio](#))

Writing

1. Start editing your research paper. Read it over and check for flow. Fix your transitions. Use the notes alongside the two samples to help you think through what you need to do.

Day 82

Vocabulary

1. [Unit 13](#). Go through the next column of words and click on the speaker icon to hear each word's definition. Practice taking notes. Write each word and definition. You don't need to write down everything it says. Write down what you need to so that you understand what it means.

Reading

1. (Optional) Read the [summary and analysis](#). ([alternate link](#))
2. Read [stage 3](#). ([audio](#))

Writing

1. Keep editing your research paper. Use the samples to help you make yours better. You can also refer to this [grading rubric](#), though yours will NOT include a title page. That category can be for the proper format on your first page. I know it might seem silly to put your name, etc. on the paper, you are practicing for the future. And practicing following directions!

Day 83

Vocabulary

1. [Unit 13](#). Go through the next column of words and click on the speaker icon to hear each word's definition. Practice taking notes. Write each word and definition. You don't need to write down everything it says. Write down what you need to so that you understand what it means.

Writing

1. Finish your research paper. Make sure that everything looks great and is in the right format.
 - Give yourself an honest grade for your paper using the first page of this [grading rubric](#). The first category, remember, is for proper formatting of your first page. The scores go across the top 4 for the first column, 3 for the next, 2, 1, and 0 for the last column.
 - Total points 40
 - Add 20 points if you completed the assignment on time.
 - +1 extra credit point for any vocabulary word you used (from this year)
2. Return to [this site](#) from day 25 and log in with the information you used then. (If you don't have an account, you'll need to create one. Go [here](#) and enter the code FMJXRZ. Create an account with your email address and a password.)
3. Click on the day 83 research paper assignment.
4. Read the directions on the "assignment" tab.
5. Upload your essay on the "submission" tab.
6. Move on to the "review" tab and review someone else's paper. You must answer every question for the system to submit your paper for review. Editing other writing will help your writing. You can check back in to your account periodically to see if you've received feedback.
7. ***PLEASE NOTE*** We have no way of viewing submissions with this peer editing system. If your parent is concerned about that, have them read the paper you are reviewing before you read it. Inappropriate papers and comments can be flagged to be reviewed.
8. When you receive feedback, fix your paper as you see fit. (If you never receive feedback, then ask someone in person to do it for you.)
9. Give yourself a new grade. Find the average of the new grade you gave yourself and your feedback grade.
10. Add that grade to your grading sheet by your first grade for the assignment.
11. Total points for the assignment — 100

Day 84

Vocabulary/Spelling

1. Play [hangman](#).

Reading

1. Read [stage 4](#). ([audio](#))

Writing

1. Complete the [crossword puzzle](#). Click on the key to see the answer.

Day 85

Vocabulary

1. Take the [quiz](#).
2. Record the score.

Reading

1. (Optional) Read the [summary and analysis](#) for the next section. ([alternate link](#))
2. Read [stage 5](#). ([audio](#))

Writing

1. Do the first 10 questions on this [writing test](#).
2. Record your score out of 8. (potential for extra credit)

Day 86

Vocabulary

1. Label as [Unit 14](#). Go through the first column of words and click on the speaker icon to hear each word's definition. Practice taking notes. Write each word and definition. You don't need to write down everything it says. Write down what you need to so that you understand what it means.

Reading

1. Read [stage 6](#). (Audio [Part 1](#), [Part 2](#))

Writing

1. Do the last 10 questions on this [writing test](#).
2. Record your score out of 8. (potential for extra credit)
3. You can draw a line on your grading sheet to show the end of a unit. (Print out extra sheets as necessary.)

Day 87

Vocabulary

1. [Unit 14](#). Go through the next column of words and click on the speaker icon to hear each word's definition. Practice taking notes. Write each word and definition. You don't need to write down everything it says. Write down what you need to so that you understand what it means.

Reading

1. (Optional) Read the [summary and analysis](#). ([alternate link](#))
2. Read [stage 7](#). ([audio](#))

Writing

1. Read about [capitalization](#).
2. Here's [more help with capitals](#) if you want it.
3. Here's a [capitalization chart](#).
4. Take the capitalization [quiz](#).
 - Record your score out of 11.

Day 88

Vocabulary

1. [Unit 14](#). Go through the next column of words and click on the speaker icon to hear each word's definition. Practice taking notes. Write each word and definition. You don't need to write down everything it says. Write down what you need to so that you understand what it means.

Reading

1. (Optional) Read the final [summary and analysis](#). ([alternate link](#))
2. Read [stage 8](#). ([audio](#))

Writing

1. Read about [apostrophes](#).
2. Take the [quiz](#). Example for the quiz: The cars of her friends were... -> you write -> friends'
3. Record your score.

Day 89

Vocabulary

1. Play [hangman](#).
2. Are you studying for your quiz each week? Make sure you know your words.

Reading

1. Take the Pilgrim's Progress [quiz](#). ([alternate link](#))
2. Record your grade.
3. We're also going to start a new book. We learned early this year that the poet, Poe, influenced the beginnings of science fiction as a genre (type of writing). We're going to read a novel by a famous science fiction author, Jules Verne. The mood of the book is mysterious and dark, just like Poe's writing. Like *Treasure Island* (7th level) you'll find a

commander who can be kind and evil. (Just because a man is capable of *some* good doesn't make him "good." Only Christ's life in someone can make someone good. These characters reveal their true nature when greed comes into play.)

4. Read a [summary of the book](#). (alternate)
5. Read this overview of the [setting, character, and plot conflict](#). (alternate)
6. Read this page of [notes on the book](#). (alternate) Make sure you read through the vocabulary; it will help you understand better.

Writing

1. Read about [commas](#).
2. Read some [more](#) on commas if you want the help.
3. Take the [quiz](#). Read the directions! You can use the hint button up to 10 times. I'm trusting you.
4. Divide your grade by 10 and record it. (If it was 80%, you write 8/10. If it was 95%, you write 9.5/10)

Day 90*

Vocabulary

1. Take the [quiz](#).
2. Record your score.

Reading

1. Choose a [question](#) and answer in a complete paragraph. (Take a look at this guide to [answering questions](#) in paragraphs.)
 - 10 points if your paragraph restates the question, answers the question, has two supporting details and a conclusion
 - 2 points less for each of things listed above that are missing
2. Read [chapters 1 and 2](#) of *Twenty-Thousand Leagues Under the Sea*. (I think that's about 3 miles under the surface of the water.)
3. Here is an [audio version](#) if you would like to use it.
4. Here is the link to [download](#) it.
5. Here are [chapter summaries](#) if you ever feel in need of them. They are very short.

Writing*

1. Read about [quotation marks](#).
2. If you think you might not get it, read [more](#).
3. *Print out this worksheet ([Quotation Marks Assignment](#)) and add in quotation marks and fix any capitalization or punctuation necessary.
4. Check your answers. ([Answers Quotation Marks Assignment](#))
5. Record your grade out of 10.

