**Thursday, January 23rd**
Welcome to the first day of English I!

Introduction
Rules and Guidelines
Student Signature Sheet
First part of Reading Assessment for Summer Reading
Homework:  Return signature sheet.  Be sure your parent/guardian has read the policy sheet.
A Separate Peace assignment:  Complete study guide questions for Chapters 1 and 2.  Remember to write in blue/black ink and in complete sentences.  All sentences should be a minimum of nine words.

**Friday, January 24th**
Journal
Check Chapters 1 and 2.
Take up signature sheets.
Student Info Sheet
ASP Journal:  the journal prompt is on the "Novel" page of the weebly.
Identify 6 words for which you do not know the meaning.
Write down the word, page number, and chapter number.
Begin creating a circle map for your six words.
Homework: Complete circle maps for all six of your vocabulary words.
The template for the Vocabulary Circle Map can be found on the "Novel" page of this website.  Remember your images can include stick figures.   You are also welcome to cut and paste an image from a magazine or newspaper.  Just be sure to write down where you found the image if you "cut and paste."  We must always cite our sources!
If you did not complete the journal in class, you must do so at home.  Turn it in on Monday.
Have a parent/guardian sign the signature sheet and turn it in on Monday if you have not already done so.

Monday, January 27th
Notes on proofreading symbols
1st day of Caught'ya Sentences
Bell-ringer activity
Check the 6 vocabulary maps and inform students of the vocab word to use for the paper plate.

Begin working on Chapter 3 and 4 questions (group).
Explain paper plate project and give deadline.Homework:  Complete Ch. 3 and 4 questions (on Novel page).  Work on paper plate project.  It is due Wednesday, Jan. 29th.

Tuesday, Jan. 28th
Caught'ya Sentences
Discuss responses to ch. 1, 2, 3, and 4 study guide questions
Remember to earn participation points by answering questions in class.
Theme Handout (posted on weebly):  Students work independently for 10 minutes and then brainstorm with a partner.  We discuss responses in class and create theme statements (truths about life).

HOMEWORK for 1st and 4th periods:  Your paper plate is due tomorrow.  Be sure to review the rubric.
Begin studying for the unit test by reviewing ch. 5-12 study guide questions that are posted on the Novel page.  These questions are not for a grade.  Be sure to look up answers to any questions that you cannot easily answer.  Make a list of questions that you would like us to review in class.

WEDNESDAY, Jan. 23rd
We have no school today.  Concerning homework, please be sure to review study guide questions as much as possible.  Be prepared to turn in your paper plate project on the first day back to school.   Enjoy the snow!  Be careful and be safe.  Stay warm.  :)

Update for Thursday, Jan. 24
School is closed today.  We will not have a unit test on ASP until next week It is imperative that you review all study guide questions for chapters 5-12 and be ready to ask questions about ones that you find confusing.  Plan to ask questions in class on Friday. Do not forget to bring your paper plate with you Friday. (We will make up Wednesday and Thursday during the month of February; .the 14th and the 18th will no longer be teacher workdays.)

Monday, Feb. 3rd

* **C**aught'ya Sentences
* Turn in paper plate projects.
* (4th Work on select themes for the novel.)
* Begin work on research.  Answer 4 questions about author and Exeter Academy. This is posted on the Novel page of the website. Students work in assigned groups on topics relating to WWII.  Each group will create a prezi for the assigned topic.
* Review study guide questions for Ch. 5 and 6.
* Return ASP Reading Quizzes and discuss grades. Distribute grade record logs.
* Extra Credit Opportunity:  Attend Poetry Night at 6pm on Thursday for  3 pts. on a test or quiz (which is actually worth more than 3 points depending on the assignment).
* Homework for 1st period:  Study and prepare for unit test on Wednesday.
* Homework for 4th period: Download research document on the Novel page.  Research answers to the first four questions.  You need to copy and paste websites (wherever you gather/glean info).
* For those of you who left early for sports, please ask me for the "theme" work we did yesterday in class. You can look over the info and gather some ideas about themes for the novel  Study and prepare for unit test on Wednesday.

