

Second Packet Week 1: April 13-17 Lesson Plans

	English Language Arts	Math
M O N	<p>4/13 TSWBAT: identify prior knowledge and Video: Introduce Essential Question, Read about O. Henry, and Vocab.</p> <p>Student Work: Vocabulary Practice and Vocabulary Strategy</p>	<p>TSWBAT: calculate tax and tip.</p> <p>Video: tax and tip notes</p> <p>Student Work: 3-8 on the Tax and Tip homework worksheet.</p>
T U E	<p>4/14 TSWBAT: Predict what happens in the story.</p> <p>Video: Review Predicting, Read A Retrieved Reformation.</p> <p>Student Work: Prediction Worksheet while Reading</p>	<p>TSWBAT: Calculate tax and tip</p> <p>Video: Review Tax and Tip, Present Problem 9 and 10 on the tax and tip homework worksheet.</p> <p>Student Work: Finish problems 11-13</p>
W E D	<p>4/15 TSWBAT: answer comprehension questions</p> <p>Video: Close read of story.</p> <p>Student Work: Reading Check, Review Vocab part of Monday's video</p>	<p>TSWBAT: Calculate tax and tip</p> <p>Video: Review Tax and Tip, Present problems one and two on Tip Worksheet.</p> <p>Student Work: Finish problems 3-8 on Tip Worksheet</p>
T H U R S	<p>4/16 TSWBAT: identify different forms of 3rd POV</p> <p>Video: Review 3rd person point of view. Student should listen to story again.</p> <p>Student work: 3rd person POV (pg.77), Review Monday's Vocab video.</p>	<p>TSWBAT: calculate tax and tip</p> <p>Video: Review Tax and Tip, present problems 9 and 10 Tip Worksheet.</p> <p>Student Work: Finish Problems 11-13 on Tip Worksheet</p>
F R I	<p>4/17 TSWBAT: answer comprehension questions from the story.</p> <p>Student work: Review Monday's Vocab Video, Review Tuesday Story.</p> <p>Take Quiz- Students may use any resources</p>	<p>TSWBAT: demonstrate knowledge of tax and Tip calculation.</p> <p>Video: None</p> <p>Student Work: <i>assessment</i></p>

Monday, April 13

Vocabulary Practice

saunter

genially

compulsory

rehabilitate

unperceived

balk

virtuous

elusive

eminent

retribution

A. Directions: Write the word from the box that best fits each blank.

I'll bet your folks are like mine, always telling you how good you've got it. If you want to stay up a few minutes late, your dad tells you how he didn't have any choice about bedtime when he was a boy; lights out at 8:00 was

1. _____ because, after all, he had to get up at 4:00 in the morning to walk ten miles to school. And he had to walk fast, too: he wasn't allowed to
2. _____ My parents always speak **3.** _____, but I'm not fooled by their seeming kindness. They mean business.

At least your parents aren't world-famous like my **4.** _____ parents, Cinderella and Prince Charming. The other night, all I did was eat some of my dinner with my fingers. I wasn't trying to call attention to myself; I thought my action would go **5.** _____. But my dad caught me. I should have known that a tiny bending of the rule would be cause for **6.** _____ around here. Sure enough, he had a fit. If I didn't know enough to eat with a fork, he threatened to find a school for bad-mannered children that could **7.** _____ me! When your parents were as good as gold at your age, you have to be **8.** _____, too, or pay the price. I see this with my mother all the time. Yesterday, she said, "Hop to it, Lord Lazybones! When I was a girl, I never dared **9.** _____ when I had work to do. I never refused to move when ordered." My pen pal in the neighboring kingdom has it rough, too. When he was four, he tried to escape from his mother at naptime, but he wasn't **10.** _____ enough to get away. She plunked him in bed and told him that he had no business complaining about a one-hour nap. Yeah, I guess it's just as bad to have Sleeping Beauty for a mother.

Vocabulary Strategy

WORDS WITH MULTIPLE MEANINGS

Many words in English have more than one meaning. You can tell which meaning is called for from the way the word is used in a sentence. Here is an example from "A Retrieved Reformation": "And look how clean those tumblers were punched out!" In this sentence, *tumblers* refer to parts of a safe. The word has two other meanings: "acrobats" and "drinking glasses."

If a word does not make sense to you, look at the words around it for clues to another possible meaning. You can also check a dictionary to see how many different meanings the words can have.

A. Directions: Define each bold-faced word, using context clues to help you. Use a dictionary if you need to.

1. The elaborate **float** was the hit of the parade. _____
Ice cubes **float** in water. _____
2. The plumber had to **snake** out the pipes. _____
The **snake** was harmless, but it still elicited fear. _____
3. The **board** of review decided the outcome of our appeal. _____
The carpenter laid a new **board** to make the shelf. _____
4. Don't **break** the glass! _____
Give the new player a **break**. _____
5. The visitor from Florida could not **bear** the cold weather. _____
The **bear** hibernated for the winter. _____

B. Directions: Write sentences showing different meanings for these words: *fast*, *chance*, *balance*.

Sales Tax & Tip

- Sales tax is a percentage _____ to the selling price.
- A tip is a percentage _____ to the total bill.

Examples:

1. Find the final price of a \$849.99 laptop with 6% sales tax.
2. A \$105 watch is selling for 30% off. Find the final price of the watch if the sales tax is 8%.
3. A \$125 DVD player is selling for 10% off. Find the final price of the DVD player if the sales tax is 5.5%.
4. Greg and Alana went out to dinner. Their dinner bill came to \$68.89. If they had a \$10 coupon and left a 15% tip, how much did they pay in total?
5. Find the final price of a \$325 lacrosse stick with 7.25% sales tax.
6. Katy bought a \$76 dress at 33% off and a \$52 pair of shoes at 15% off. If sales tax is 6.75%, how much did she pay in total?
7. For parties of six or more, a restaurant adds a 20% gratuity (or tip). If a dinner bill for a large party comes to \$148.25, find the total dinner bill with tip.

Tip and Tax Worksheet

Find the price of the meal with the given information.

1) Food bill before tax: \$30 Sales tax: 6.4% Tip: 15%

2) Food bill before tax: \$80 Sales tax: 7.9% Tip: 20%

3) Food bill before tax: \$45 Sales tax: 6.8% Tip: 24%

4) Food bill before tax: \$24 Sales tax: 7.3% Tip: 18%

5) Food bill before tax: \$62 Sales tax: 8% Tip: 15%

6) Food bill before tax: \$35 Sales tax: 5.8% Tip: 21%

7) Food bill before tax: \$32 Sales tax: 7.6% Tip: 13%

8) Food bill before tax: \$40 Sales Tax: 8% Tip: 17%

9) At a restaurant, you order a meal and a beverage that costs \$14. You leave a 20% tip and the sales tax is 6%. What is the total cost of the meal?

10) At a restaurant you order a lunch that costs \$6.50 and a beverage that costs \$1.50. You leave a 20% tip and the sales tax is 7%. What is the total cost?

11) You go out to breakfast and order a meal that costs \$7.24 and a coffee that costs \$2.65. There is a 6.4% sales tax and you leave a 25% tip. What is the cost of the meal?

12) You and a friend go out to dinner. The cost of the meal is \$45.22. You leave a 20% tip. The sales tax is 6%. What is the total cost of the meal?

13) You and a friend have dinner at a restaurant. Your meal costs \$15.85 and you leave an 18% tip and your friend's meal cost \$14.30 and he leave a 20% tip. If the sales tax is 6%, who spend more on his or her total bill?

Name: _____ Hour: _____

Tuesday, April 14

Reading Strategy

PREDICT

When you **predict**, you make logical guesses about what will happen next in a story. Good readers pause to see if their predictions are valid. Then they make new predictions and read on. Predicting helps you follow the action, analyze the characters, and understand the ending.

Directions: As you read the story, pause to make predictions. In the chart, record your predictions and your reasons for making them.

My Prediction	Reason for Prediction
Jimmy will keep cracking safes.	He has a fine set of tools. He needs money for nice clothes and a place to live.