Day 91

Vocabulary

1. Label as [Unit 15](#). Go through the first column of words and click on the speaker icon to hear each word's definition. Practice taking notes. Write each word and definition. You don't need to write down everything it says. Write down what you need to so that you understand what it means.

Reading

1. Choose a [question](#) and answer in a complete paragraph. (You might want to take another look at this guide to [answering questions](#) in paragraphs.)
 - 10 points if your paragraph restates the question, answers the question, has two supporting details and a conclusion
 - 2 points less for each of things listed above that are missing
2. Read [chapters 3 and 4](#). Remember that there are chapter summaries that you could read before each chapter. There also is an audio version if you want to use it.

Writing

1. Do this [crossword puzzle](#) for a review of your grammar terms.

Day 92

Vocabulary

1. [Unit 15](#). Go through the next column of words and click on the speaker icon to hear each word's definition. Practice taking notes. Write each word and definition. You don't need to write down everything it says. Write down what you need to so that you understand what it means.

Reading

1. Choose a [question](#) and answer in a complete paragraph. (You might want to take another look at this guide to [answering questions](#) in paragraphs.)
 - 10 points if your paragraph restates the question, answers the question, has two supporting details and a conclusion
 - 2 points less for each of things listed above that are missing
2. Read [chapters 5 and 6](#).
3. Warning: there will be a quiz at the end of the book.

Writing

1. Take the [capitalization quiz](#).
2. Record your grade.

Day 93

Vocabulary

1. [Unit 15](#). Go through the next column of words and click on the speaker icon to hear each word's definition. Practice taking notes. Write each word and definition. You don't need

to write down everything it says. Write down what you need to so that you understand what it means.

Reading

1. Choose a [question](#) and answer in a complete paragraph. **!!!! You have to write it by hand and time yourself!!!!** You have 10 minutes. Here's a [timer](#) you can set for 10 minutes. Make sure your volume is on and up. (Why? Because in a few years you will be taking a test called the SAT and you will have to write a whole essay by hand in 25 minutes. This is just a first-time practice for you.)
 - 10 points if your paragraph restates the question, answers the question, has two supporting details and a conclusion
 - 2 points less for each of things listed above that are missing
2. Read [chapters 7 and 8](#).

Writing

1. Take the [apostrophe quiz](#). (You could take a screen shot of this to show the types of materials you used in the course.)
2. Record your grade.

Day 94

Vocabulary/Spelling

1. Play [hangman](#).

Reading

1. Read [chapters 9 & 10](#).
2. Scroll down to the [literary/historic information and genre](#) sections and read those.
3. What have you seen so far in the novel that shows it is of the science fiction genre? Give examples. How does remembering the time it was written important? Write a paragraph to answer the questions.
 - 2 points for an introduction sentences
 - 2 points for an explanation of how remembering the time period it was written is important
 - 2 points each for two examples of the science fiction in his writing
 - 2 points for a conclusion sentence
 - Total 10 points

Writing

1. Take the [comma quiz](#).
2. Record your score.

Day 95

Vocabulary

1. Take the [quiz](#).
2. Record the score.

Reading

1. Read [chapters 11 and 12](#).

Writing

1. Take the [quotation mark quiz](#). Submit your answers when you are finished and go back and check any wrong answers to see what the correct answers were.
2. Write a 10-line dialog between two people. That means each person speaks five times.
 - Give yourself 1 point for each time someone speaks, up to 10 points. Make sure the punctuation is correct though!
 - Total 10 points
3. Put an X next to the two lowest scores from THIS unit.
4. Draw a line showing the end of the unit.

Day 96

Vocabulary

1. Read over the vocabulary from units 13, 14 and 15.

Reading

1. Read [chapters 13 and 14](#).

Writing

1. Read about [descriptive writing](#).
2. Read more about descriptive writing. Skim what you already know.
 - [Using Descriptive Details](#)
 - [Figurative Language Definitions](#)
 - [What is a Simile](#)
 - [What is a Metaphor](#)
 - [showing, not telling](#)
 - [H's Hickory Chips](#)
3. Make a list of 20 words that make us imagine we are using our senses other than just reading the words. Example: crunch (hearing), smooth (touch), bitter (taste), putrid (smell), flash (sight)
 - Give yourself 1 point for each word on the list up to 20
 - Total 20 points

Day 97

Vocabulary/Spelling

1. Play a [game](#) to practice your vocabulary, units 13-15, level E.

Reading

1. Read [chapters 15 and 16](#).

Writing

1. Describe a painting. Write a WHOLE typed page double spaced, or a half of a page single spaced. Here are some [options](#).
 - 25 points for completing a full page of description on time
 - 20 points for completing 3/4 of a page on time
 - 15 points for completing a full page late
 - 10 points for completing 3/4 of a page late
 - +1 extra credit point for any vocabulary word you used (from this year)
 - Total 25 points

Day 98

Vocabulary/Spelling

1. Play [hangman](#).

Reading

1. Read [chapters 17 and 18](#).

Writing

1. Read similes, metaphors and cliches. Skim what you know.
 - [article](#)
 - [Avoiding Clichés in Writing](#)
 - [Hyperbole](#)
 - [Identifying Simile, Metaphor, and Hyperbole](#)
2. Write 5 similes or metaphors.
 - 2 points for each simile or metaphor (but no more than 3 of either one can be used)
 - Total 10 points
3. Write an example of each type of [figurative language](#) listed on this page (but DO NOT use the examples on the page). Write the term and the example.
 - 1 point for each example
 - 1 point if it was completed without skipping any
 - Total 10 points

Day 99

Vocabulary/Spelling

1. Play a [game](#) with your vocabulary words, units 13-15.

Reading

1. Read [chapters 19 and 20](#).

Writing

1. Play [scatter](#) and any of the other activities along the top if you didn't know them all the first time.
2. Read the "[model descriptive paragraphs](#)." The link is in the sidebar.

Day 100

Vocabulary

1. You may retake one of the following vocabulary quizzes: [unit 13](#), [unit 14](#), [unit 15](#), and you may change the score if you did better this time.

Reading

1. Read [chapters 21 and 22](#).

Writing

1. Choose a [writing prompt](#) and write a descriptive essay.
2. Here's a help: [sensory words](#).
3. Here's the [rubric](#). Look at it to see what you need to include.
4. You don't have to submit this for peer editing.
5. You need to write this today and tomorrow.

Day 101

Vocabulary

1. Review: [hangman](#)

Reading

1. Read [chapters 23 and 24](#).
2. What was the location ... latitude by longitude ... of the *Abraham Lincoln* at the time of the sighting of the "enormous thing." See if you can find this location on a globe or map. (question from Easy Fun School)

Writing

1. Finish and edit your descriptive essay.
2. Give yourself an honest grade using the [rubric](#).
 - Total 50 points (double your score and add two if you finished on time).
3. Do the [literary term crossword puzzle](#). No grade. (You can print the screen for this to include in your portfolio if you need to show the types of materials used.)

