

Content Area & Materials	Learning Objectives	Tasks	Check-in Opportunities	Submission of Work for Grades
<b>ELA</b>  <b>Double Entry Journal Response For Novels</b>	<p>Objective:</p> <p>1 .Student will read a minimum of 10 pages each day.</p> <p>2. Student will complete one journal response for each 30 to 40 pages read.</p> <p><b>CA ELA Common Core Standards:</b></p> <p>CA.RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CA.RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p>	<ul style="list-style-type: none"> <li>• Unplugged Option</li> <li>• Digital Option</li> <li>• Blended Combination</li> </ul> <p>Read assigned StudySync, textbook sections. Hard copy of textbook or online version.</p> <p><b>Double Entry Journal Response For Novels</b></p> <p>Student selects a novel to read for the double entry journal response.</p> <p>PDFs of assigned readings and questions will be uploaded. These can be printed out at home or read online. Students can either email responses to questions, or write answers on paper to turn in.</p>	<ul style="list-style-type: none"> <li>• Phone Call</li> <li>• Video Call</li> <li>• Email</li> <li>• Messaging platform</li> </ul> <p>ZOOM Daily Monday thru Friday, 1 PM to 3 PM. Email: <a href="mailto:Mmontesinos@tusd.net">Mmontesinos@tusd.net</a>  Call/Text: 209-645-1966</p>	<ul style="list-style-type: none"> <li>• Expectation</li> <li>• Evidence: Log, Product</li> <li>• Method: Scan, photo, upload, or deliver</li> </ul> <p><b>Work is due Friday, May 8<sup>th</sup> by 3:00 PM.</b></p> <p>Students may complete scan, take a photo of work and email to Mmontesinos@tusd.net Submit remaining work either via email, your StudySync Online Portal or your Office 365 account. Students without the ability to scan or send photos may deliver completed work to school on the designated turn in days (see district provided calendar). PDFs of assigned readings and questions will be uploaded. These can be printed out at home or read online. Students can either email responses to questions, or write answers on paper to turn in.</p>

<p><b>Close Read: Freak the Mighty</b></p>	<p>CA.RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or</p> <p><b>OBJECTIVES</b></p> <ol style="list-style-type: none"> <li>1. Complete a close reading of a passage of literature.</li> <li>2. Practice and apply concrete strategies for comparing and contrasting different forms of media.</li> <li>3. Participate effectively in a range of conversations and collaborations to express ideas and build upon the ideas of others.</li> <li>4. Prewrite, plan, and produce clear and coherent writing in response to a prompt.</li> </ol> <p>CA ELA Common Core Standards: Reading: Literature - RL.7.1, RL.7.2, RL.7.3, RL.7.4, RL.7.7 Writing - W.7.2a, W.7.2b, W.7.2c, W.7.2d, W.7.2e, W.7.2f, W.7.4, W.7.5, W.7.6, W.7.9a, W.7.10 Speaking &amp; Listening - SL.7.1a, SL.7.1b, SL.7.1c, SL.7.1d, SL.7.2, SL.7.6</p>	<p><b>Use the annotation tool as you read to:</b></p> <ol style="list-style-type: none"> <li>1. respond to the Skills Focus section</li> <li>2. ask questions</li> <li>3. make connections between characters</li> <li>4. compare and contrast media</li> <li>5. note unfamiliar vocabulary</li> <li>6. capture their reaction to understanding the effects created by media techniques</li> </ol> <p><b>Write.</b></p> <p>Complete the writing assignment using textual evidence to support your responses. Once you have completed your writing, you should click "Submit."</p>		
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	Language - L.7.4a, L.7.4c, L.7.4d CA ELD Common Core Standards: Collaborative - ELD.PI.7.1.Em, ELD.PI.7.1.Ex, ELD.PI.7.1.Br, ELD.PI.7.2.Em, ELD.PI.7.2.Ex, ELD.PI.7.2.Br Interpretive - ELD.PI.7.6.a.Em, ELD.PI.7.6.a.Ex, ELD.PI.7.6.a.Br Productive - ELD.PI.7.11.a.Em, ELD.PI.7.11.a.Ex, ELD.PI.7.11.a.Br, ELD.PI.7.12.a.Em, ELD.PI.7.12.a.Ex, ELD.PI.7.12.a.Br				
<b><u>Scheduled</u>, if possible, Shared Experience</b> <ul style="list-style-type: none"> <li>Virtual Fieldtrip</li> <li>Discussion</li> </ul>					
<b>Scaffolds &amp; Supports</b>	Zoom meet-ups as an optional support to students. Double Entry Journal Response For Novels handout. Attachment/Printed document. ZOOM meetings.				
<b>Teacher Office Hours</b> <i>2 hours daily (all classes):</i> <ul style="list-style-type: none"> <li>Contact</li> <li>Platform</li> </ul>	<b>Monday</b> 1 PM to 3 PM ZOOM, Email: Mmontesinos@tusd.net, Call/Text 209-645-1966	<b>Tuesday</b> 1 PM to 3 PM ZOOM, Email: Mmontesinos@tusd.net, Call/Text 209-645-1966	<b>Wednesday</b> 1 PM to 3 PM ZOOM, Email: Mmontesinos@tusd.net, Call/Text 209-645-1966	<b>Thursday</b> 1 PM to 3 PM ZOOM, Email: Mmontesinos@tusd.net, Call/Text 209-645-1966	<b>Friday</b> 1 PM to 3 PM ZOOM, Email: Mmontesinos@tusd.net, Call/Text 209-645-1966