▲ VOCABULARY IN CONTEXT

DIAGNOSE WORD KNOWLEDGE Have all students complete Vocabulary in Context. Check their work using the following definitions:

balk (bɒk) *v.* to refuse to move or act
compulsory (kəm-pʊl'sɔ-rɪ) *adj.* forced; required
elusive (ɪ-ˈlʊ-sɪv) *adj.* tending to elude capture
eminent (ɪm'ə-nənt) *adj.* famous, well-respected

genially (jɛn'yoʊ-əli) *adv.* in a pleasant, friendly manner
rehabilitate (rɪ'hoʊ-bɪl'ɪ-tāt) *v.* to restore to useful life, as through therapy and education
retribution (rɪ'trɔ-byʊ'shən) *n.* punishment for bad behavior
saunter (sɔn'tɛr) *v.* to stroll in a casual manner
unperceived (ʊn-pɜr-sɛvd') *adj.* not seen or noticed
virtuous (vɜr'tʃʊ-əs) *adj.* morally good, honorable

A Retrieved Reformation

O. Henry

A guard came to the prison shoe shop, where Jimmy Valentine was assiduously stitching uppers,¹ and escorted him to the front office. There the warden handed Jimmy his pardon, which had been signed that morning by the governor. Jimmy took it in a tired kind of way. He had served nearly ten months of a four-year sentence. He had expected to stay only about three months, at the longest. When a man with as many friends on the outside as Jimmy Valentine had is received in the "stir"² it is hardly worthwhile to cut his hair. ❶

"Now, Valentine," said the warden, "you'll go out in the morning. Brace up, and make a man of yourself. You're not a bad fellow at heart. Stop cracking safes, and live straight."

"Me?" said Jimmy, in surprise. "Why, I never cracked a safe in my life."

"Oh, no," laughed the warden. "Of course not. Let's see, now. How was it you happened to get sent up on that Springfield job? Was it because you wouldn't prove an alibi for fear of compromising somebody in extremely high-toned society? Or was it simply a case of a mean old jury that had it in for you? It's always one or the other with you innocent victims."

1. *assiduously* (ə-sɪ-ˈdʊ-əs-i-əb) *stitching uppers*: carefully and industriously sewing together the top portions of shoes.

2. *"stir"*: a slang term for prison.

Analyze Visuals ▶

What do the details in the painting help you infer about this man?

① Targeted Passage

COMMON CORE EL 6

② THIRD-PERSON POINT OF VIEW

Writers sometimes use the omniscient point of view to make general comments about life. Reread lines 6–8. What does this comment mean?

"Me?" said Jimmy, still blankly **virtuous**. "Why, warden, I never was in Springfield in my life!"

20 "Take him back, Cronin," smiled the warden, "and fix him up with outgoing clothes. Unlock him at seven in the morning, and let him come to the bull-pen. Better think over my advice, Valentine."

At a quarter past seven on the next morning Jimmy stood in the warden's outer office. He had on a suit of the villainously fitting, ready-made clothes and a pair of the stiff, squeaky shoes that the state furnishes to its discharged **compulsory** guests.

The clerk handed him a railroad ticket and the five-dollar bill with which the law expected him to **rehabilitate** himself into good citizenship and prosperity. The warden gave him a cigar, and shook hands. Valentine, 30 9762, was chronicled³ on the books "Pardoned by Governor," and Mr. James Valentine walked out into the sunshine.

Disregarding the song of the birds, the waving green trees, and the smell of the flowers, Jimmy headed straight for a restaurant. There he tasted the first sweet joys of liberty in the shape of a broiled chicken and a bottle of white wine—followed by a cigar a grade better than the one the warden had given him. From there he proceeded leisurely to the depot. He tossed a quarter into the hat of a blind man sitting by the door, and boarded his train. Three hours set him down in a little town near the state line. He went to the café of one Mike Dolan and shook hands with 40 Mike, who was alone behind the bar.

"Sorry we couldn't make it sooner, Jimmy, me boy," said Mike. "But we had that protest from Springfield to buck against, and the governor nearly **balked**. Feeling all right?"

"Fine," said Jimmy. "Got my key?"

He got his key and went upstairs, unlocking the door of a room at the rear. Everything was just as he had left it. There on the floor was still Ben Price's collar-button that had been torn from that **eminent** detective's shirt-band when they had overpowered Jimmy to arrest him.

Pulling out from the wall a folding-bed, Jimmy slid back a panel in the 50 wall and dragged out a dust-covered suitcase. He opened this and gazed fondly at the finest set of burglar's tools in the East. It was a complete set, made of specially tempered steel, the latest designs in drills, punches, braces and bits, jimmies, clamps, and augers, with two or three novelties invented by Jimmy himself, in which he took pride. Over nine hundred dollars they had cost him to have made at _____, a place where they make such things for the profession.

virtuous
(vü'r'chü-és) *adj.*
morally good; honorable

compulsory
(käm-pül'sö-rê) *adj.*
forced; required

rehabilitate
(rê'hä-bîl'î-tât) *v.* to
restore to useful life,
as through therapy
and education

Language Coach

Homonyms Words with the same spelling but different meanings are called homonyms. In line 38, *boarded* means "entered or gone aboard (a ship, an airplane, and so on)." What other meaning for *boarded* do you know? (Hint: it is related to wood.)

balk (bôk) *v.* to refuse to move or act

eminent (ém'a-nant) *adj.*
famous; well-respected

3. *chronicled* (çrôn'îk-ald): written down in a record book or ledger book.

In half an hour Jimmy went downstairs and through the café. He was now dressed in tasteful and well-fitting clothes, and carried his dusted and cleaned suitcase in his hand. ❷

60 "Got anything on?" asked Mike Dolan, **genially**.

"Me?" said Jimmy, in a puzzled tone. "I don't understand. I'm representing the New York Amalgamated Short Snap Biscuit Cracker and Frazzled Wheat Company."

This statement delighted Mike to such an extent that Jimmy had to take a seltzer-and-milk on the spot. He never touched "hard" drinks.

A week after the release of Valentine, 9762, there was a neat job of safe-burglary done in Richmond, Indiana, with no clue to the author. A scant eight hundred dollars was all that was secured. Two weeks after that a patented, improved, burglar-proof safe in Logansport was 70 opened like a cheese to the tune of fifteen hundred dollars, currency, securities and silver untouched. That began to interest the rogue catchers.⁴ Then an old-fashioned bank safe in Jefferson City became active and threw out of its crater an eruption of banknotes amounting to five thousand dollars. The losses were now high enough to bring the matter up into Ben Price's class of work. By comparing notes, a remarkable similarity in the methods of the burglaries was noticed. Ben Price investigated the scenes of the robberies, and was heard to remark: "That's Dandy Jim Valentine's autograph. He's resumed business. Look at that combination knob—jerked out as easy as pulling up a radish in wet weather. He's got 80 the only clamps that can do it. And look how clean those tumblers were punched out! Jimmy never has to drill but one hole. Yes, I guess I want Mr. Valentine. He'll do his bit next time without any short-time or clemency foolishness."⁵

Ben Price knew Jimmy's habits. He had learned them while working up the Springfield case. Long jumps, quick get-aways, no confederates,⁶ and a taste for good society—these ways had helped Mr. Valentine to become noted as a successful dodger of **retribution**. It was given out that Ben Price had taken up the trail of the **elusive** cracksmen, and other people with burglar-proof safes felt more at ease. ❸

90 One afternoon Jimmy Valentine and his suitcase climbed out of the mailhack in Elmore, a little town five miles off the railroad down in the blackjacket country of Arkansas. Jimmy, looking like an athletic young senior just home from college, went down the board sidewalk toward the hotel.

4. **rogue** (rōg) *catchers*: people who chase after criminals.

5. **He'll do his bit . . . foolishness**: He'll serve his full term in prison without anyone shortening the length of it or pardoning him.

6. **confederates** (kən-fēd'at'ē-tēz): accomplices or associates in crime.