Day 102

Vocabulary

1. Review: play a [game](#) with your words, units 10-12.

Reading

1. Read [chapters 1 and 2](#) of part 2.
2. Draw a line on your grading sheet showing the end of a unit.

Day 103*

Vocabulary

1. Review: play a [game](#) to practice, units 4-6, level E.

Reading

1. Read [chapters 3 and 4](#).

Writing*

1. Read about [fact and opinion](#).
2. *Complete the quick fact and opinion assignment. ([Fact VS Opinion Assignment](#)) Make sure you read the directions carefully.
3. Check your answers. ([Answers Fact VS Opinion Assignment](#))
 - Total 12 points (-1 for each wrong answer)

Day 104

Vocabulary

1. Review: [hangman](#)

Reading

1. Read [chapters 5 and 6](#).

Writing

1. Read about [expository writing](#).

Day 105

Vocabulary

1. Review: play a [game](#), units 7-9.

Reading

1. Read [chapters 7 and 8](#).

Writing

1. Look at the first [example](#) of an expository essay, one that explains a process.
2. Choose a how-to topic and begin writing your expository essay.
3. You will need to finish your essay tomorrow. Make sure you include an introduction, conclusion and transition words between steps/paragraphs such as first...

Day 106

Vocabulary

1. Label as [Unit 1](#). (This is level F.) Go through the first column of words and click on the speaker icon to hear each word's definition. Practice taking notes. Write each word and definition. You don't need to write down everything it says. Write down what you need to so that you understand what it means. You are practicing note taking, not just vocabulary.

Reading

1. Read [chapters 9 and 10](#).

Writing

1. Read your essay to an audience.
2. Finish the writing assignment.
 - 5 points for an introduction
 - 5 points for a conclusion
 - 5 points for using ordering transition words (first, then, etc.)
 - 5 points for orderly, step by step instructions
 - 5 points for spelling, punctuation, grammar...
 - 5 points for completing it according the directions and on time
 - Total possible 30 points

Day 107

Vocabulary

1. [Unit 1](#). Go through the next column of words and click on the speaker icon to hear each word's definition. Practice taking notes. Write each word and definition. You don't need to write down everything it says. Write down what you need to so that you understand what it means. You are practicing note taking, not just vocabulary.

Reading

1. Read [chapters 11 and 12](#).

Writing

1. Read about [persuasive writing](#).
2. Choose a product to advertise. There are three portions to the assignment:
 1. [plan](#) (Work on this today)
 2. Two ads: [a print ad, and one of the other ads \(radio/video/web\)](#) (Read over this. You will work on the ads tomorrow)

Day 108

Vocabulary

1. [Unit 1](#). Go through the next column of words and click on the speaker icon to hear each word's definition. Practice taking notes. Write each word and definition. You don't need to write down everything it says. Write down what you need to so that you understand what it means. You are practicing note taking, not just vocabulary.

Reading

1. Read [chapters 13 and 14](#).

Writing

1. Work on the advertisement project. Today try and write the paragraph and verbal ad.
 1. Write a one-paragraph description of your product
 1. This paragraph should discuss the product name, its purpose, its appearance, and why it will be helpful to the public.
 2. It can be a product that is geared for the general public, or a specific group.
 3. Your paragraph should be at least ten sentences.
 2. Write a 10-15 second verbal ad for your product
 1. In paragraph or dialogue form, write what a radio or television announcer would read about your product
 2. It should be able to be read in about 10-15 seconds. This means it should be concise, yet contain important information that would convince people to buy your product
 1. ([source](#))

Day 109

Vocabulary/Spelling

1. Play [hangman](#).

Reading

1. Read [chapters 15 and 16](#).

Writing

1. Today make the print/picture part of your ad. Don't forget the jingle or catch phrase. I'll give you one more day to finish everything.
 1. You can design an ad in Word, Paint, PowerPoint, or you can design one by hand and scan it into the computer as a picture.
 2. Include a "jingle" or catch phrase on your advertisement for your product
 1. ([source](#))

Day 110

Vocabulary

1. Take the [quiz](#).
2. Record your score.

Reading

1. Read [chapters 17 and 18](#).

Writing

1. Finish your project.
 - 10 points for your paragraph if it is written in paragraph form (intro, body, conclusion) and includes each point listed in the directions (1 point off for each thing missed)
 - 10 points for the verbal ad if it is 10-15 seconds and is effective in convincing someone to buy (-2 if it was too short or too long; -5 if it was unconvincing)
 - 10 points for the print ad (-5 points if it doesn't have a jingle or catch phrase)
 - 5 points for finishing on time with all three parts
 - Total 35 points

Day 111

Vocabulary

1. Label as [Unit 2](#). Go through the first column of words and click on the speaker icon to hear each word's definition. Practice taking notes. Write each word and definition. You don't need to write down everything it says. Write down what you need to so that you understand what it means. You are practicing note taking, not just vocabulary.

Reading

1. Read [chapters 19 and 20](#).

Writing

1. Do the [fact and opinion](#) worksheet (check your [answers](#) using the "View answer sheet" button) and the [fact and opinion game](#).
2. Draw a line on your grading sheet to show the end of a unit.

Day 112

Vocabulary

1. [Unit 2](#). Go through the next column of words and click on the speaker icon to hear each word's definition. Practice taking notes. Write each word and definition. You don't need to write down everything it says. Write down what you need to so that you understand what it means. You are practicing note taking, not just vocabulary.

Reading

1. Read [chapters 21 through 23](#).

2. The motto on the dinner service is “moving in a moving thing.” What does it mean? Why do you think it is appropriate?
 - Total 5 points: Answer in complete sentences, answer all of the questions)
3. How does the second half of the book shape Nemo’s character? What do you think of the character of Nemo at this point? Why? Give specific answers.
 - Total 5 points: Answer in complete sentences, answer all of the questions, include specifics
4. Take [the quiz](#) about the book.
5. Check your [answers](#) and record your score.

Day 113

Vocabulary

1. [Unit 2](#). Go through the next column of words and click on the speaker icon to hear each word’s definition. Practice taking notes. Write each word and definition. You don’t need to write down everything it says. Write down what you need to so that you understand what it means. You are practicing note taking, not just vocabulary.

Reading

1. Choose [one essay topic](#). Write a five paragraph essay on the topic. Include at least two examples from the novel. Include one quote. You can look at the rubric on day 115.
2. You have three days, but not a lot else to work on. Choose your topic. Decide on your outline: thesis, 3 main supporting points each with an example or quote, conclusion. Gather your examples and quote today. Record what page they come from. Make sure your quote is followed by a citation (Verne, 174). That tells the author and what page the quote is from. We hopefully know from your essay what book you are talking about!