Tuesday, February 4th

* Caught'ya Sentences
* Mrs. Burkhart's presentation on school email and creation of prezis
* Finish reviewing study guide questions for ch. 7-13
* Remainder of time: work on research individually
* HOMEWORK: Prepare for your ASP Test tomorrow. This is a unit test.
* You might find it really beneficial to read the PDF file found on the Novel page of the weebly.  There is lots of good info about some of the main characters.
* I have a few items suggested for you to review:
* WHO IS... ?
* Summer substitute Master
* Chaplain
* Trumpet player
* Coast Guard Member
* Popular and athletic
* Devon’s physician
Holder of the 100-yard free-style record

WHO SAID....?
* “The war is a bore.”
“Give ‘er the old college try…”

**Wednesday, Feb. 5th**
Caught'ya Sentences
ASP Unit Test
Capitalization activity
Grammar workbook:  read the intro and explanation at the top of each pages.  P. 235, 237, 239.  Write the words that need to be changed to uppercase/lowercase on  a clean sheet of notebook paper.
p. 235 1-10
p. 235 1-15
p. 239 1-15
Take the capitalization quiz that can be located on the Grammar page of this website.  Record your score on a piece of paper.  This is not a real quiz.
Homework:  Finish any work on capitalization that you did not complete in class.

Thursday, Feb. 6th
CS
Discuss capitalization answers.
Do one more review activity?
Finish research work in groups.  Complete prezi.  Let me know if you don't have Internet access at home.  We may present prezis tomorrow in class.
Homework:  Divide up responsibilities.  Work on the prezi tonight. Complete as much as you can tonight.  I would like for groups to focus tomorrow on MLA format citations.C

THINGS TO REMEMBER:
i
1. Title frame

2. Easily readable font (color and size)

3. Font should be in sharp contrast with the background making it easy to read.

4. No paragraphs

5. Bulleted list are great.  Be ready to expound on each bullet when presenting to the class.

6. You should have a minimum of six frames with text (which provide significant information that you have found on your assigned topic).  This does not include your Title slide or Works Cited slide.

7. Pictures are expected. You should have a minimum of 3 pictures which relate to your topic and should increase the audience’s understanding of your topic.

8. All websites should be cited on your last frame.  This should be done according to MLA format. (We will talk about MLA format tomorrow.)

Friday, Feb. 7th
CS (grade this practice)
4th review rubric for ASP quiz
Discuss Make-A-Wish Coin Drive.
Finish creating your prezis.
Groups present prezis.  (1st period: Groups 1,2,3, presented.)
HW:  Read articles in The New York Times Upfront magazine. Pick an article you find interesting and post your related comments on the NY Times Post page of this weebly.  If you are unable to post online, please record your response on a sheet of notebook paper.
Don't forget about bringing in a supply item for a homework pass.

4th period: Please remember to finish your prezis. You will need to present on Monday.

Pre-test?

Monday, February 10th

* CS
* 2 groups remaining (meet briefly)
* Last groups present prezis
* Students finish taking notes on presentation and turn notes in.
* Introduce "The Scarlet Ibis"
* Read aloud a portion of the short story and then read independently
* Complete sentence summaries
* HW:  Finish reading "The Scarlet Ibis" and write your sentence summaries.  Don't forget to bring in an item for a homework pass.  The short story can be found on the "Short Story" page of this weebly. It is in the top left-hand corner.
* You should have at least 10 sentences summarizing the story.

Tuesday, Feb. 11th

* CS
* Pretest
* Simile/Symbolism handout
* Turn in sentence summaries
* Take notes on foreshadowing and other literary elements in Thinking Maps.
* Homework:  Finish simile/symbolism handout. Write down two more clues for Doodle's death on the foreshadowing chart. Journal entry:  Answer the prompt below. Your response must be at least one page long (minimum).  This should be completed in in ink and titled "The Lady or the Tiger?' Journal.

Wednesday.....no school
Thursday.....no school
Please read "The Lady or the Tiger?"; it is posted on the Short Story page on the weebly.  It would benefit you greatly if you would write down questions that you have while reading.
For example: What does the work "florid" mean?  - or- Why is the king semi-barbaric?
My suggestion:  I would write a question every 3-4 paragraphs about something I did not understand in the story or something I wanted to know about a character. This is called Active Reading. Writing down questions encourage active engagement with the text and will improve your reading comprehension.
Don't forget to be studying your literary term notes from "The Scarlet Ibis."  We will have a test on "The Scarlet Ibis" and "The Lady or the Tiger?" after probably two days of class.