❷ PREDICT

On the basis of Jimmy's actions in this paragraph, what do you predict he will do?

genially (jén'yō-lē) *adv.*
in a pleasant, friendly manner

❷ Targeted Passage

retribution
(rē'trīb-yū'shən) *n.*
punishment for bad behavior

elusive (i-lū'siv) *adj.*
tending to elude capture

❸ THIRD-PERSON POINT OF VIEW

Reread lines 84–89.

What information does the narrator share with you that the main character, Jimmy, doesn't know?

A young lady crossed the street, passed him at the corner, and entered a door over which was the sign "The Elmore Bank." Jimmy Valentine looked into her eyes, forgot what he was, and became another man. She lowered her eyes and colored slightly. Young men of Jimmy's style and looks were scarce in Elmore.

100 Jimmy collared a boy that was loafing on the steps of the bank as if he were one of the stockholders, and began to ask him questions about the town, feeding him dimes at intervals. By and by the young lady came out, looking royally unconscious of the young man with the suitcase, and went her way.

"Isn't that young lady Miss Polly Simpson?" asked Jimmy, with specious guile.⁷

"Naw," said the boy. "She's Annabel Adams. Her pa owns this bank. What'd you come to Elmore for? Is that a gold watch-chain? I'm going to get a bulldog. Got any more dimes?"⁸

110 Jimmy went to the Planters' Hotel, registered as Ralph D. Spencer, and engaged a room. He leaned on the desk and declared his platform to the clerk. He said he had come to Elmore to look for a location to go into business. How was the shoe business, now, in the town? He had thought of the shoe business. Was there an opening?⁹

The clerk was impressed by the clothes and manner of Jimmy. He, himself, was something of a pattern of fashion to the thinly gilded youth of Elmore, but he now perceived his shortcomings. While trying to figure out Jimmy's manner of tying his four-in-hand⁸ he cordially gave information.

120 Yes, there ought to be a good opening in the shoe line. There wasn't an exclusive shoe store in the place. The dry-goods and general stores handled them. Business in all lines was fairly good. Hoped Mr. Spencer would decide to locate in Elmore. He would find it a pleasant town to live in, and the people
130 very sociable.

7. *specious guile* (spē'shəs gīl): innocent charm masking real slyness.

8. *four-in-hand*: a necktie tied in the usual way, that is, in a slipknot with the ends left hanging.

PREDICT

What do you think will happen now that Jimmy and the bank owner's daughter have noticed each other?

MAKE INFERENCES

Reread lines 110–114. Why does Jimmy change his name and say he's going into the shoe business?



Elsie (1907), Frank Weston Benson. Oil on canvas, 64.13 cm × 76.53 cm. The Hayden Collection—Charles Henry Hayden Fund. © Museum of Fine Arts, Boston (08.316).

Mr. Spencer thought he would stop over in the town a few days and look over the situation. No, the clerk needn't call the boy. He would carry up his suitcase, himself; it was rather heavy.

Mr. Ralph Spencer, the phoenix⁹ that arose from Jimmy Valentine's ashes—ashes left by the flame of a sudden and alterative attack of love—remained in Elmore, and prospered. He opened a shoe store and secured a good run of trade. ❶

140 Socially he was also a success and made many friends. And he accomplished the wish of his heart. He met Miss Annabel Adams, and became more and more captivated by her charms.

At the end of a year the situation of Mr. Ralph Spencer was this: he had won the respect of the community, his shoe store was flourishing, and he and Annabel were engaged to be married in two weeks. Mr. Adams, the typical, plodding, country banker, approved of Spencer. Annabel's pride in him almost equaled her affection. He was as much at home in the family of Mr. Adams and that of Annabel's married sister as if he were already a member.

One day Jimmy sat down in his room and wrote this letter, which he mailed to the safe address of one of his old friends in St. Louis:

150 *Dear Old Pat:*

I want you to be at Sullivan's place, in Little Rock, next Wednesday night, at nine o'clock. I want you to wind up some little matters for me. And, also, I want to make you a present of my kit of tools. I know you'll be glad to get them—you couldn't duplicate the lot for a thousand dollars. Say, Billy, I've quit the old business—a year ago. I've got a nice store. I'm making an honest living, and I'm going to marry the finest girl on earth two weeks from now. It's the only life, Billy—the straight one. I wouldn't touch a dollar of another man's money now for a million. After I get married I'm going to sell out and go West, where there won't be so much danger of having old scores brought up against me. I tell you, Billy, she's an angel. She believes in me; and I wouldn't do another crooked thing for the whole world. Be sure to be at Sully's, for I must see you. I'll bring along the tools with me. ❷

160

*Your old friend,
Jimmy*

❶ **THIRD-PERSON POINT OF VIEW**

Who in the story knows that Ralph Spencer is also Jimmy Valentine?

❸ **Targeted Passage**

Language Coach

Idioms An idiom is a phrase that has a different meaning from its individual words. In line 152, the phrase *wind up* means "to close or bring to a finish." Why do you think Jimmy chooses to use this phrase instead of being more specific?

❹ **PREDICT**

Do you think Jimmy will ever crack another safe? Why or why not?

9. **phoenix** /fə'niːks/ a mythological bird that lived for 500 years and then burned itself to death, only to rise from its own ashes to live another long life.



Hill Main Street, Gloucester (1916), John Sloan. Oil on canvas, 25M" x 39 1/2". Littlejohn Collection, The Parish Art Museum, Southampton, New York, 1961.3.208.

On the Monday night after Jimmy wrote this letter, Ben Price jogged unobtrusively into Elmore in a livery buggy.¹⁰ He lounged about town in his quiet way until he found out what he wanted to know. From the drugstore across the street from Spencer's shoe store he got a good look at Ralph D. Spencer.

"Going to marry the banker's daughter are you, Jimmy?" said Ben to himself, softly. "Well, I don't know!"

The next morning Jimmy took breakfast at the Adamses. He was going to Little Rock that day to order his wedding suit and buy something nice for Annabel. That would be the first time he had left town since he came to Elmore. It had been more than a year now since those last professional "jobs," and he thought he could safely venture out. ①

After breakfast quite a family party went down together—Mr. Adams, 180 Annabel, Jimmy, and Annabel's married sister with her two little girls,

Analyze Visuals ▲

What mood do the colors in the painting suggest?

① THIRD-PERSON POINT OF VIEW

What do you know that Jimmy doesn't know at this point?

10. livery (lī-vē-ē) buggy: a hired horse and carriage.

aged five and nine. They came by the hotel where Jimmy still boarded, and he ran up to his room and brought along his suitcase. Then they went on to the bank. There stood Jimmy's horse and buggy and Dolph Gibson, who was going to drive him over to the railroad station.

All went inside the high, carved oak railings into the banking room—Jimmy included, for Mr. Adams's future son-in-law was welcome anywhere. The clerks were pleased to be greeted by the good-looking, agreeable young man who was going to marry Miss Annabel. Jimmy set his suitcase down. Annabel, whose heart was bubbling with happiness and lively youth, put on Jimmy's hat and picked up the suitcase. ◆
180 "Wouldn't I make a nice drummer?"¹¹ said Annabel. "My! Ralph, how heavy it is. Feels like it was full of gold bricks."

"Lot of nickel-plated shoehorns in there," said Jimmy, coolly, "that I'm going to return. Thought I'd save express charges by taking them up. I'm getting awfully economical."

The Elmore Bank had just put in a new safe and vault. Mr. Adams was very proud of it, and insisted on an inspection by everyone. The vault was a small one, but it had a new patented door. It fastened with three solid steel bolts thrown simultaneously with a single handle, and had a time
200 lock. Mr. Adams beamingly explained its workings to Mr. Spencer, who showed a courteous but not too intelligent interest. The two children, May and Agatha, were delighted by the shining metal and funny clock and knobs. ●

While they were thus engaged Ben Price sauntered in and leaned on his elbow, looking casually inside between the railings. He told the teller that he didn't want anything; he was just waiting for a man he knew.

