

Week 2

In Class *If you do not attend class, complete these tasks on your own.

IN-CLASS TASK #1: COMPLETE Focus On Suspenseful Details ~ page 13

Add your teacher's non-example and example to Row 2 of the chart. Check to see that you have correctly punctuated all of your direct quotations from the text.

IN-CLASS TASK #2: SECOND READ of "THE FIRST ASSASIN" ~ pages 8-12 (&14)

- Follow along as your teacher reads the selection on pages 8-12 out loud or read it aloud with a partner. Focus on *How? How does the way the writer communicates support his purpose?*
- **Annotate** the text by marking details that appeal to the five senses: sight, sound, smell, taste, and touch. Write the five senses words next to each detail or draw a simple symbol (i.e., an eye, ear, nose, etc.)
- Circle **unfamiliar words** and/or write in guesses for the meanings of new words based upon their usage.

IN-CLASS TASK #3: Focus on Sensory Description ~ pages 14-15

Good writers use language that appeals to the five senses to draw readers into a specific time and place and to create tension. Listen to your teacher's explanation and read the explanation on page 14 as well. Complete the chart on page 15 with sensory details from the passage.

On Your Own/At Home

AT-HOME TASK #1: THIRD READ of “THE FIRST ASSASIN” ~ pages 8-12 (& 16)

- Look at the sketch on page 16 before you read the excerpt for a third time.
- Read the selection on pages 8-12 for the third time. Compare the images from *The First Assassin* with the sketch on page 16.
- **Annotate** the text as you read for descriptive words and phrases that help establish the scene.

AT-HOME TASK #2: Focus On Analyzing a Historical Image ~ pages 16-17

- On page 16, read about the W.A.V.E. strategy
- In your Response Journal, create a full-page graphic organizer like the one at the top of page 17. Fill in each box with details about the picture on page 16. Label it “Week 2/Task #2: Speak and Listen.”

AT-HOME TASK #3: Focus On Comparing And Contrasting Versions Of An Event ~ page 17

- Follow the directions in your book to complete the graphic organizer.

AT-HOME TASK #4: LEARN THE VOCABULARY FROM CHAPTER 1

Complete an **8x8 Vocabulary Square*** in your **Vocabulary Journal** for each word from the list (see Week 1 for definitions):

inaugural, snub, circulated, transit, meticulous, surveyed, anonymity, commotion

*Directions for how to complete a Vocabulary Study Square are found on the inside cover of your Vocabulary Journal (flip side of your Response Journal)

AT-HOME TASK #5: RAFT ~ page 19

- Read and follow the directions in your books to complete the writing assignment of approximately 2 pages. Complete your RAFT writing on a

separate sheet of lined paper or type-written on the computer. Hand in to your teacher.

AT-HOME TASK #6: Connect To Testing ~ pages 21-22

- Try all of the questions on your own before reading ahead to the explanation.

AT-HOME TASK #7: PREVIEW VOCABULARY for CHAPTER 2

Preview the following words that appear in the reading. Locate and circle them in the text as you read.

distinct: *dissimilar, noticeably different*

Each of the three brothers has his own distinct personality.

industrialization: *process by which a country or society adopts the mass production form of manufacturing*

Because of industrialization in the United States in the early 1900s, mass-produced goods became cheaper and more available.

legislate: *to control through laws*

The federal government does not legislate the death penalty; the state governments decide whether it is legal.

inevitable: *unavoidable*

It was inevitable that she would cut her foot walking barefoot all day at the park.

constituted: *made up of*

Eight men and four women constituted the jury that decided the outcome of the trial.

disproportionate: *unequally divided or shared*

Margo receives a disproportionate amount of pay for the small amount of work she does compared to her sister who works double overtime and barely gets by.

casualties: *the number of people who die or are injured while serving in the military*

The general waited impatiently for the list of casualties from the last battle.

melodious: *tuneful or sweet sounding*

The girl whistled a melodious tune while completing her chores.

AT-HOME TASK #8: FIRST READ of “BLACK, BLUE, AND GRAY” ~ pages 23-25

- Read the selection on pages 23-25 for the first time. Focus on *What? What are the main ideas?*
- *Annotate* the text as you read.
- Circle *unfamiliar words*.
- Consider the author’s use of the colors black, blue, and gray from the title. What does each represent?

AT-HOME TASK #9: FIRST RESPONSE ~ page 25

Follow the instructions for writing a response to the reading. Write this response in your Response Journal. Label it “Week 2/Task #9: First Response.”

AT-HOME TASK #10: Focus on Writing a Summary ~ pages 25–26

- Read about the requirements for writing a summary.
- Write a one-paragraph summary of the excerpt from “Black, Blue, and Gray” in your Response Journal. Label it “Week 2/Task #10: Summary”