

**English I**  
**Day 6- Laylor/Gayle- Gardner**

**Instructions: Use the link below to login to Scholastic.com:**

www.choices.scholastic.com

Password: CAJHS-GARDNER (Mrs. Gardner’s Students)

CAJHS-ENGLISH (Mrs. Laylor’s Students)

**Follow the plan and complete the assigned activities.**

|   |  |
|---|--|
| <b>Standard(s)</b>                        | <b>RL 9.1</b> Determine the figurative and connotative meanings of words and phrases; analyze the impact of specific word choices on meaning and tone.   |
| <b>Learning Targets/ I Can Statements</b> | <b>RL9.1</b> I can determine figurative and connotative meanings of words and phrases.<br>RL 9.1 I can analyze the impact of specific word choices on meanings and tone.   |
| <b>Essential Question(s)</b>              | What should individuals do in order to become a billionaire?<br>What could you do with 1 billion dollars?  |
| <b>Resources</b>                          | www.choices.scholastic.com<br>CAJHS-GARDNER (Mrs. Gardner’s Students)<br>CAJHS-ENGLISH (Mrs. Laylor’s Students)  |
| <b>Learning Activities or Experiences</b> | <b>Connection/Application</b> <ul style="list-style-type: none"> <li>• “The Billionaires Club” Pages 4-7</li> <li>• Anticipation Guide: Answer questions that will prepare you to read this article.</li> <li>• Text Features: Answer questions about text features in this article.</li> <li>• Pause and Think: Check your understanding with short-answer questions.</li> <li>• Vocabulary Review: Complete an activity based on vocabulary words from this article.</li> <li>• Writing a Summary: Write a summary paragraph about this article.</li> <li>• Skill Assessment: Take a multiple-choice quiz about this article.</li> </ul> |

**Closure**

- What do you think is the secret to becoming a billionaire? Write a short paragraph expressing your ideas.

**English I**  
**Day 7 - Laylor/Gayle- Gardner**

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Password: CAJHS-GARDNER (Mrs. Gardner’s Students)

CAJHS-ENGLISH (Mrs. Laylor’s Students)

**Follow the plan and complete the assigned activities.**

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|---|--|
| <b>Standard(s)</b>                        | <p><b>RL 9.1</b> Determine the figurative and connotative meanings of words and phrases; analyze the impact of specific word choices on meaning and tone.</p> <p>RL 5.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text; identify multiple supported interpretations.</p>   |
| <b>Learning Targets/ I Can Statements</b> | <p>I can read a nonfiction article and identify text evidence to support conclusions that can be drawn from the story.</p> <p>I can draw inferences and cite textual evidence from relevant text.</p>  |
| <b>Essential Question(s)</b>              | <p>What can you infer about the article based on the title “The Shattered Sky”?</p>  |
| <b>Resources</b>                          | <p>www.choices.scholastic.com</p> <p>CAJHS-GARDNER (Mrs. Gardner’s Students)</p> <p>CAJHS-ENGLISH (Mrs. Laylor’s Students)</p>   |
| <b>Learning Activities or Experiences</b> | <p><b>Connection/Application</b></p> <ul style="list-style-type: none"> <li>• Learning Activities or Experiences – The Shattered Sky</li> <li>• Read “The Shattered Sky” Pages 8-12</li> <li>• Text Features: Answer questions about text features in this article.</li> <li>• Pause and Think: Check your understanding with short-answer questions.</li> <li>• Vocabulary Review: Complete an activity based on vocabulary words from this article.</li> <li>• Central Idea and Details: Fill in a chart with supporting details from this article.</li> <li>• Read Between the Lines: Read a passage and make inferences based on it.</li> <li>• Quiz: Take a multiple-choice quiz about this article.</li> </ul> |

**Closure**

- Compare and contrast how you think life was like before and after the explosion.

**English I**  
**Day 8 - Laylor/Gayle- Gardner**

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Password: CAJHS-GARDNER (Mrs. Gardner’s Students)

CAJHS-ENGLISH (Mrs. Laylor’s Students)