Suddenly there was a scream or two from the women, and a commotion. Unperceived by the elders, May, the nine-year-old girl, in a spirit of play, had shut Agatha in the vault. She had then shot the bolts
210 and turned the knob of the combination as she had seen Mr. Adams do.

The old banker sprang to the handle and rugged at it for a moment. "The door can't be opened," he groaned. "The clock hasn't been wound nor the combination set."

Agatha's mother screamed again, hysterically.

"Hush!" said Mr. Adams, raising his trembling hand. "All be quiet for a moment. Agatha!" he called as loudly as he could. "Listen to me." During the following silence they could just hear the faint sound of the child wildly shrieking in the dark vault in a panic of terror.

"My precious darling!" wailed the mother. "She will die of fright!"
220 Open the door! Oh, break it open! Can't you men do something?"

◆ GRAMMAR IN CONTEXT

Reread lines 189–190. O. Henry uses an **appositive phrase** in describing a character's feelings.

■ MAKE INFERENCES

Why does "Mr. Spencer" show a "courteous but not too intelligent interest" in the new safe and vault?

saunter (sɑn'tər) v. to stroll in a casual manner

unperceived (ŭn-pər-sēvd') adj. not seen or noticed

11. drummer: an old-fashioned word for traveling salesman.

"There isn't a man nearer than Little Rock who can open that door," said Mr. Adams, in a shaky voice. "My God! Spencer, what shall we do? That child—she can't stand it long in there. There isn't enough air, and, besides, she'll go into convulsions from fright." ❶

Agatha's mother, frantic now, beat the door of the vault with her hands. Somebody wildly suggested dynamite. Annabel turned to Jimmy, her large eyes full of anguish, but not yet despairing. To a woman nothing seems quite impossible to the powers of the man she worships.

"Can't you do something, Ralph—try, won't you?"

230 He looked at her with a queer, soft smile on his lips and in his keen eyes. "Annabel," he said, "give me that rose you are wearing, will you?"

Hardly believing that she had heard him aright, she unpinned the bud from the bosom of her dress, and placed it in his hand. Jimmy stuffed it into his vest pocket, threw off his coat and pulled up his shirt sleeves. With that act Ralph D. Spencer passed away and Jimmy Valentine took his place. ❷

"Get away from the door, all of you," he commanded, shortly.

He set his suitcase on the table, and opened it out flat. From that time on he seemed to be unconscious of the presence of anyone else. He laid 240 out the shining, queer implements swiftly and orderly, whistling softly to himself as he always did when at work. In a deep silence and immovable, the others watched him as if under a spell.

In a minute Jimmy's pet drill was biting smoothly into the steel door. In ten minutes—breaking his own burglarious record—he threw back the bolts and opened the door.

Agatha, almost collapsed, but safe, was gathered into her mother's arms.

Jimmy Valentine put on his coat, and walked outside the railings toward the front door. As he went he thought he heard a faraway voice that he once knew call "Ralph!" But he never hesitated. At the door a 250 big man stood somewhat in his way.

"Hello, Ben!" said Jimmy, still with his strange smile. "Got around at last, have you? Well, let's go. I don't know that it makes much difference, now."

And then Ben Price acted rather strangely.

"Guess you're mistaken, Mr. Spencer," he said. "Don't believe I recognize you. Your buggy's waiting for you, ain't it?"

And Ben Price turned and strolled down the street. ❸

❶ PREDICT

On the basis of everything you know about Jimmy, what do you think he will do?

❷ MAKE INFERENCES

What is Jimmy preparing to do? How does he expect it to affect his relationship with Annabel?

❸ Targeted Passage

❹ MAKE INFERENCES

Why does Ben Price let Jimmy go free?

Wednesday, April 15

Name _____

Date _____

A RETRIEVED REFORMATION

COPY MASTER

A RETRIEVED REFORMATION

Reading Check

Directions: Recall the events from the short story by O. Henry. Then answer the questions in phrases or sentences.

1. Why is Jimmy in jail?

2. Who is Ben Price?

3. How does Jimmy change once he arrives in Elmore, Arkansas?

4. What happens that causes Jimmy to break into one last safe?

5. What does Ben Price do at the end of the story?

Copyright © Holt McDougal, a division of Houghton Mifflin Harcourt

NAME: _____

Tip Worksheet

Directions: Find the amount of the tip and the total price of the meal with the given information.

1. Food bill: \$31.92
Tip: 15%

Tip: _____

Total: _____

2. Food bill: \$86.32
Tip: 20%

Tip: _____

Total: _____

3. Food bill: \$48.06
Tip: 24%

Tip: _____

Total: _____

4. Food bill: \$25.75
Tip: 18%

Tip: _____

Total: _____

5. Food bill: \$66.96
Tip: 15%

Tip: _____

Total: _____

6. Food bill: \$37.03
Tip: 21%

Tip: _____

Total: _____

7. Food bill: \$34.43
Tip: 13%

Tip: _____

Total: _____

8. Food bill: \$43.20
Tip: 17%

Tip: _____

Total: _____

Directions: Solve the story problems below.

9. At a restaurant you order a meal and a beverage that costs \$14. The sales tax is 6%, and you leave a 20% tip. What is the total cost of the meal?

10. At a restaurant you order a lunch that costs \$6.50 and a beverage that costs \$1.50. The sales tax is 7% and you leave a 15% tip. What is the total cost of the meal?

11. You go out to breakfast and order a meal that costs \$7.24 and a coffee that costs \$2.65. There is a 6.4% sales tax and you leave a 25% tip. What is the total cost of the meal?

12. You and a friend go out to dinner. The cost of the meal is \$45.22. The sales tax is 5% and you leave a 16% tip. What is the total cost of the meal?

13. You and a friend have dinner at a restaurant. Your meal costs \$15.85 and you leave an 18% tip. Your friend's meal cost \$14.30 and he leaves a 20% tip. If the sales tax is 6%, who spent more on his or her bill?