**Monday, Feb. 17th**
**No School; President's Day**
 **Tuesday, Feb. 18th**

* CS (add to last week's)
* Look at whozoo.org website on short story page
* Discuss symbolism and simile handout
* Complete simile effect map
* Pre-reading vocabulary "TLotT"
* Work on questions with a partner of your choice

Homework: Complete the ten questions if you did not finish them in class.  Be sure you complete the vocabulary side as well.
If you bring in a supply item (Clorox wipes, ink pen, sticky notes, glue sticks, bag of candy {individually wrapped}, or paper towels), you receive a free homework pass!  These items are due by Monday, February 24th.
 **Wednesday, Feb. 19th**

* CS and turn in journal entries
* Talk about foreshadowing in "The Scarlet Ibis"
* Turn in questions that you completed over the snow break.
* Read riddle.
* Discuss "TLotT" and the questions.
* notes on "TLotT"
* Homework:Study for test on "TSI" and "TLotT"

**Thursday, Feb. 20th**

* CS
* Remember to study for test.  Use quizlet to make flashcards.
* (4th ONLY):  Finish discussing "The Lady or the Tiger?' questions. Turn in questions. Work on ending to "The Lady or the Tiger?"
*
* "AWL" "TC" {Read first story aloud; students read next story independently.}
* questions
* color-coding:  Students type definitions to terms. We did not start on color-coding terms in the stories.
* HW:  Study for your test.  You can prepare by using the study guide on the "Short Story" page and using the activities/games on the "TSI/TLotT quizlet" page.
* Finish the "AWL" and "TC" questions. (1st only)

**Friday, Feb. 21st**
CS (Turn in for a grade.)
Test on short stories
Write an ending to "The Lady or the Tiger?"
Discuss "Appt. Love" and "TC" questions.
1st period Homework:  Finish writing your ending and be ready to submit it to me in class on Monday.   BRING IN A SUPPLY ITEM ON MONDAY FOR A FREE HOMEWORK PASS! :)

4th period Homework: Finish writing your ending and be ready to submit it to me in class on Monday.   BRING IN A SUPPLY ITEM ON MONDAY FOR A FREE HOMEWORK PASS! :)  ALSO, read "The Chaser" and complete the questions on "Appointment with Love" and "The Chaser."
(Questions can be found on the Short Story page.)

**Monday, Feb. 24th**
CS (new week)
Turn in supply items.  Announce Internet Safety meeting  (free homework pass)
Read stories aloud (if you choose to do so). All students post stories in group drive. Take time to read some of your classmates' writing.
4th only (Review answers to AWL and TC.)
Introduce "TMDG."  (Switching places and dangerous game)
Begin reading "TMDG."
Create a character list.

Homework: Finish vocabulary  for "TMDG."
Answer questions 2 and 3 on the back of the handout.  You will need to handwrite your answers on  a sheet of notebook paper.
Be sure to invite your parent(s) to come to the Internet Safety Meeting tomorrow night (Tuesday, Feb. 25th) at 6 pm in the West Wilkes Media Center.  We will have a spokesperson from the NC Dept. of Justice providing an overview of the technologies that are available to parents to manage their young person's online usage.  The meeting is expected to last one hour or less.   You receive a free homework pass if your parents are able to attend the meeting.  If you save your homework pass, it is worth 5 points on a test at the end.

THANKS!

Tuesday, February 25th

* CS
* Remind students of Internet Safety meeting tonight.
* Read aloud more of the "TMDG."  Add to your character list as you read.
* Finish reading story silently.
* Review vocabulary answers to last night's homework.
* Questions at the end of the story
* Work in groups to answer assigned questions on the handout.

HMWK:  p. 84 questions (posted on Short Story page along with the website for the actual story online)
Reminders:
complete sentences
9 word minimum
blue/black ink
 Don't forget to remind your parents about tonight's meeting at 6pm. (I understand if they can't come; I realize this is short notice.)

THANKS TO ALL THE PARENTS WHO ATTENDED!  I HOPE YOU FOUND THE INFORMATION PRESENTED TO BE BENEFICIAL TO YOU! :)

Wednesday, February 26th

* CS
* Turn in p. 84 questions.
* Group work on analytical questions
* Discuss responses to analytical questions
* Setting (activity on SB)
* Foreshadowing notes, Character notes (did not finish last map)
* Homework: Begin reviewing notes on "TMDG."  Your test will be Monday on "AWL" and "TC" and "TMDG" and "TCOA" (we have not read the last story yet).