## **Double Entry Journal Response for Novels:**

- ⇒ Read a minimum of 10 pages every day.
- ⇒ For each 30-40 pages you read, complete one journal response

### **⇒ How to do a Journal Response**

1. You will choose a quote from the book in the pages you have read. It can be a conversation, a paragraph or just a few lines.
2. Copy the quote and write the page number. This will go at the top of the page.
3. On the bottom half of the page write your response to the quote. Why did you choose it? (Does it move the story along? Does it tell about a character? You picked it so it must mean something to you!)
4. **Do not write** "I chose this quote because..."

**Attached are some sample responses.**

Holes  
Author: Louis Sachar

Journal Entry #2

One thing was certain: They weren't just digging to "build character." They were definitely looking for something. (Pg. 71)

Every morning long before the sunrise all the boys at Camp Green Lake were awakened, fed, and driven out on to the dry lake bed to dig their holes for the day. The first 5 or 6 holes that Stanley dug were pure torture. His hands had huge bleeding blisters that made it almost impossible for him to hold his shovel. All the other boys had finished their holes before he did. After about the tenth holes, he began to toughen up and life became easier. The other boys in his tent seemed to accept him finally and they even gave him a nickname, "Caveman." He figured that it was a better name than some others he could think of. About this time Stanley had found a small tube shaped object that had a heart and initials scratched on it. Mr. Mom and Mr. Sir had told the boys that if they found anything "interesting" while digging their holes, that they were to turn it over to one of them and if it was "interesting" enough, the boy who found it would get the rest of the day off. Out of kindness Stanley gave the object to his new friend Xray. Mr. Sir came out to the lakebed and brought the warden with him. Surprise, the warden was a woman. She and Mr. Sir were very excited about the object that had been found and spent the next several days out on the lakebed with the boys looking for more objects though they never said what they were looking for.

Where the Red Fern Grows

Author: Wilson Rawls

“I remembered a passage from the Bible my mother read to us: “God helps those that help themselves.” I thought of the words. I milled them over in my mind. I decided I’d ask God to help me. There were banks of the Illinois River, in the cool shade of the tall white sycamores, I asked God to help me get two hound pups. It wasn’t much of a prayer, but it did come right from the heart.” (Pg. 25)

This story takes place in the foothills of Oklahoma in the early 1900’s. It’s about an 11 year old boy named Billy Coleman who lived in a log house with his parents and three little sisters. They were a farm family who worked hard but never seemed to have any extra money. What Billy wanted most in the world were two coon hound pups. The problem was that the puppies cost twenty-five dollars each and his dad didn’t have five dollars extra to his name let alone fifty because things were really tough in those days. When he finally realized that no one on Earth could help him get the money for his pups, he went to God for help.

Journal Response for The Chosen  
By Chaim Potok

"He smiled faintly. 'You're Rueven Malter,' he said in perfect English. He had a low, nasal voice.

'That's right,' I said, wondering where he had heard my name.

'You're father is David Malter, the one who writes articles on the Talmud?'

'Yes.'

'I told my team we're going to kill you apikorsim this afternoon.' He said it flatly, without a trace of expression in his voice."

We know so far that Danny and Rueven are both Jewish though Danny is a Hasidic Jew and therefore more conservative than Rueven. They are both on their school team softball teams and are in the middle of playing game when this happens. It is the first meeting of the two and the first time they have spoken to each other. This passage foreshadows the outcome of the ball game and may or may not foreshadow hardships later on. It also brings the word "apikorsim" into the book which we find out means a Jew who rejects the basic aspects of their culture, but to the more conservative Hasidic type, it could be a Jew who isn't Hasidic. I just find this an odd first meeting of two boys who are clearly going to become friends and be intertwined in each others lives. I think that it has to represent something more.