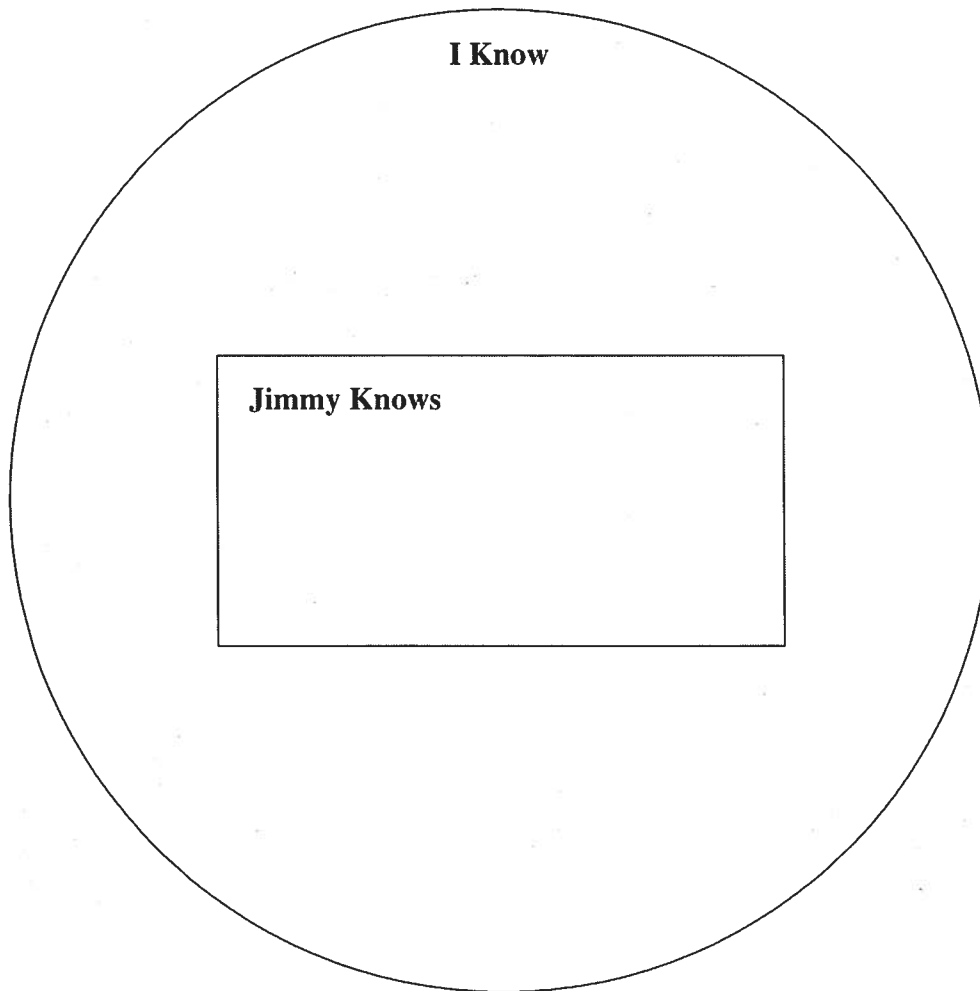
Thursday, April 16

Text Analysis

THIRD-PERSON POINT OF VIEW

The **point of view** is the vantage point from which a story is narrated. When a story is told from the **third-person omniscient point of view**, the narrator is all-knowing. As a result, the narrator is aware of what all the characters in the story are thinking and doing. The narrator tells the story using the pronouns *he*, *she*, *it*, and *they*.

Directions: Use the graphic organizer to record information that Jimmy knows and information that the reader knows that Jimmy doesn't. Then answer the question that follows.



How would the story be different if it were told from the first-person point of view?

Friday, April 17

Name: _____

Date: _____

Quiz Skill Tax and Tip

1. Gabi finds a skirt that she likes at the store for \$45.99. If the tax rate is 5.8%, how much will the skirt cost in all?

2. Mario takes his best friend out for lunch. The total bill is \$86.50. He leaves a 15% tip. What is the total cost of the meal?

3. Pete purchased an ice latte for \$4.50. He leaves a 10% tip. What is the total cost of the meal?

4. Jada goes to get her hair done. The cost for a haircut and blowout is \$65.42. She leaves a 25% tip for the stylist. What is the total cost?

Back

5. Jessica has \$50 to spend on new clothes. The jacket that she wants to buy is \$48.20. If the tax rate is 6%, does Jessica have enough to buy the jacket?

A RETRIEVED REFORMATION

Selection Test A**Comprehension**

Read each of the following questions. Then choose the letter of the best answer.
(6 points each)

1. The most logical prediction to make about Jimmy right after he leaves jail is that he will
 - A. save Annabel's niece
 - B. find another safe to crack open
 - C. open a shoe store in Arkansas
 - D. marry a woman he loves
2. Why does Jimmy change when he arrives in Elmore, Arkansas?
 - A. He falls in love.
 - B. He gets scared.
 - C. He sells his tools.
 - D. He gets a better job.
3. You can tell the story is from the third-person point of view because the narrator
 - A. uses pronouns such as *he*, *she*, *it*, and *they*
 - B. gives an opinion of the events in the story
 - C. can be trusted to tell the readers the truth
 - D. knows the outcome before the reader does
4. What information does Jimmy know that Annabel and her father do not know?
 - A. He can never be honest.
 - B. He loves Annabel very much.
 - C. He owns a very nice store.
 - D. He is a career safe-cracker.
5. Jimmy saves Agatha even though it could get him arrested. You can conclude that Jimmy
 - A. has always liked children
 - B. wants to go back to jail
 - C. cannot resist showing off
 - D. is really a good man

SELECTION TEST A, CONTINUED

Vocabulary

Choose the answer that best explains the meaning of each underlined word.
(6 points each)

- | | |
|--|---|
| <p>6. When donkeys <u>balk</u>, they</p> <ul style="list-style-type: none">A. refuse to moveB. make a loud noiseC. carry a heavy loadD. run in a group <p>7. What is the meaning of <u>virtuous</u>?</p> <ul style="list-style-type: none">A. hard-workingB. very youngC. morally goodD. naturally athletic <p>8. To <u>saunter</u> means to</p> <ul style="list-style-type: none">A. look in shop windowsB. stroll in a casual mannerC. visit a country fairD. become overheated | <p>9. What does <u>unperceived</u> mean?</p> <ul style="list-style-type: none">A. not appreciatedB. inexpensiveC. not noticedD. without value <p>10. A <u>compulsory</u> education is</p> <ul style="list-style-type: none">A. excellentB. unpleasantC. year-roundD. required |
|--|---|

Written Response

Short Response On a separate sheet of paper, answer the following questions based on your knowledge of the story. (10 points each)

11. Predict what you think will happen to Jimmy and Annabel. Use two story details to support your prediction.
12. Describe one prediction you made as you read "A Retrieved Reformation" and tell how this helped you understand the story.

Extended Response Answer the following question based on your knowledge of the story. Write one or two paragraphs on a separate sheet of paper. (20 points)

13. What evidence supports the idea that Annabel and Jimmy will live happily ever after? Use two examples from the story to support your answer.

Second Packet Week 2: April 20-24 Lesson Plans

	English Language Arts	Math
M O N	<p>4/20 TSWBAT: identify the theme of a story</p> <p>Video: Present Theme notes</p> <p>Student Work: Note taking part 1 and part 2</p>	<p>TSWBAT: Calculate Markup and Discount</p> <p>Video: Share Notes on Discount and Markup</p> <p>Student Work: Complete notes on Discount and Markup</p>
T U E	<p>4/21 TSWBAT: identify the theme of a story</p> <p>Video: Read the Giver</p> <p>Student Work: Text Analysis</p>	<p>TSWBAT: Calculate Markup and Discount</p> <p>Video: Reteach Markup and Discount (Complete notes)</p> <p>Student Work: Complete Discount and Mark-up Worksheet 1-6</p>
W E D	<p>4/22 TSWBAT: identify the theme of a story</p> <p>Video: Read A Crush</p> <p>Student Work: Complete Reading Check</p>	<p>TSWBAT: Calculate Markup and Discount</p> <p>Video: Reteach Markup and Discount Do #11</p> <p>Student Work: Complete Discount and Mark-up Worksheet 7-12</p>
T H U R S	<p>4/23 TSWBAT: identify the theme of a story</p> <p>Video: None</p> <p>Student work: Complete A Crush Text Analysis</p>	<p>TSWBAT: Calculate Markup and Discount</p> <p>Video: Work through a couple problems</p> <p>Student Work: Complete Kuta Math, Finish for Friday</p>
F R I	<p>4/24 TSWBAT:</p> <p>Video: None</p> <p>Student work: Complete Selection A Test</p>	<p>TSWBAT: Calculate Markup and Discount</p> <p>Student Work: Finish Kuta Math Worksheet.</p>

Monday, April 20

Understanding Theme

Essential Course
of Study **ECOS**

Everyone likes a story with a good plot, but there is more to a story than what happens to the characters. Often there is a deeper meaning, or theme. A theme is a message about life or human nature that a writer wants you to understand. A story usually has at least one theme. However, a story may have more than one theme or multiple themes.

Some popular themes, such as those about loyalty and friendship, appear in many different stories. They are called recurring themes.

Part 1: Themes in Literature

It's easy to confuse a story's theme with its topic. Here's a way to tell the difference: A topic can be summed up in a word or two, such as "taking risks." A theme, however, is a writer's message *about* a topic. It usually takes at least one complete sentence to express a theme—for example, "Life's biggest rewards come from taking risks."

Stories can mean different things to different people. Two people reading a story might describe its theme differently or find different themes.

COMMON CORE

Included in this workshop:
RI.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.2 Determine a theme and analyze its development over the course of the text.

EXAMPLES OF THEMES IN LITERATURE

**Thank You,
M'am**Unit 1
pages 68–72**PLOT SUMMARY**

Mrs. Luella Bates Washington Jones catches Roger trying to steal her purse. She drags him to her home, makes him wash up, and feeds him. Then she gives him the ten dollars he was trying to steal.