Thursday, Feb. 27th
CS
Discussed answers to 1-15 in 1st only.
Finish notes on "TMDG." (Conflict, plot, finish character map)
May post answers to 1-15 online so you can check your work
"The Cask of Amontillado"  Intro, listen to CD. Active reading
4th period 2 pm HAMLET

Homework:  Go to Quizlet Review page on the weebly.  Use the flashcards and games to help you remember the notes.  Draw a picture that goes along with your assigned part of the plot.  I am fine with stick figures.  Draw, paint, sketch your ilustration.  Try to not leave much white space (if any).  Just show me you remember and understand the story by filling your picture with details.

**Friday, Feb. 28th**
CS (turn in)
4th: Be sure to finish all notes on "TMDG." (conflict, irony..\_)
Finish reading "TCOA."  Answer questions 1-10 at the end of the story.
Discuss test on Monday.
1st period only:Set up template for double-bubble map comparing "TMDG" and "TCOA."  Do not work on map until next week.
Check answers to vocab TMDG.
HW: Finish answering questions on p. 93 from the textbook on "TCOA."  These questions are posted on the Short Story page.
 Study for test on Monday.  Remember to look at the study guide posted on the Short Story page.
4th period only Complete an illustration for "TMDG."

**Monday, March 3rd**
**CS**
**Short Story test #2**
**Complete double-bubble map comparing "TCOA" and "TMDG."**
**Go to Grammar page and play Jeopardy Parts of Speech game.**
 **Homework: Finish the double-bubble map.**

**Tuesday**
 **Wednesday, March 5th**
**1st and 4th periods**
**CS**
**Introduction to Parts of Speech**
**Notes on 1st 3 p.o.speech**
**noun...around the room activity**
**p. 47 and 49 Copy definition of singular and plural noun.**
**Brainstorm 10 nouns in your room and 5 abstract nouns**
**Finish working on quizzes for magazine.**
**HW:  Type a one-page description of your bedroom.**
**Remember to use the following guidelines:**
**\*must be at least one page (no more than two pages)**
**\* double-spaced**
**\* one-inch margins**
**\*Times New Roman, Arial, or Comic Sans font (size 12)**
**\* MLA format (We can review this in class if you have forgotten how to do this)**

**This is a rough draft. However, you should try to describe your room in such a way that I can picture it in my mind.  Be sure to tell me what you like about your room and mention at least one thing that has value to you (whether it is sentimental value or financial value) that is located in your room.**

**Thursday, March 6th**
**CS
Check rough draft (bedroom description)**
**Highlight nouns in blue.**
**Copy and paste 3 reflection paragraphs**
**Fill in noun paragraph**
**Copy list of pronouns**
**Practice identifying pronouns**
**Highlight pronouns in yellow**
**Fill in pronoun paragraph**
**Tried to watch pronoun YouTube (didn't work)**

**Homework:  View pronoun YouTube (shown below)**
**Revise/edit your paper.  Describe your room in such a way that I can visualize it.  Parents are welcome to give you some advice on what you may have left out or may need to mention in your paper.**

**Friday, March 7th**

**If we are out of school tomorrow, copy the rest of the notes on Parts of Speech.  The PowerPoint slides can be found on the Grammar page (listed as #5 under Parts of Speech section).**

Continue with "AWL" and "TC"
Pre-reading vocab with "TMDG"

Monday, March 10th
CS
p. 55 Verbs 1-5
p. 57 linking verbs 1-5 as a class; 6-15 as individuals
p. 59 Verb phrase 1-13 (copy list of auxiliary verbs)
Brainstorm adjectives to describe your friend, parents, and school.
Adjective p. 61 GW
Adjective identification (copy a few sentences, draw arrows, write down types of questions)

Homework:  p. 61 5-12 Just write down the adjectives in each sentence.  If you have not already done so, copy the rest of the notes for Parts of Speech (definitions and examples for adverbs, prepositions, conjunctions, and  interjections)

Tuesday, March 11th
CS
Check adjectives
Adjective video
Highlight adjectives in paper
Adjective reflection paragraph
Adverb identification (copy a few sentences, draw arrows, write down types of questions)
Identify adverb in workbook and in your own writing.
Homework: Study definitions for all the eight parts of speech. Those definitions are on the Grammar Page under PowerPoint notes.