## **Narrative Writing**

### **WK 3**

#### **7<sup>th</sup> Grade Core**

In this unit, you've been reading fiction and nonfiction narratives—imagined and true stories—about characters and real people who had to choose whether to stand up for themselves, another person, or their community. What motivated them to speak and act as they did? When and why do people decide it's time to take action? Write a fictional narrative about someone who takes a stand to help another person or to make a bad situation better. Think about why your character decides to take a stand. What does your character hope to change? What does your character do? What is the outcome of your character's efforts?



## First Read: Freak the Mighty

Grammar  
PDF Document

## Read

## Chapter Three: American Flyer

- 1 OK, back to the down under, right? My room in the basement. Scuttle into your dim hole in the ground, Maxwell dear. Big goon like you, growing about an inch a day, and this midget kid, this crippled little humanoid, he actually *scared* you. Not the kind of scare that makes your knee bones feel like water, more the kind of scare where you go whoa! I don't understand this, I don't get it, what's going on?
- 2 Like calling me "earthling." Which by itself is pretty weird, right? I already mentioned a few of the names I've been called, but until the robot boy showed up, nobody had ever called me *earthling*, and so I'm lying on my mattress there in the great down under, and it comes to me that he's right, I *am* an earthling, we're all of us earthlings, but we don't call each other earthling. No need. Because it's the same thing that in this country we're all Americans, but we don't go around to people and say, "Excuse me, American, can you tell me how to get to the nearest 7 Eleven?"
- 3 So I'm thinking about that for a while, lying there in the cellar dark, and pretty soon the down under starts to get small, like the walls are shrinking, and I go up the bulkhead stairs into the back yard and find a place where I can check it out.
- 4 There's this one scraggly tree behind the little freak's house, right? Like a stick in the ground with a few wilted branches. And there he is, hardly any bigger now than he was in day care, and he's standing there waving his crutch up at the tree.
- 5 I kind of slide over to the chain-link fence, get a better angle on the scene. What's he *doing* whacking at that crummy tree? Trying to jump up and hit this branch with his little crutch, and he's mad, hopping mad. Only he can't really jump, he just makes this jumping kind of motion. His feet never leave the ground.
- 6 Then what he does, he throws down the crutch and he gets down on his hands and knees and crawls back to his house. If you didn't know, you would think he was like a kindergarten creeper who forgot how to walk, he's that small. And he crawls real good, better than he can walk. Before you know it, he's dragging this wagon out from under the steps.
- 7 Rusty red thing, one of those old American Flyer models. Anyhow, the little freak is tugging it backwards, a few inches at a time. Chugging along until he gets that little wagon under the tree. Next thing he picks up his crutch and he climbs in the wagon and he stands up and he's whacking at the tree again.

- 8 By now I've figured out that there's something stuck up in the branches and he wants to get it down. This small, bright-colored thing, looks like a piece of folded paper. Whatever it is, that paper thing, he wants it real bad, but even with the wagon there's no way he can reach it. No way.
- 9 So I go over there to his back yard, trying to be real quiet, but I'm not good at sneaking up, not with these **humongous** feet, and he turns and faces me with that crutch raised up like he's ready to hit a grand slam on my head.
- 10 He wants to say something, you can tell that much, but he's so mad, he's all huffed up and the noise he makes, it could be from a dog or something, and he sounds like he can hardly breathe.
- 11 What I do, I keep out of range of that crutch and just reach up and pick the paper thing right out of the tree. Except it's not a paper thing. It's a plastic bird, light as a feather. I have to hold it real careful or it might break, that's how flimsy it is.
- 12 I go, "You want this back or what?"
- 13 The little freak is staring at me bug-eyed, and he goes, "Oh, it talks."
- 14 I give him the bird-thing. "What is it, like a model airplane or something?"
- 15 You can tell he's real happy to have the bird-thing back, and his face isn't quite so fierce. He sits down in the wagon and he goes, "This is an ornithopter. An ornithopter is defined as an experimental device propelled by flapping wings. Or you could say that an ornithopter is just a big word for mechanical bird."
- 16 That's how he talked, like right out of a dictionary. So smart you can hardly believe it. While he's talking he's winding up the bird-thing. There's this elastic band inside, and he goes, "Observe and be amazed, earthling," and then he lets it go, and you know what? I *am* amazed, because it does fly around like a little bird, flitting up and down and around, higher than I can reach.
- 17 I chase after the thing until it boinks against the scrawny tree trunk and I bring it back to him and he winds it up again and makes it fly. We keep doing that, it must be for almost an hour, until finally the elastic breaks. I figure that's it, end of ornithopter, but he says something like, "All mechanical objects require **periodic maintenance**. We'll schedule **installation** of a new **propulsion** unit as soon as the Fair Gwen of Air gets a replacement."
- 18 Even though I'm not sure what he means, I go, "That's cool."
- 19 "You live around here, earthling?"
- 20 "Over there." I point out the house. "In the down under."