TOPIC

- Second chances

POSSIBLE THEMES

- Everyone deserves a second chance.
- An act of kindness can make a difference in a person's life.

**Casey at
the Bat**Unit 1
pages 134–136**PLOT SUMMARY**

When the hometown baseball hero Casey comes to bat, there are two outs and two men on base. Instead of winning the game with a home run, Casey strikes out, and his team loses.

TOPIC

- Baseball

POSSIBLE THEMES

- Even a hero can fail.
- Overconfidence can lead to failure.

MODEL 1: THEME IN A STORY

Fables often convey themes about human nature through the actions of animal characters. What lesson can readers learn from this fable?

The **LION** and the **MOUSE**

Fable by Aesop

A lion was idling in the sun, pretending to sleep, when he felt a tickle on his nose. He opened one eye and, with a swipe of his huge paw, caught a small mouse trying to run away. The lion roared angrily and tossed the mouse into the air. The mouse cried, "Please don't hurt me! If only you will spare my life, I promise I will repay you." Surprised and amused by the little creature's earnest promise, the lion laughed and let the mouse go.

Time passed, and then one day the lion became ensnared in a trap. As he struggled to free himself, the ropes tightened around him until he couldn't move. The little mouse was close by and heard the lion's roars. She came and set the lion free by gnawing through the ropes. "When you kindly spared my life," said the mouse, "you laughed at the idea that one day I would repay you."

Close Read

1. What does the lion decide to do after capturing the mouse? Explain how the mouse repays the lion.
2. What lesson can readers learn from the way the lion and the mouse treat each other?

MODEL 2: THEME IN A POEM

In this poem, the writer presents a strong message about family.

**LITTLE
SISTER**

Poem by Nikki Grimes

little sister
holds on tight.
My hands hurt
from all that squeezing,
but I don't mind.
She thinks no one will bother her
when I'm around,
and they won't
if I can help it.
And even when I can't
I try
'cause she believes in me.

Close Read

1. How does the little sister rely on the speaker of the poem? Explain how the speaker feels about his or her sister.
2. Reread the boxed lines. Which statement best expresses the theme?
 - a. When family members believe in you, it makes you stronger.
 - b. Families should spend more time together.

Part 2: A Closer Look at Theme

Sometimes the theme of a story is stated directly by the narrator or a character. Most often, though, a theme is implied—hinted at but not stated directly. In such a case, you need to infer the theme by finding clues in the text. This chart tells you where to look for those clues. Use the questions shown to help you uncover the theme of any story you read.

CLUES TO THEME

TITLE



The title may reflect a story's topic, its theme, or both. Ask:

- What does each word in the title mean?
- What ideas does the title emphasize?

PLOT



A story's plot often revolves around a conflict that is important to the theme. Ask:

- What conflicts do the characters face?
- How are the conflicts resolved?

CHARACTERS



What characters do and learn can reflect a theme. Ask:

- What are the main characters like? (Analyze their speech, thoughts, and actions.)
- How do the characters respond to the conflicts?
- How do the characters change?
- What lessons do the characters learn?

SETTING

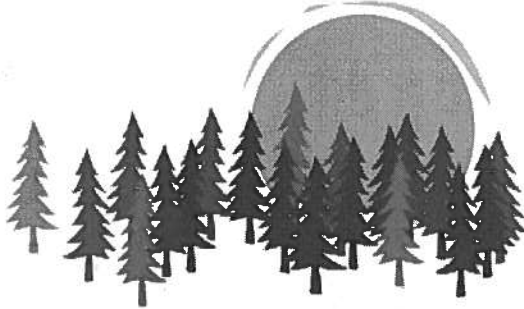


A setting (place and time) can suggest theme through its effects on the characters and on the events in the story. Ask:

- How does the setting influence the characters?
- How does the setting affect the conflicts?
- What might the setting represent? (For example, a historical setting, such as London in the mid-1800s when many people lived in poverty, may suggest a theme related to generosity or greed.)

Part 3: Analyze the Text

In this story, two brothers respond to a challenge by making very different choices. As you read, use the clues in the story to help you understand what the writer is saying about their choices.



THE TWO BROTHERS

Short story by Leo Tolstoy

Two brothers set out on a journey together. At noon they lay down in a forest to rest. When they woke up they saw a stone lying next to them. There was something written on the stone, and they tried to make out what it was.

5 "Whoever finds this stone," they read, "let him go straight into the forest at sunrise. In the forest a river will appear; let him swim across the river to the other side. There he will find a she-bear and her cubs. Let him take the cubs from her and run up the mountain with them, without once looking back. On the top of the mountain
10 he will see a house, and in that house will he find happiness."

Close Read

1. The title of this story suggests that the two brothers are central to the theme. As you read, think about the differences in the brothers' outlooks on life.
2. What challenge do the brothers face? Predict how they might respond to the challenge.

When they had read what was written on the stone, the younger brother said:

15 "Let us go together. We can swim across the river, carry off the bear cubs, take them to the house on the mountain, and together find happiness."

"I am not going into the forest after bear cubs," said the elder brother, "and I advise you not to go. In the first place, no one can know whether what is written on this stone is the truth—perhaps it was written in jest. It is even possible that we have not read it correctly. In the second place, even if what is written here is the truth—

20 suppose we go into the forest and night comes, and we cannot find the river. We shall be lost. And if we do find the river, how are we going to swim across it? It may be broad and swift. In the third place, even if we swim across the river, do you think it is an easy thing to take her cubs away from a she-bear? She will seize us, and, instead of finding happiness, we shall perish, and all for nothing. In the fourth place, even if we succeeded in carrying off the bear cubs, we could not run up a mountain without stopping to rest.

25 And, most important of all, the stone does not tell us what kind of happiness we should find in that house. It may be that the happiness awaiting us there is not at all the sort of happiness we would want."

"In my opinion," said the younger brother, "you are wrong. What is written on the stone could not have been put there without reason. And it is all perfectly clear. In the first place, no harm will come to us if we try. In the second place, if we do not go, someone else will read the inscription on the stone and find happiness, and we shall have lost it all. In the third place: if you do not make an effort and try hard, nothing in the world will succeed. In the fourth place: I should not want it thought that I was afraid of anything."

40 The elder brother answered him by saying: "The proverb says: 'In seeking great happiness small pleasures may be lost.' And also: 'A bird in the hand is worth two in the bush.'"

Close Read

3. Reread the boxed text. The setting—the forest, the river, the bears, and the mountain—all represent danger to the elder brother. What does his reaction to the setting's challenges tell you about him?
4. Reread lines 16–39. How are the brothers' attitudes different? Describe each brother's outlook on life.

The younger brother replied: "I have heard: 'He who is afraid of the leaves must not go into the forest.' And also: 'Beneath a stone
45 no water flows.'"

Then the younger brother set off, and the elder remained behind.

No sooner had the younger brother gone into the forest than
50 he found the river, swam across it, and there on the other side was the she-bear, fast asleep. He took her cubs, and ran up the mountain without looking back. When he reached the top of the mountain the people came out to meet him with a carriage to take him into the city, where they made him their king.

He ruled for five years. In the sixth year, another king, who was stronger than he, waged war against him. The city was conquered,
55 and he was driven out.

Again the younger brother became a wanderer, and he arrived one day at the house of the elder brother. The elder brother was living in a village and had grown neither rich nor poor. The two
60 brothers rejoiced at seeing each other, and at once began telling of all that had happened to them.

"You see," said the elder brother, "I was right. Here I have lived quietly and well, while you, though you may have been a king, have seen a great deal of trouble."

"I do not regret having gone into the forest and up the mountain."
65 replied the younger brother. "I may have nothing now, but I shall always have something to remember, while you have no memories at all."

Close Read

5. How do the brothers resolve their conflict?

6. Reread lines 61-66. How does each brother feel about the choice he made? Explain whether the brothers' attitudes have changed.

7. Consider what the writer might be saying about the choices people make. (Hint: Is there always a right or wrong choice?) Write a statement that expresses the theme of the story.