Wednesday, March 12th
CS
Copy preposition list on p. 69 GW.
Identify preposition 1-10 (1-3 together).
Identify preposition in 1st 5 sentences. (Circle preposition and underline the prepositional phrase.)
SAS: Did you identify prepositional phrases and verbs correctly?  weak/hidden verbs, misplaced modifier, ....
Notes on conjunction (focus on FAN BOYS)
Homework:  Conjunction p. 71-72  (1-15) Write down the conjunction(s) in each sentence.
                    Preposition p. 69-70 11-23  Write down the preposition (circle it) and the prepositional phrase (underline it).
Memorize the FAN BOYS and remember why they are important.
 **Thursday, March 13th**
CS
Check conjunction p. 71-72 and preposition p. 69- 70.
Video Preposition, Conjunction, Interjection
Reflection paragraphs
Interjection p. 72
Check highlighted paragraph.  (You only get full points if you have every word identified as a particular points of speech.)
p. 73 1-20 Grammar Workbook
Review for test on Friday
Homework:
\*\* Finish p. 73 GW and check your answers.   (If you did not label every word in your first five sentences you need to do so by tomorrow.  This is a grade. )
\*\*  Study for the Parts of Speech Test. Focus on the definitions for the eight parts of speech and being able to identify what part of speech a word is based upon how it is used in the sentence.
\*\*  Since you looked at the weebly for homework... :) HINT:  Don't forget to study the FAN BOYS.  Be able to list them and spell them correctly!

Friday, March 14th
CS (Turn in for the past two weeks)
Interjection video
Any questions on p. 73
Parts of Speech Test
Thinking Map (self-reflection) on Bedroom paper
Homework:  Fill out the self-reflection map.
Peer Review form
Over the weekend, take a photo of your bedroom (large view, zoom out).  If possible, print the photo or email the picture to yourself (so we can print it).

Monday,
4th Check your highlighted paragraph.
No CS
Draw illustration of classmate's bedroom based solely upon the classmate's description of his/her room.  You should partner with someone whose house you have never visited.
Turn in your self-reflection map and peer review form for a grade.
Discuss self-reflection map and write a reflective statement for each column.  Then turn the paper back in.
Begin reading "The Birthmark."
Homework:  Finish drawing of someone else's room. Be ready to save to the Group Drive your final copy of your bedroom paper, along with the "highlighted" paragraph, and the eight parts of speech reflection paragraphs (the blanks must be filled in).

**Tuesday, March 18th**

**Wednesday, March 19th**
4th only - Mr. ConnorTurn in all items with your final paper.
Turn in drawing of someone else's room.
Finish reading "The Birthmark."
Work on quotes and questions.

Homework: Read "The Story of Daedalus and Icarus" and answer questions 1-8 on your own paper in complete sentences.

**Thursday, March 20th**
CSDiscuss questions 1-8 "The Story of Daedalus and Icarus"
Turn in questions 1-8.
Read "The Fall of Icarus" and complete the double-bubble map on the weebly (Genre page).

Double-bubble map (discuss in class; save to shared student drive)
p. 75 1-10 Simple subjects and predicates
Copy notes on compound subjects and predicates
p. 79 1-5 together; 6-15 independently
p. 80 1-12
Homework:  Finish p. 79 and 80 (both classes).
4th period only Answer questions 1-8 for "The Story of Daedalus and Icarus" on your own paper in ink and in complete sentences.  Do not type your answers.

**Friday, March 21st**
CS
Check homework p. 79 and 80
Inverted order SV identification (did a handout in class)
Notes on SV agreement
p. 161 in grammar workbook
Handout for p. 163 Intervening prep. phrases Ex. 1 (1-20)

Homework:  Study notes on Subject-Verb Identification and Agreement.  There will be a quiz/test next week
p. 163 Handout Exercise 1:  1-20.

**Monday, March 24th**
CS
Review homework
Google doc:  Choose partners 1-4.
p. 167 1-20
Lesson 48 Exercise 1 1-10
Write down 3 sentences that exemplify rules 1, 2, and 3 on lesson 48.  (Students do this in pairs on an index card.)
Lesson 51  1-20
Homework:  Continue studying and reviewing notes for Wednesday's subject-verb agreement test.  Grammar Workbook p. 165 1-20 Just write down the subject(s) and the verb for each sentence.
4th period only:  Finish p. 175-6 Ex. 1 1-20

Tuesday, March 25th
CS
Check p. 165 1-20.
Lesson
Finish in groups
Review worksheet
SV YouTube video
Brainstorm hero qualities and characteristics.
HOMEWORK:
Study for your SVA Test tomorrow!  Remember to look at p. 8 in the grammar workbook and review all notes and handouts on SVA.
Another helpful study tool....
SUBJECT AND VERB AGREEMENT QUIZ
This is great practice before the quiz in class!
<http://a4esl.org/q/h/vm/svagr.html>
 **Wednesday, March 26th**
CS
Subject Verb Agreement Test
Homework:  Finish Hero Journal.  It must be a minimum of one page handwritten.
Hero Journal
Write a journal entry answering the following questions.