Day 114

Vocabulary/Spelling

1. Play [hangman](#).

Reading

1. Work on your essay. Today you should write it or most of it.
2. Read the introduction to [Greek mythology](#).
3. You are going to start an assignment. Follow my directions below.
 1. You are to make a 10-slide presentation. Check out the grading rubric listed on Day 115.
 2. First slide is a title slide.
 3. Eight slides, one for each of eight mythical gods and goddesses that you choose, will follow. These will have a picture, the name, and the main thing this person is associated with. If you can find the symbol associated with them, add it. There are websites listed in the sidebar to help you. I’m not expecting “real writing” for this. This is just to help you understand literature since these are mentioned throughout all types of literature.

4. The last slide is your “works cited” slide. You must list where you got your information from.
4. You can work on this today and tomorrow.
5. If you don’t have Power Point. Open Office has a free version of it. Or you could present the project in a different manner.

Day 115

Vocabulary

1. Take the [quiz](#).
2. Record the score.

Reading

1. Finish your essay. Edit your essay!
 - 1 point for everything on the [checklist](#) — 23 points
 - 5 points for each of two examples from the book
 - 10 points for a quote properly cited
 - 7 points for a complete essay turned in on time
 - Total 50 points
2. Finish your power point presentation.
 - Give your project an honest grade.
 - 2 points for a title slide. -1 if it is plain (make it look nice!)
 - 2 points for each of 8 god/godess slides if they include a picture and a decription of who the mythical person is
 - 2 points for the works cited slide if it is complete
 - Total 20 points

Day 116

Vocabulary

1. Label as [Unit 3](#). Go through the first column of words and click on the speaker icon to hear each word’s definition. Practice taking notes. Write each word and definition. You don’t need to write down everything it says. Write down what you need to so that you understand what it means. You are practicing note taking, not just vocabulary.

Reading

1. Read about our [calendar names](#).
2. Read about [why we have seasons](#), according to the myth. Write each answer in complete sentence.
3. Read about [Daedalus and Icarus](#). Write as a paragraph a summary of the myth (50-100 words) and a lesson it teaches.
 -
 - 6 points for the summary if it is between 50 and 100 words
 - 2 points for a lesson Daedalus and Icarus teaches

- 2 points for explaining why we have season if it is written in a complete sentence (and explains)

Day 117

Vocabulary

1. [Unit 3](#). Go through the next column of words and click on the speaker icon to hear each word's definition. Practice taking notes. Write each word and definition. You don't need to write down everything it says. Write down what you need to so that you understand what it means. You are practicing note taking, not just vocabulary.

Reading

1. Read the [Epic Hero](#).
2. Read about the [Trojan War](#).
3. Here are two more readings on those topics.
 - [The Influence of Homer](#)
 - [Odysseus: A Different Kind of Hero](#)
4. Write a paragraph explaining the Trojan War and what you know of Odysseus what will happen after the war.
5. Do the [crossword puzzle](#).

Day 118*

Vocabulary

1. [Unit 3](#). Go through the next column of words and click on the speaker icon to hear each word's definition. Practice taking notes. Write each word and definition. You don't need to write down everything it says. Write down what you need to so that you understand what it means. You are practicing note taking, not just vocabulary.

Reading*

1. Watch the introduction to [The Odyssey](#).
2. Read this [brief intro](#) as well.
3. Something to keep in mind as you read this: The summaries and some quizzes will refer to characters by the Greek version of their name (for example: Odysseus). The reading/book will refer to characters by the Roman version of their name (for example: Ulysses). It will be helpful if you make note of these names as you go along. (Here's a [list of the Greek/Roman names](#) of some of the gods that will be seen in *The Odyssey*.)
4. *Please [print out pages 4-11](#), just the study questions. Before you read each chapter (they are called "books"), read the summary and the questions on this sheet. Fill in the answers right on the sheet *as you read*. You don't have to answer in complete sentences. Answer them like you are taking notes. You can just write O for Odysseus, for example.
5. Read this summary of [book 1](#).
6. Read the summary and questions on your print out for book 1.
7. Read [book 1](#). ([audio](#)) For those of you who want to [download](#) it. If you look for another version, look for the one translated by Samuel Butler.

8. Answer the questions WHILE you read.
9. Read this [summary of book 2](#).
10. Read the summary and questions on your print out for book 2.
11. Read [book 2](#). ([audio](#))
12. Answer the questions WHILE you read. ([Answers](#))
13. If you feel like you need more help, here is another [study guide](#) of summaries for each book. ([alternate link](#))

Day 119

Vocabulary/Spelling

1. Play [hangman](#).

Reading

1. Read this [summary of book 3](#).
2. Read the summary and questions on your print out for book 3.
3. Read [book 3](#). ([audio](#))
4. Answer the questions WHILE you read.
5. If you feel like you need more help, here is another [study guide](#) of summaries for each book. ([alternate link](#))
6. Read this [summary of book 4](#).
7. Read the summary and questions on your print out for book 4.
8. Read [book 4](#). ([audio](#))
9. Answer the questions WHILE you read. ([Answers](#))

Day 120

Vocabulary

1. Take the [quiz](#).
2. Record your score.

Reading

1. Read this [summary of book 5](#).
2. Read the summary and questions on your print out for book 5.
3. Read [book 5](#). ([audio](#))
4. Answer the questions WHILE you read.
5. If you feel like you need more help, here is another [study guide](#) of summaries for each book. ([alternate link](#))
6. Read this [summary of book 6](#).
7. Read the summary and questions on your print out for book 6.
8. Read [book 6](#). ([audio](#))
9. Answer the questions WHILE you read. ([Answers](#))

STOP

Time for a report card and portfolio/records updating.

Portfolio/records: In your portfolio you should include two of your writing assignments from this quarter. One can be short one; one can be one of your bigger projects. You can also include screen shots. NOTE! If you are turning your portfolio into the school district, keep a separate records binder for yourself at home. Include the best writing assignment and maybe one other assignment that you think highlights the course or your child. This is for your high school college records. You will hold onto these records until your child is in college! You don't want to save too much, but you want to have enough, just in case.

Report Card: Time for a quarterly grade to check on how you are doing. Do you remember how it goes? Add up all the grades FROM THIS QUARTER.

This is how you find your grade:

- Add up all the grades you have been recording.
 - Add up your scores and write that number down. DON'T count the scores you put an X by. Those scores are NOT to be counted in your grade.
 - Add up the total possible points and write that number down. (You won't add in the total points number for the Xed out scores either.)
- Divide those numbers. Your score divided by total possible. Move the decimal point over two places to the right. Write the number in front of the decimal (something between 1 and 100). This is your percent grade. Next to that you can write your letter grade. 90-100 is an A, 80-89 is a B, 70-79 is a C.

Your goal is to get an A for the course at the end of the year. Go back and look at where you lost points. What can you do to avoid losing those points in the next quarter?

Draw a line across your grade report, or maybe print out a new sheet and start fresh for the new quarter.