- 21 He goes, "What?" and I figure it's easier to show him than explain all about Gram and Grim and the room in the cellar, so I pick up the handle to the American Flyer wagon and I tow him over.
- 22 It's real easy, he doesn't weigh much and I'm pretty sure I remember looking back and seeing him sitting up in the wagon happy as can be, like he's really enjoying the ride and not embarrassed to have me pulling him around.
- 23 But like Freak says later in this book, you can remember anything, whether it happened or not. All I'm really sure of is he never hit me with that crutch.
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Excerpted from *Freak the Mighty* by Rodman Philbrick, published by Scholastic Inc.

## Annotations

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Name ..... Class ..... Date .....

## Vocabulary Review

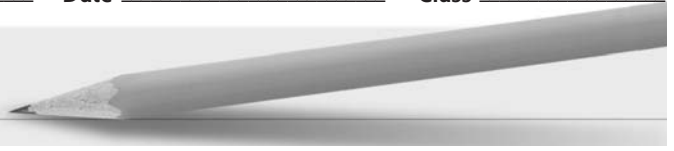
Think about the meaning of each word in the box as it's used in *Freak the Mighty*. Use the meaning of the word to answer the question. Write your answer in the blank.

Vocabulary Words
maintenance
humongous
installation
propulsion
periodic

1. To keep any machine running well, you have to pay attention to \_\_\_\_\_ .
2. When something is \_\_\_\_\_ , it happens at regular intervals.
3. Torrey had to tilt her head up because the building was so \_\_\_\_\_ .
4. The residents jumped at the \_\_\_\_\_ , as the elevator started to move up.
5. Samantha bought a new engine, but still had to pay for \_\_\_\_\_ .



# Vocabulary Power



## Lesson 29 Word Choices

A single event can often cause you to go through a wide range of emotions and actions. The words in this list can help you describe these different dimensions of your experience.

### Word List

**brood****flounder****resourceful****sufficient****efficient****potent****saturate****uncanny****enticing****rash**

### EXERCISE A Synonyms

Each boldfaced word below is paired with a synonym whose meaning you probably know. Think of other words related to the synonym and write them on the line provided. Then, look up the vocabulary word in a dictionary and write its meaning.

1. **brood** : worry \_\_\_\_\_

Dictionary definition \_\_\_\_\_

2. **resourceful** : inventive \_\_\_\_\_

Dictionary definition \_\_\_\_\_

3. **potent** : powerful \_\_\_\_\_

Dictionary definition \_\_\_\_\_

4. **enticing** : tempting \_\_\_\_\_

Dictionary definition \_\_\_\_\_

5. **rash** : reckless \_\_\_\_\_

Dictionary definition \_\_\_\_\_

6. **uncanny** : eerie \_\_\_\_\_

Dictionary definition \_\_\_\_\_

7. **sufficient** : enough \_\_\_\_\_

Dictionary definition \_\_\_\_\_

8. **flounder** : blunder \_\_\_\_\_

Dictionary definition \_\_\_\_\_



## Vocabulary Power *continued*

9. **saturate** : soak \_\_\_\_\_

Dictionary definition \_\_\_\_\_

10. **efficient** : effective \_\_\_\_\_

Dictionary definition \_\_\_\_\_

### **EXERCISE B** Vocabulary Choices

**Circle the word that best completes each sentence.**

1. Mom's blue pitcher holds (efficient, sufficient, resourceful) milk to fill four large glasses.
2. Randall soon regretted his (rash, uncanny, enticing) decision.
3. We need a heavy rain to (flounder, brood, saturate) the ground and help the corn grow.
4. The (sufficient, uncanny, resourceful) camper piled up pine needles to make a bed.

### **EXERCISE C** Word Meanings

**Write the word that best fits each example.**

1. a furnace that produces much heat using little fuel \_\_\_\_\_
2. a dish of cookies that makes you want to take one \_\_\_\_\_
3. a psychic's ability to predict the future \_\_\_\_\_
4. think gloomily and at length about not being popular \_\_\_\_\_
5. stumble clumsily through knee-deep mud \_\_\_\_\_
6. a strong medicine that provides relief from many aches and pains \_\_\_\_\_

### **EXERCISE D** Multiple-Meaning Words

**Look up the boldfaced words in a dictionary. On a separate sheet of paper, write the dictionary definition of each word as it is used in the sentence.**

1. After Grandpa and I went fishing, we fried the **flounder** we caught.
2. The climber started up the mountain, then began to **flounder**.
3. When Joel ate too many eggs, he broke out in a **rash**.
4. In April, there was a **rash** of bank robberies.
5. The robin hovered near her **brood**.
6. She began to **brood** about the exam.