**Follow the plan and complete the assigned activities.**

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|---|---|
| <b>Standard(s)</b>                        | <p><b>RL 9.1</b> Determine the figurative and connotative meanings of words and phrases; analyze the impact of specific word choices on meaning and tone.</p> <p>RL 5.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text; identify multiple supported interpretations.</p> <p>RL 8.1 Analyze how characters or a series of ideas or events is introduced, connected, and developed within a particular context.</p> |
| <b>Learning Targets/ I Can Statements</b> | <p>I can read a nonfiction article and identify text evidence to support conclusions that can be drawn from the story.</p> <p>I can draw inferences and cite textual evidence from relevant text.</p> <p>I can analyze how characters are developed throughout a story.</p>   |
| <b>Essential Question(s)</b>              | <p>What is perseverance, and why is it important? How can family members support one another?</p>   |
| <b>Resources</b>                          | <p>www.choices.scholastic.com</p> <p>CAJHS-GARDNER (Mrs. Gardner’s Students)</p> <p>CAJHS-ENGLISH (Mrs. Laylor’s Students)</p>  |
| <b>Learning Activities or Experiences</b> | <p><b>Connection/Application</b></p> <ul style="list-style-type: none"> <li>• <b>“The Day it Rained Cats” Pages 13-17</b> <ul style="list-style-type: none"> <li>• Vocabulary Review: Complete an activity based on vocabulary words from this story.</li> <li>• All About Sheera: Answer questions about the character in this story.</li> <li>• Quiz: Take a multiple-choice quiz about this story.</li> </ul> </li> </ul>  |

**Closure**

**Critical Thinking Questions**

Why do you think this story is titled “The Day It Rained Cats”? What other title can you think of that would work well for this story?

**English I**  
**Day 9 - Laylor/Gayle- Gardner**

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**Follow the plan and complete the assigned activities.**

|   |  |
|---|--|
| <b>Standard(s)</b>                        | <p><b>RL 9.1</b> Determine the figurative and connotative meanings of words and phrases; analyze the impact of specific word choices on meaning and tone.</p> <p>RL 5.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text; identify multiple supported interpretations.</p> <p>RL 11.1 Use context clues to determine meanings of words and phrases.</p>          |
| <b>Learning Targets/ I Can Statements</b> | <p>I can read About an inspiring teen and identify cause-and-effect relationships.</p> <p>I can analyze cause and effect based on information from a text.</p>   |
| <b>Essential Question(s)</b>              | <p>Essential Questions: What are society's expectations for boys and girls? How does hard work lead to success?</p>  |
| <b>Resources</b>                          | <p>www.choices.scholastic.com</p> <p>CAJHS-GARDNER (Mrs. Gardner's Students)</p> <p>CAJHS-ENGLISH (Mrs. Laylor's Students)</p>   |
| <b>Learning Activities or Experiences</b> | <p><b>Connection/Application</b></p> <p>The Girl Who Wrestles Boys (and Wins!)</p> <ul style="list-style-type: none"> <li>• Text Features: Answer questions about text features in this article.</li> <li>• Vocabulary Review: Complete an activity based on vocabulary words from this article.</li> <li>• Sequencing of Events: Place the events in this article in order.</li> <li>• Quiz: Take a multiple-choice quiz about this article.</li> </ul> |

**Closure**

**What are some things that you can do as a teenager that could inspire your fellow peers?**

**Write your response in a detailed paragraph.**

**English I**  
**Day 10 - Laylor/Gayle- Gardner**

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|   |   |
|---|---|
| <b>Standard(s)</b>                        | <p><b>RL 9.1</b> Determine the figurative and connotative meanings of words and phrases; analyze the impact of specific word choices on meaning and tone.</p> <p>I 3.4 Organize and categorize important information; synthesize relevant ideas to build a deeper understanding; communicate new learning; identify implications for future inquiry.</p>  |
| <b>Learning Targets/ I Can Statements</b> | <p>I can synthesize information from two texts about odd sources of medicine.</p>   |
| <b>Essential Question(s)</b>              | <p>How can the study of plants and animals help humans? How do scientist conduct experiments?</p>   |
| <b>Resources</b>                          | <p>www.choices.scholastic.com<br/>CAJHS-GARDNER (Mrs. Gardner’s Students)<br/>CAJHS-ENGLISH (Mrs. Laylor’s Students)</p>  |
| <b>Learning Activities or Experiences</b> | <p><b>Connection/Application</b></p> <p>“Could This Dragon Save Your Life?/This Mold Has Save Millions” Pages 24-27.</p> <ul style="list-style-type: none"> <li>• Text Features: Answer questions about text features in these two articles.</li> <li>• Vocabulary Review: Complete an activity based on vocabulary words from these two articles.</li> <li>• Put It Together: Answer questions to synthesize information from these two texts.</li> <li>• Quiz: Take a multiple-choice quiz about this article.</li> </ul> |

**Closure**

In your opinion, how big a role did luck play in the discovery of penicillin?

At the end of the first article, the author writes that if you see a Kodmodo dragon or a pit viper, you might want to stop and say thank you, but only from a safe distance. What do you think he means?