Day 121*

Vocabulary

1. Read through your vocabulary notes for the last three units: 1, 2 and 3.

Reading

1. Read this [summary of book 7](#).
2. Read the summary and questions on your print out for book 7.
3. Read [book 7](#). ([audio](#))
4. Answer the questions WHILE you read.
5. If you feel like you need more help, here is another [study guide](#) of summaries for each book. ([alternate link](#))
6. Read this [summary of book 8](#).
7. Read the summary and questions on your print out for book 8.

8. Read [book 8](#). ([audio](#))
9. Answer the questions WHILE you read. ([Answers](#))

Day 122

Vocabulary/Spelling

1. Play a [game](#) to practice your words, level F, units 1-3.

Reading

1. Read this [summary of book 9](#).
2. Read the summary and questions on your print out for book 9.
3. Read [book 9](#). ([audio](#))
4. Answer the questions WHILE you read.
5. If you feel like you need more help, here is another [study guide](#) of summaries for each book. ([alternate link](#))
6. Read this [summary of book 10](#).
7. Read the summary and questions on your print out for book 8.
8. Read [book 10](#). ([audio](#))
9. Answer the questions WHILE you read. ([Answers](#))

Day 123

Vocabulary/Spelling

1. Play [hangman](#).

Reading

1. Read this [summary of book 11](#).
2. Read the summary and questions on your print out for book 11.
3. Read [book 11](#). ([audio](#))
4. Answer the questions WHILE you read.
5. If you feel like you need more help, here is another [study guide](#) of summaries for each book. ([alternate link](#))
6. Read this [summary of book 12](#).
7. Read the summary and questions on your print out for book 12.
8. Read [book 12](#). ([audio](#))
9. Answer the questions WHILE you read. ([Answers](#))
10. Write a letter from Odysseus to Penelope. Include parts of the story as you tell her what has happened to you. Use the [link](#) to make sure you write the letter in the appropriate format. The directions say that it should be one page long, but remember that it is assumed your writing is double spaced.
 - 5 points for including each of the [five parts of a friendly letter](#)
 - 5 points for including details from the story in your letter

Day 124

Vocabulary/Spelling

1. Play a [game](#) with your vocabulary words, units 1-3 (level F).

Reading

1. Read this [summary of book 13](#).
2. Read the summary and questions on your print out for book 13.
3. Read [book 13](#). ([audio](#))
4. Answer the questions WHILE you read.
5. If you feel like you need more help, here is another [study guide](#) of summaries for each book. ([alternate link](#))
6. Read this [summary of book 14](#).
7. Read the summary and questions on your print out for book 14.
8. Read [book 14](#). ([audio](#))
9. Answer the questions WHILE you read. ([Answers](#))

Day 125

Vocabulary

1. You may retake one of the last three vocabulary quizzes and change your grade if you score better this time. [unit 1](#) [unit 2](#) [unit 3](#)
2. If you got them all right the first time, no vocab assignment for you today. Way to go!

Reading

1. Read this [summary of book 15](#).
2. Read the summary and questions on your print out for book 15.
3. Read [book 15](#). ([audio](#))
4. Answer the questions WHILE you read.
5. If you feel like you need more help, here is another [study guide](#) of summaries for each book. ([alternate link](#))
6. Read this [summary of book 16](#).
7. Read the summary and questions on your print out for book 16.
8. Read [book 16](#). ([audio](#))
9. Answer the questions WHILE you read. ([Answers](#), there's no answer for number 5)

Day 126

Vocabulary

1. Label as [Unit 4](#). Go through the first column of words and click on the speaker icon to hear each word's definition. Practice taking notes. Write each word and definition. You don't need to write down everything it says. Write down what you need to so that you understand what it means. You are practicing note taking, not just vocabulary.

Reading

1. Read this [summary of book 17](#).
2. Read the summary and questions on your print out for book 17.
3. Read [book 17](#). ([audio](#))

4. Answer the questions WHILE you read.
5. If you feel like you need more help, here is another [study guide](#) of summaries for each book. ([alternate link](#))
6. Read this [summary of book 18](#).
7. Read the summary and questions on your print out for book 18.
8. Read [book 18](#). ([audio](#))
9. Answer the questions WHILE you read. ([Answers](#))

Day 127

Vocabulary

1. [Unit 4](#). Go through the next column of words and click on the speaker icon to hear each word's definition. Practice taking notes. Write each word and definition. You don't need to write down everything it says. Write down what you need to so that you understand what it means. You are practicing note taking, not just vocabulary.

Reading

1. Read this [summary of book 19](#).
2. Read the summary and questions on your print out for book 19.
3. Read [book 19](#). ([audio](#))
4. Answer the questions WHILE you read.
5. If you feel like you need more help, here is another [study guide](#) of summaries for each book. ([alternate link](#))
6. Read this [summary of book 20](#).
7. Read the summary and questions on your print out for book 20.
8. Read [book 20](#). ([audio](#))
9. Answer the questions WHILE you read. ([Answers](#))

Day 128

Vocabulary

1. [Unit 4](#). Go through the next column of words and click on the speaker icon to hear each word's definition. Practice taking notes. Write each word and definition. You don't need to write down everything it says. Write down what you need to so that you understand what it means. You are practicing note taking, not just vocabulary.

Reading

1. Read this [summary of book 21](#).
2. Read the summary and questions on your print out for book 21.
3. Read [book 21](#). ([audio](#))
4. Answer the questions WHILE you read.
5. If you feel like you need more help, here is another [study guide](#) of summaries for each book. ([alternate link](#))
6. Read this [summary of book 22](#).
7. Read the summary and questions on your print out for book 22.

8. Read [book 22](#). ([audio](#))
9. Answer the questions WHILE you read. ([Answers](#))

Day 129

Vocabulary/Spelling

1. Play [hangman](#).

Reading

1. Read this [summary of book 23](#).
2. Read the summary and questions on your print out for book 23.
3. Read [book 23](#). ([audio](#))
4. Answer the questions WHILE you read.
5. If you feel like you need more help, here is another [study guide](#) of summaries for each book. ([alternate link](#))
6. Read this [summary of book 24](#).
7. Read the summary and questions on your print out for book 24.
8. Read [book 24](#). ([audio](#))
9. Answer the questions WHILE you read. ([Answers](#))

Day 130

Vocabulary

1. Take the [quiz](#).
2. Record your score.

Reading

1. Complete these matching activities to help you review for the test.
 - [Part 1](#)
 - [Part 2](#)
 - [Part 3](#)
2. You can also read through the study guide or the chapter summaries to help refresh your memory.

Day 131

Reading

1. Take your test. ([Odyssey Test](#))
2. When you are all finished, check your answers or ask someone else to. You might want to ask someone else to grade your essays. Use the rubric from the test and the essay answer key. ([Answers Odyssey Test](#))
 - 33 multiple choice questions
 - 12 points for 3 essay questions (each worth a possible 4 points)
 - 5 points if you read the WHOLE thing and didn't skip any "books"
 - Total possible is 50 points

- Record your score
- Draw a line showing the end of a unit.