Note Taking

THEMES IN LITERATURE

Use this page to take notes on page 316, Part 1: **Themes in Literature**. First, write the meaning of the key term.

Key Terms

- A theme is _____
- A recurring theme is _____

Take notes to help you remember the important ideas by completing the sentences.

1. Theme is different from topic. The number of words it takes to sum up a topic is usually _____. However, it usually takes _____ to express a theme.
2. A writer's message *about* a topic is called the _____.
3. An example of a topic is _____.
4. An example of a theme is _____.

In the text box, record examples of topics and themes for a couple of selections. You can use the examples and excerpts on page 317, or other selections you have read.

<p>Selection: _____</p> <p>Topic: _____</p> <p>Theme: _____</p>
<p>Selection: _____</p> <p>Topic: _____</p> <p>Theme: _____</p>

Note Taking

A CLOSER LOOK AT THEME

To take notes on Part 2: **A Closer Look at Theme**, fill in key information for the graphic below. In the left-hand column, finish listing four main clues to a story's theme. In the right-hand column, write one or two questions related to each clue that are most helpful to you. It's okay to paraphrase the questions given in the chart on page 318.

What are four clues to a story's theme?		What question can I ask myself to uncover a story's theme?
title	→	<ul style="list-style-type: none"> • What does each word in the title mean? •
	→	<ul style="list-style-type: none"> • •
	→	<ul style="list-style-type: none"> • •
	→	<ul style="list-style-type: none"> • •

Personalizing your notes helps you remember the information. Go back through your notes and add highlighting, visuals, or annotations for the key ideas.

Discount & Markup

- Stores frequently discount or markup items.
- Discounts are _____ from the original price.
- Markups are _____ to the original price.
- The _____ (or sale price) is the amount the customer ends up paying.

Examples:

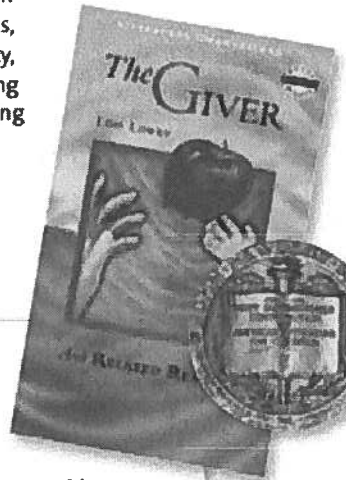
1. Jeans: \$58, 15% off
2. Bike: \$295.49, 60% off
3. Wedding dress: \$625, 3% markup
4. Digital camera: \$250, 12% markup
5. Tablet: \$492, 20% off
6. Microwave: \$89.99, 5% off
7. Sofa: \$1490.95, 40% markup
8. Cell Phone: \$595.79, 25% markup

Tuesday, April 21

Read a Great Book

Lois Lowry puts her astonishing imagination to work in *The Giver*, a novel about a 12-year-old boy named Jonas, who lives in a world without fear of pain, hunger, poverty, or crime. Community leaders control everything, including what individuals are allowed to say and do. Upon turning 12, children are given specific roles in the community, based on their abilities.

In the following section from the book, the day of assignments has arrived. Jonas anxiously awaits the decision of the Elders.



from *The Giver*

Now Father sat beside Mother in the audience. Jonas could see them applauding dutifully as the Nines, one by one, wheeled their new bicycles, each with its gleaming nametag attached to the back, from the stage. . . .

Finally the Nines were all resettled in their seats, each having wheeled a bicycle outside where it would be waiting for its owner at the end of the day. Everyone always chuckled and made small jokes when the Nines rode home for the first time. "Want me to show you how to ride?" older friends would call. "I know you've never been on a bike before!" But invariably the grinning Nines, who in technical violation of the rule had been practicing secretly for weeks, would mount and ride off in perfect balance, training wheels never touching the ground.

Then the Tens. Jonas never found the Ceremony of Ten particularly interesting—only time-consuming, as each child's hair was snipped neatly into its distinguishing cut: females lost their braids at Ten, and males, too, relinquished their long childish hair and took on the more manly short style which exposed their ears.

Laborers moved quickly to the stage with brooms and swept away the mounds of discarded hair. Jonas could see the parents of the new Tens stir and murmur, and he knew that this evening, in many dwellings, they would be snipping and straightening the hastily done haircuts, trimming them into a neater line.

Elevens. It seemed a short time ago that Jonas had undergone the Ceremony of Eleven, but he remembered that it was not one of the more interesting ones. By Eleven, one was only waiting to be Twelve. It was simply a marking of time with no meaningful changes. There was new clothing: different undergarments for the females, whose bodies were beginning to change; and longer trousers for the males,
30 with a specially shaped pocket for the small calculator that they would use this year in school; but those were simply presented in wrapped packages without an accompanying speech.

Break for midday meal. Jonas realized he was hungry. He and his groupmates congregated by the tables in front of the Auditorium and took their packaged food. Yesterday there had been merriment at lunch, a lot of teasing, and energy. But today the group stood anxiously separate from the other children. Jonas watched the new Nines gravitate toward their waiting bicycles, each one admiring his or her nametag. He saw the Tens stroking their new shortened hair,
40 the females shaking their heads to feel the unaccustomed lightness without the heavy braids they had worn so long.

"I heard about a guy who was absolutely certain he was going to be assigned Engineer," Asher muttered as they ate, "and instead they gave him Sanitation Laborer. He went out the next day, jumped into the river, swam across, and joined the next community he came to. Nobody ever saw him again."

Jonas laughed. "Somebody made that story up, Ash," he said. "My father said he heard that story when *he* was a Twelve."

But Asher wasn't reassured. He was eyeing the river where it
50 was visible behind the Auditorium. "I can't even swim very well," he said. "My swimming instructor said that I don't have the right boyishness or something."

"Buoyancy," Jonas corrected him.

"Whatever. I don't have it. I sink."

"Anyway," Jonas pointed out, "have you ever once known of anyone—I mean really known for sure, Asher, not just heard a story about it—who joined another community?"

"No," Asher admitted reluctantly. "But you can. It says so in the rules. If you don't fit in, you can apply for Elsewhere and be released.
60 My mother says that once, about ten years ago, someone applied and

was gone the next day." Then he chuckled. "She told me that because I was driving her crazy. She threatened to apply for Elsewhere."

"She was joking."

"I know. But it was true, what she said, that someone did that once. She said that it was really true. Here today and gone tomorrow. Never seen again. Not even a Ceremony of Release."

Jonas shrugged. It didn't worry him. How could someone not fit in? The community was so meticulously ordered, the choices so carefully made.

70 Even the Matching of Spouses was given such weighty consideration that sometimes an adult who applied to receive a spouse waited months or even *years* before a Match was approved and announced. All of the factors—disposition, energy level, intelligence, and interests—had to correspond and to interact perfectly. Jonas's mother, for example, had a higher intelligence than his father, but his father had a calmer disposition. They balanced each other. Their match, which like all Matches had been monitored by the Committee of Elders for three years before they could apply for children, had always been a successful one.

80 Like the Matching of Spouses and the Naming and Placement of newchildren, the Assignments were scrupulously thought through by the Committee of Elders.

He was certain that his Assignment, whatever it was to be, and Asher's too, would be the right one for them. He only wished that the midday break would conclude, that the audience would reenter the Auditorium, and the suspense would end.

As if in answer to his unspoken wish, the signal came and the crowd began to move toward the doors.



90 Now Jonas's group had taken a new place in the Auditorium, trading with the new Elevens, so that they sat in the very front, immediately before the stage.

They were arranged by their original numbers, the numbers they had been given at birth. The numbers were rarely used after the Naming. But each child knew his number, of course. Sometimes parents used them in irritation at a child's misbehavior, indicating that mischief made one unworthy of a name. Jonas always chuckled

when he heard a parent, exasperated, call sharply to a whining toddler, "That's *enough*, Twenty-three!"

Jonas was Nineteen. He had been the nineteenth newchild born his year. It had meant that at his Naming, he had been already standing and bright-eyed, soon to walk and talk. It had given him a slight advantage the first year or two, a little more maturity than many of his groupmates who had been born in the later months of that year. But it evened out, as it always did, by Three.