Who is your hero?
Describe your hero (personality, qualities, appearance....)
What heroic qualities does your hero possess?
When did this person become a hero to you?
Does your hero have any negative qualities? If so, what are they?

 **Thursday, March 27th**
CS
Discuss perfect beauty and hero questions.
Brainstorm about a hero on SB.
11 question state test practice questions
Homework:  Open the pdf file (2nd file on the left) on the ODYSSEY page of this website.  Read about the 12 stages of the hero's journey.  On  a sheet of notebook paper, write down a short definition for each stage.  You can use a sentence from the document or you can summarize in your own words.

**Friday, March 28th**
CS (Turn in.)
Check homework.
View ef.
Homework:  None!  :)  Enjoy the weekend!
*THE ODYSSEY*NOTES

AUTHOR:  Homer

EPIC: A long, narrative poem on a great and serious subject that is centered on the actions of a heroic figure. The epic hero has a goal and typically is embarked on a long journey that involves struggles with natural and supernatural beings which test the hero’s bravery, wits, and skill in battle.

PURPOSE:  The purpose of an epic poem is to entertain, teach, and inspire the listener or reader with examples of how people can strive and succeed against great odds.

EPIC CHARACTERISTICS:

1.  invocation to the Muse, goddess who presided over the arts

2.  lengthy speeches

3.  repetitions of passages

4.  epithet

·favorite device of epic poets

·word or phrase used to characterize someone or something

·**example - “raider of cities”  (Odysseus)**

**5. Homeric simile**
·**sometimes called epic simile**
·**extended comparison of two actions or objects that develops mounting excitement and usually ends in a climax**
·**often runs several lines**

Monday, March 31st
No CS
Definition of complete sentence, fragment, run-on
P. 123 Fragment Ex. 1 only GW
Finish viewing film
Partner #3:  Decide which part of the film goes with which stage
Discuss stages in class
Introduce The Odyssey (definition of epic)
Homework:  Copy the notes on epic poetry.  They are listed below.

Tuesday, April 1st
Notes:  4 ways to correct a run-on
Run-on p. 125 1-20
Introduce The Odyssey
Background reading
discussion of what was read and Bill Pickney
Video Clip
Discuss background of Trojan War
Review list of characters in the poem
CD :  Listen to the recording
Active Reading:  one sentence per page
HOMEWORK:  Go to Grammar page.  Find #3 Games under Fragment section (right-hand side).  Click on the link and play games to practice identifying fragments.

**Wednesday, April 2**
Fragment/run-on handout (prep for quiz)
Continue reading Part 1 aloud and then silently.
Finish sentence summaries and turn in when complete.

Homework:  Answer 10 questions out of 20 on the study guide.
You can find a copy of the text on The Odyssey page.
Look on THE ODYSSEY page for the textbook pages
Study for your fragment and run-on quiz tomorrow.

**Thursday, April3**

Fragment/Run-on quiz
Check to see 10 out of 20 questions completed on study guide.
Work with partner #4 on completing study guide questions.
Discuss the answers to the study guide questions.
Talk about tomorrow's test.

Homework:
\*  PREPARE FOR A TEST ON THE ODYSSEY ON FRIDAY. \*   Read excerpt from The Odyssey (handout I gave you in class today) and answer the 7 multiple-choice questions.
I would like for you to highlight/underline any key words in the questions.
Mark each answer choice with a 0, / , or ? to indicate that you have carefully read each answer choice.
 You do not have to do the constructed response questions.

**Friday, April 4th**

Check homework from Thursday to see if students answered correctly.
The Odyssey Test
Begin reading Upfront magazine after you finish the test.
Finish literary term handout on the website (for The Odyssey) as a class.
Homework:  Go to the *Romeo and Juliet* page on this website.  Click on the journal file under "Who Picks Your Mate?"  Parents are welcome to type or hand-write their response (whichever they choose).

Monday, April 7th
Read introduction for The Tragedy of Romeo and Juliet.

HINT:  You may want to look at the file below labled "epic at a glance."  It gives you an idea of what typically shows up in an epic.   This might be helpful to know for the test. :)

In the Future...