Day 132

Vocabulary

1. Label as [Unit 5](#). Go through the first half of the words and click on the speaker icon to hear each word's definition. Practice taking notes. Write each word and definition. You don't need to write down everything it says. Write down what you need to so that you understand what it means. You are practicing note taking, not just vocabulary.

Reading

1. "The Hero's Journey" refers to patterns or events common in many myths and stories. Look at this explanation of the different stages/patterns of a [Hero's Journey](#).
2. For each stage/pattern, describe how that applied to part of Odysseus' journey. You should find at least 10.
 - 2 points for each one you were able to find in Odysseus' journey
 - Out of a possible 20 points (that means if you find more than 10 that's extra credit)

Day 133

Vocabulary

1. [Unit 5](#). Go through the second half of the words and click on the speaker icon to hear each word's definition. Practice taking notes. Write each word and definition. You don't need to write down everything it says. Write down what you need to so that you understand what it means. You are practicing note taking, not just vocabulary.

Reading

1. Play the [Odyssey game](#). LISTEN! If you get the answer correct, it will open to the next part of your story. If you are wrong, I need you to click your back button to get out of there. Don't waste your time on the stupid things they wrote there. (There are some bad words used.)
2. Tell someone what happened in your game.

Day 134

Vocabulary/Spelling

1. Play [hangman](#).

Reading/Writing

1. You have ten minutes to write answer one of the following essay questions. Start the [timer](#) when you are ready. Your answer should be a complete paragraph. Your introduction should tell what you are going to be discussing in an interesting way. You

should have several supporting sentences with examples from the book. Your conclusion should wrap up your point.

- Discuss the characters' attitudes toward strangers, including beggars and those visiting their home. How do they compare to Christian beliefs?
- What is the relationship of humans and gods in this story? How does it compare to Christian beliefs?
- 2 points for the introduction if it states your main idea
- 2 points for the conclusion if it restates your point
- 2 points for each example from the book
- 1 point for an interesting introduction
- 1 point for a creative conclusion
- Total: 10 points (chance for extra credit here)

Day 135*

Vocabulary

1. Take a [quiz](#).
2. Record your score.

Reading/Writing*

1. *Print out the [bubble answer sheet](#).
2. Take the [test](#). Do questions 63 to 95.
3. Record your score out of 30. (potential for extra credit)

Day 136

Vocabulary

1. Label as [Unit 6](#). Go through the first column of words and click on the speaker icon to hear each word's definition. Practice taking notes. Write each word and definition. You don't need to write down everything it says. Write down what you need to so that you understand what it means. You are practicing note taking, not just vocabulary.

Reading/Writing

1. Read about poetry. Skim what you know. Scroll past the first list to where it lists them again with their definitions and examples.
 - [Poetry Types](#)
2. Take this [ungraded quiz](#). Read the notes after each question, especially if you got it wrong.

Day 137

Vocabulary

1. [Unit 6](#). Go through the next column of words and click on the speaker icon to hear each word's definition. Practice taking notes. Write each word and definition. You don't need

to write down everything it says. Write down what you need to so that you understand what it means. You are practicing note taking, not just vocabulary.

Reading/Writing

1. Define these [poetry terms](#).
2. You can use the internet to look these up.

Day 138

Vocabulary

1. [Unit 6](#). Go through the next column of words and click on the speaker icon to hear each word's definition. Practice taking notes. Write each word and definition. You don't need to write down everything it says. Write down what you need to so that you understand what it means. You are practicing note taking, not just vocabulary.

Reading

1. Read this [poem](#) done by a high school student. Identify the rhyme and rhythm.

Writing

1. Write two different types of poems using two types you learned about in this poetry unit so far.
 - 5 points for each poem if in the correct form
 - 5 bonus points for creating a mood or feeling

Day 139

Vocabulary/Spelling

1. Play [hangman](#).

Reading

1. The next section is on Edgar Allen Poe again. Remember him? Dark and creepy? I'm not a fan, so the good news is you don't have to read the next two poems. However, the one has a neat site to help you practice a few literary devices: alliteration, assonance and internal rhyme. Flip through the beginning of the poem, [The Raven](#), until you feel like you know what each is and that you can find each type within the poem.
2. Write down what you can find in The Raven of these three types of literary devices: alliteration, rhyme, assonance
 - 1 point for each one you find up to 10 points
 - Out of 10 points (potential for extra credit)
 - (My answers to check yours AFTER YOU ARE ALL FINISHED:

)

3. Now read the poem [To Helen](#).

4. Fill out the poetic devices worksheet. ([Poetic Devices Handout](#))
 1. Check your [answers](#).
 2. Record your score.
 3. Total out of 7 points

Day 140

Vocabulary

1. Take a [quiz](#).
2. Record your score.

Reading

1. Watch these two videos on Emily Dickinson.
 - [one](#)
 - [two](#)
2. Now read about [Emily Dickinson](#).
 - [Hope Is a Thing with Feathers](#)
 - [Analysis](#)
 - [Fame Is a Bee](#)
3. Answer the questions for thought.
 - Total 5 points, 1 point for each metaphor or personification you found

Day 141

Vocabulary

1. Read through your vocabulary notebook and review units 4, 5 and 6.

Reading

1. Write a poem in the same fashion as “Fame is a Bee.”
2. Analyze two of her poems and write what poetic devices you find in them. Use the poetic devices handout from Day 139. Here are some [Emily Dickinson poems](#).
 - 10 points for the poem if it is between 4 and 10 lines long
 - 5 points if it uses metaphor
 - 5 points if it uses personification
 - Total 20 points
 - Total 10 points for up to 10 poetic devices found in the poems (no extra credit this time)

Day 142

Vocabulary/Spelling

1. Play a [game](#).

Reading

1. Read about the connection between [poetry and hymns](#).
2. Read about [poetry and the blues](#). Watch the video only if you want to.
3. You should be familiar with these words: lyrics, stanza (the paragraphs of poems), rhyme, repetition, refrain. The refrain of a song is its chorus, the part you sing over and over again.
4. Don't watch the video. It's not part of the lesson. Go through this [song/poetry analysis](#). Just click the arrow to go on when it says, "The Song" and shows the video. Just move on without watching the video. It will take you to the lyrics next.
5. Take a song and find poetic devices in it.
 - 5 points — one for each poetic device found up to five (no extra credit)

Day 143

Vocabulary/Spelling

1. Play [hangman](#).

Reading

1. Read about writing a [compare and contrast essay](#). Here's [more](#) about these types of essays. This isn't necessary, but if you really wanted more info on this, here's an [article](#).
2. Also take a look at these different types of [outlines](#), or ways to structure the essay.
3. You can also check out this [compare and contrast sample](#).

Day 144

Vocabulary/Spelling

1. Play a [game](#) with your vocabulary words, units 4-6, level F.

Reading

1. Play [Scatter](#) more than once. The words change.
2. Play another [poetry term review game](#).
3. Then take the [quiz](#).
4. Record your score.

Day 145

Vocabulary

1. You may take a retest of one of the last three quizzes and change your grade to the higher score: [unit 4](#), [unit 5](#), [unit 6](#).
2. If you got them all right the first time, you have no assignment. Way to go!

Writing

1. You will write an essay comparing and contrasting two poems. You can use the [ones given or find two others](#). You can use songs, but you can't use Psalms because they aren't in the original language, so they've lost the "sound" of the language.

2. The rubric is at the end of the page. Read over the requirements!
3. Think about different [aspects of poetry](#).
4. Today choose your poems and use the aspects of poetry to help you analyze each poem. Take notes on each poem.
5. This assignment is due on Day 149.

Day 146

Vocabulary

1. Label as [Unit 7](#). Go through the first column of words and click on the speaker icon to hear each word's definition. Practice taking notes. Write each word and definition. You don't need to write down everything it says. Write down what you need to so that you understand what it means. You are practicing note taking, not just vocabulary.

Writing

1. Write your outline today. Remember how long your paragraphs have to be and how many paragraphs are needed. Make sure you read the directions carefully and that your outline matches what you need.
2. You can begin writing your essay if you are ready.

Day 147

Vocabulary

1. [Unit 7](#). Go through the next column of words and click on the speaker icon to hear each word's definition. Practice taking notes. Write each word and definition. You don't need to write down everything it says. Write down what you need to so that you understand what it means. You are practicing note taking, not just vocabulary.

Writing

1. Work on writing your essay.
2. Quote the poetry in your essay to show the poetic devices.
3. Here's a webpage describing how to [properly quote and cite poetry](#).

Day 148

Vocabulary

1. [Unit 7](#). Go through the next column of words and click on the speaker icon to hear each word's definition. Practice taking notes. Write each word and definition. You don't need to write down everything it says. Write down what you need to so that you understand what it means. You are practicing note taking, not just vocabulary.

Writing

1. Finish writing your essay. If you have time, begin editing it.

Day 149

Vocabulary/Spelling

1. Play [hangman](#).

Writing

1. Read over the rubric and make sure you have everything necessary. Make sure you cite quotations. Read it out loud to look for mistakes. Edit it as necessary. Make it perfect.
2. When you are ready, give it a grade or ask someone to grade it by the [rubric](#) at the bottom of the page. (Total 100 points)
3. Draw a line for the end of the unit.

Day 150

Vocabulary

1. Take the [quiz](#).
2. Record your score.

Writing

1. Read this [writing prompt](#) and the checklist.
2. Write for 20 minutes. Go!

Day 151

Vocabulary

1. Label as [Unit 8](#). Go through the first column of words and click on the speaker icon to hear each word's definition. Practice taking notes. Write each word and definition. You don't need to write down everything it says. Write down what you need to so that you understand what it means.

Reading

1. Read the short intro on [Oscar Wilde](#). Just read "Who was Oscar Wilde?" at the top of the page.
2. Read about the [characters and play](#).
3. Make family trees (on one page, side by side) that include John, Cecily, Gwendolyn, Algernon and Lady Brackwell.
4. List some things that you know of the setting (when and where).
5. If you want to [download](#) the play to read, here is the link. Here is the [audio](#) for future reference for anyone who wants it. BUT you must read along and read all of the stage notes, the things the author wrote but the actors don't say. These links are just for the future, not for today, just getting ready.

Day 152

Vocabulary

1. [Unit 8](#). Go through the next column of words and click on the speaker icon to hear each word's definition. Practice taking notes. Write each word and definition. You don't need to write down everything it says. Write down what you need to so that you understand what it means.

Reading

1. Look at the pictures of the [costumes](#) and read about the time period. You can stop at "Setting Trends."
2. Read [pages 1-11](#).
3. What does Jack admit? (Jack is a nickname for John.) (answer: He admits that he goes by the name Earnest in town.)
4. Read the [summary and analysis](#). ([alternate link](#))

Day 153

Vocabulary

1. [Unit 8](#). Go through the next column of words and click on the speaker icon to hear each word's definition. Practice taking notes. Write each word and definition. You don't need to write down everything it says. Write down what you need to so that you understand what it means.

Reading

1. Read [pages 11 to 24](#).
2. Why is it important to be Earnest? To Gwendolyn? To Jack? (hint: p. 23 and p. 24)
3. What does [earnest](#) mean?
4. Jack misspeaks and says, "I must get christened at once." Here are definitions of [christen](#). What do you think he is thinking? (hint: definition 3)

Day 154

Vocabulary/Spelling

1. Play [hangman](#).

Reading

1. Read [pages 24 to 34](#).
2. Write a paragraph about the plot development.
3. Write a description of Jack, Algernon, Gwendolyn and lady Bracknell.

Day 155

Vocabulary

1. Take the [quiz](#).

Reading

1. Read [pages 34](#) to the end of Act 1 when the curtain drops.
2. Read the [summary and analysis](#).
3. Explain to someone the plot of the play.

Day 156

Vocabulary

1. Label as [Unit 9](#). Go through the first column of words and click on the speaker icon to hear each word's definition. Practice taking notes. Write each word and definition. You don't need to write down everything it says. Write down what you need to so that you understand what it means.

Reading

1. Read the [beginning of Act II](#) up until page 65.
2. Read the [analysis](#) of the play's literary devices.

Day 157

Vocabulary

1. [Unit 9](#). Go through the next column of words and click on the speaker icon to hear each word's definition. Practice taking notes. Write each word and definition. You don't need to write down everything it says. Write down what you need to so that you understand what it means.

Reading

1. Read from [page 65](#) until page 80.
2. Write another paragraph about plot development. Who else is Earnest?
3. Write a description of Cecily, Miss Prism, Merriman, and Chasuble.

Day 158

Vocabulary

1. [Unit 9](#). Go through the next column of words and click on the speaker icon to hear each word's definition. Practice taking notes. Write each word and definition. You don't need to write down everything it says. Write down what you need to so that you understand what it means.

Reading

1. Read from [page 80](#) until the end of the act.
2. Read the [summary](#) of act II.

3. Tell someone how you think it will end.

Day 159

Vocabulary/Spelling

1. Play [hangman](#).

Reading

1. Read the [beginning of Act III](#) until the end of the play.
2. Go back to your family trees and fix them up. How are they related?

Day 160

Vocabulary

1. Take the [quiz](#).
2. Record your score.

Reading

1. Read the [summary of act III](#).
2. Take a look at the [themes](#).

Day 161

Vocabulary

1. Read through your vocabulary notes for units 7 and 8 and 9.

Reading

1. Take the [quiz](#). Can you do it?
2. Choose [one question to answer](#). Develop the answer as a complete paragraph. It should have examples from the book (doesn't have to be quoted). It should have at least 8 sentences.
 - 1 point for introduction
 - 1 point for conclusion
 - 2 points for at least eight sentences
 - 5 points for using specific examples from the play
 - 1 point for being well written and well organized
 - Total 10 points

Day 162

Vocabulary/Spelling

1. Play a [game](#) to practice your words, units 7-9, level F.

Reading

1. Read this short, one act play, [We're Not Ready](#). This was written by someone I know. I want to give you an example of a short play because you are going to be writing one. I don't expect Shakespeare. You are certainly able to write something like this play, though.
2. Occasionally, plays break the "fourth wall." This play includes the audience. Think of the opening scene in *The Importance of Being Earnest*. It was in someone's home. They act as if they are inside with walls all around them. The "fourth wall" is the invisible wall between the actors and the audience. This play reaches out through the wall. A famous play that does that is "By The Skin of Their Teeth."
3. If you like, watch [The Importance of Being Earnest](#). You can just watch this segment or watch the whole thing. The link to the next part will be in the top corner at the end of this section.

Day 163

Vocabulary/Spelling

1. Play [hangman](#).

Writing

1. Now we are going to learn about writing plays.
2. First, the [terminology](#).
3. Then, the [format](#). And read this second page on [format](#).
 - You will also add a page with a list of characters after your title page. You will list the characters' names and a short description telling us who each person is.
4. Finally, the [story](#).
5. What's different about [writing a play](#)? You are writing it to be seen and heard, not read.
6. Think about what your play is going to be about. You need characters, setting and the basic plot (the crisis and the outcome or resolution).

Day 164

Vocabulary

1. Play a [game](#) with your vocabulary words, units 7-9, level F.

Writing

1. Just for fun quiz to refresh your memory of [theater terms](#).
2. Write out descriptions of your main characters, even draw pictures. The more detailed the description of who they really are the better your story will be and the easier to know what that character would say and do.
3. Write a description of your settings, even draw pictures. In a play they can't move around as much as in a novel. Each scene has to take place in one place. The scenes can change though.
4. The more detail the better.
5. Can you write your plot in one sentence? Do you know where you begin? what happens to set things off? and how it will resolve?

Day 165

Vocabulary

1. You can retake one of the last three vocabulary quizzes and give yourself the higher grade: [unit 7](#), [unit 8](#), [unit 9](#).

Writing

1. You have until Day 179 to write your play. Here is the [rubric](#) you will be graded on. You do not need to have an Act II, but you could have an ACT II.
2. Try and write for at least a half an hour a day. Don't forget that you need time to edit.
3. Read your play out loud from time to time by yourself or, even better, with others to see how it sounds.
4. Read this [guide](#) to help you get started.

Day 166

Vocabulary/Review

1. Play [hangman](#).

Writing

1. Work on your play every day. Don't forget to use links on Day 165. It is due on Day 179.

Day 167

Vocabulary/Review

1. Play a [game](#) to practice, level E, units 10-12.

Writing

1. Work on your play every day. Don't forget to use links on Day 165. It is due on Day 179.

Day 168

Vocabulary/Review

1. Play a [game](#) for review, units 1-3, level E.

Writing

1. Work on your play every day. Don't forget to use links on Day 165. It is due on Day 179.

Day 169

Vocabulary/Review

1. Play [hangman](#).

Writing

1. Work on your play every day. Don't forget to use links on Day 165. It is due on Day 179.

Day 170

Vocabulary/Review

1. Play a [game](#) to practice your words, units 13-15, level E.

Writing

1. Work on your play.
2. Don't forget to have a cover page and character list page. You can see these on the "We're Not Ready" play.

Day 171

Writing

1. Work on your play every day. Don't forget to use links on Day 165. It is due on Day 179.

Day 172

Writing

1. Work on your play every day. Don't forget to use links on Day 165. It is due on Day 179.

Day 173

Writing

1. Work on your play every day. Don't forget to use links on Day 165. It is due on Day 179.

Day 174

Writing

1. Work on your play every day. Don't forget to use links on Day 165. It is due on Day 179.

Day 175

Writing

1. Work on your play every day. Don't forget to use links on Day 165. It is due on Day 179.

Day 176

Writing

1. Work on your play every day. Don't forget to use links on Day 165. It is due on Day 179.

Day 177

Writing

1. Work on your play every day. Don't forget to use links on Day 165. It is due on Day 179.

Day 178

Writing

1. Work on your play every day. Don't forget to use links on Day 165. It is due on Day 179.

Day 179

Writing

1. Use the [rubric](#) to give yourself a grade. (You do not need an Act II. You can grade on whether the problem gets worse before it gets better.) Notice that the plot is worth 8 points. Then it says 2 points by "good." There are four things listed under plot. You score each one separately: 2, 1, or 0.
2. There are 52 points.
3. You will score the **total out of 50 points**.
4. Have someone else grade your play as well.
5. Record your score out of 100.
6. Send me your play if you would like to include it in The Hall of Fame on the site. Send it to my gmail address, allinonehomeschool. (pictured below)

7. Do a reading of your play (in front of an audience) or gather your family and give everyone a copy and have everyone read a role.

Day 180

English

1. *Print out a [bubble answer sheet](#).
2. Take your [final exam](#). Do numbers 1-55.
3. Check your answers.
4. Record your score out of 50.
5. The end!

[You Did It](#), Congratulations!

Final Grade

Time for a report card and portfolio/records updating.

Portfolio/records: In your portfolio you should include a writing assignment and one of your poetic devices worksheets. You can also include your play. You can also include screen shots. NOTE! If you are turning your portfolio into the school district, keep a separate records binder for yourself at home. Include the best writing assignment and maybe one other assignment that you think highlights the course or your child. This is for your high school college records. You will hold onto these records until your child is in college! You don't want to save too much, but you want to have enough, just in case.

Report Card: Time for a quarterly grade to check on how you are doing. Do you remember how it goes? Add up all the grades FROM THIS QUARTER.

This is how you find your grade:

- Add up all the grades you have been recording.
 - Add up your scores and write that number down. DON'T count the scores you put an X by. Those scores are NOT to be counted in your grade.
 - Add up the total possible points and write that number down. (You won't add in the total points number for the Xed out scores either.)
- Divide those numbers. Your score divided by total possible. Move the decimal point over two places to the right. Write the number in front of the decimal (something between 1 and 100). This is your percent grade. Next to that you can write your letter grade. 90-100 is an A, 80-89 is a B, 70-79 is a C.

Now for your **FINAL GRADE**: Add up the "your score" portion of your grade from each quarter. Add up the "total score" portion of your grade from each quarter. Divide as above and find your numeric and letter grade.

RECORD it all. Save, print, store for your records.

Parents: It's time to place this on your transcript. The course is called 9th Grade Literature and Composition. You have the grade. The course description and reading list are at the top of the page. Keep a collection of course descriptions. They don't go on your transcript, but you may provide them for colleges. Here are [samples](#) of transcripts and course descriptions. The author of these chooses to include reading and completion of daily work in her grade.