After Three, the children progressed at much the same level, though by their first number one could always tell who was a few months older than others in his group. Technically, Jonas's full number was Eleven-nineteen, since there were other Nineteens, of course, in each age group. And today, now that the new Elevens had been advanced this morning, there were *two* Eleven-nineteens. At the midday break he had exchanged smiles with the new one, a shy female named Harriet.

But the duplication was only for these few hours. Very soon he would not be an Eleven but a Twelve, and age would no longer matter. He would be an adult, like his parents, though a new one and untrained still.

Asher was Four, and sat now in the row ahead of Jonas. He would receive his Assignment fourth.

Fiona, Eighteen, was on his left; on his other side sat Twenty, a male named Pierre whom Jonas didn't like much. Pierre was very serious, not much fun, and a worrier and tattletale, too. "Have you checked the rules, Jonas?" Pierre was always whispering solemnly. "I'm not sure that's within the rules." Usually it was some foolish thing that no one cared about—opening his tunic if it was a day with a breeze; taking a brief try on a friend's bicycle, just to experience the different feel of it.

The initial speech at the Ceremony of Twelve was made by the Chief Elder, the leader of the community who was elected every ten years. The speech was much the same each year: recollection of the time of childhood and the period of preparation, the coming responsibilities of adult life, the profound importance of Assignment, the seriousness of training to come.

Then the Chief Elder moved ahead in her speech.

"This is the time," she began, looking directly at them, "when we acknowledge differences. You Elevens have spent all your years till now learning to fit in, to standardize your behavior, to curb any impulse that might set you apart from the group.

"But today we honor your differences. They have determined your futures."

¹⁴⁰ She began to describe this year's group and its variety of personalities, though she singled no one out by name. She mentioned that there was one who had singular skills at caretaking, another who loved newchildren, one with unusual scientific aptitude, and a fourth for whom physical labor was an obvious pleasure. Jonas shifted in his seat, trying to recognize each reference as one of his groupmates. The caretaking skills were no doubt those of Fiona, on his left; he remembered noticing the tenderness with which she had bathed the Old. Probably the one with scientific aptitude was Benjamin, the male who had devised new, important equipment
¹⁵⁰ for the Rehabilitation Center.

He heard nothing that he recognized as himself, Jonas.

Finally the Chief Elder paid tribute to the hard work of her committee, which had performed the observations so meticulously all year. The Committee of Elders stood and was acknowledged by applause. Jonas noticed Asher yawn slightly, covering his mouth politely with his hand.

Then, at last, the Chief Elder called number One to the stage, and the Assignments began. ☺

from THE GIVER

COPY MASTER

Text Analysis

IDENTIFY GENRE FEATURES

The Giver is an example of a **fantasy novel**. This genre is similar to realistic novels because it contains characters, a setting, plot, conflict, and a theme. Its purpose, like most novels, is to entertain and present ideas. However, a fantasy novel is different from a realistic novel in one important way: it contains at least one element that is completely unreal and could exist only in the imagination. The setting may be strange, events may seem impossible, or characters may possess superhuman abilities.

Directions: Fill in the chart with examples of unrealistic elements in *The Giver*. An example has been done for you.

1. Characters

- _____
- _____
- _____
- _____

2. Setting

- *There are rules that control every part of people's lives.*
- _____

3. Plot

- _____
- _____
- _____
- _____
- _____

Name: _____ Date: _____ Per: _____

MARK UP AND DISCOUNT WORKSHEET. Clearly show all of your work. You may use this paper or a separate paper. If you show work on a separate paper, please staple to this sheet.

1. A basketball backboard set that sold for \$79 is discounted 15%. What is the sale price?
2. A parka that sold for \$65 is marked up to \$70.20. What is the percent of markup?
3. A shoe store marks up its merchandise by 8%. What was the selling price of a pair of shoes whose wholesale price is \$24.50?
4. A grocery store has a 60% markup on a can of soup. The can of soup costs the store \$1.50. What is the selling price for the can of soup?
5. Mr. Quick bought a new computer system. The regular price was \$1580, but he got a 15% discount. How much did he pay?
6. The regular price of a Space Invader game is \$52, but it is on sale. The discount is \$13. What percent discount is this?

7. A bicycle that usually sells for \$230 is on sale for 25% off. Find the sale price.

8. A store sold a case of scented candles for \$17.85 that had been marked up 110%. What was the original price?

9. Marco buys a certain brand of shampoo from a supplier at \$7.25 per bottle. He sells it to his customers at a markup of 25%. What would the markup be?

10. What should Max charge for a package of paper plates in his store if he bought them for \$9.00 and wants to make a 75% profit?

11. The markup on a restaurant meal is 250%. A meal costs \$7.30 to produce. How much will the customer be charged before tax and tip?

**12. Bob's bill for dinner at Surefire Steak House was \$45. In addition, he paid 5% of the bill in tax, and he left a tip for 15% of the bill (before tax). How much did Bob spend for tax and tip combined? How much did Bob spend in all?

Wednesday, April 22

▲ VOCABULARY IN CONTEXT

DIAGNOSE WORD KNOWLEDGE Have all students complete Vocabulary in Context. Check students' answers. (1. c; 2. a; 3. b; 4. a; 5. f; 6. e) Preview selection vocabulary definitions:

cherish (chĕr'ĭsh) v. to care for deeply
discreetly (dĭ-skri'ĕt) adv. in a manner that shows caution and good judgment

excess (ĭk-sĕs') adj. too much or too many
improbable (ĭm-prŏb'ə-bəl) adj. not likely
taut (tŏt) adj. not loose or flabby
usher (ŭsh'ər) v. to guide in a certain direction

A Crush



Cynthia Rylant

When the windows of Stan's Hardware started filling up with flowers, everyone in town knew something had happened. **Excess** flowers usually mean death, but since these were all real flowers bearing the aroma of nature instead of floral preservative, and since they stood bunched in clear Mason jars¹ instead of impaled on Styrofoam crosses,² everyone knew nobody had died. So they all figured somebody had a crush and kept quiet. **A**

There wasn't really a Stan of Stan's Hardware. Dick Wilcox was the owner, and since he'd never liked his own name, he gave his store half the name of his childhood hero, Stan Laurel³ in the movies. Dick had been married for twenty-seven years. Once, his wife, Helen, had dropped a German chocolate cake on his head at a Lion's Club dance, so Dick and Helen were not likely candidates for the honest expression of the flowers in those clear Mason jars lining the windows of Stan's Hardware, and speculation had to move on to Dolores.

Dolores was the assistant manager at Stan's and had worked there for twenty years, since high school. She knew the store like a mother knows her baby, so Dick—who had trouble keeping up with things like prices and new brands of drywall compound⁴—tried to keep himself busy in the back and give Dolores the run of the floor. This worked fine because the carpenters and plumbers and painters in town trusted Dolores and took her advice to heart. They also liked her tattoo.

excess (ĭk-sĕs') adj.
too much or too many

CAUSE AND EFFECT

The first paragraph of this story presents a cause-and-effect relationship. What is the effect of the windows' filling up with flowers?

Targeted Passage

Analyze Visuals

Why do you think the artist used a "blurry" style for this image?

1. **Mason jars:** glass jars with tight lids, used for canning or preserving foods.
2. **Impaled on Styrofoam crosses:** pinned onto crosses made of a lightweight plastic material.
3. **Stan Laurel:** a comedian who with his partner, Oliver Hardy, made comedy films from the 1920s to the 1950s.
4. **drywall compound:** a mixture used to install or repair wallboard, of which the interior walls of many houses are made.

Dolores was the only woman in town with a tattoo. On the days she went sleeveless, one could see it on the taut brown skin of her upper arm: "Howl at the Moon." The picture was of a baying coyote, which must have been a dark gray in its early days but which had faded to the color of the spackling paste⁵ Dolores stocked in the third aisle. Nobody had gotten out of Dolores the true story behind the tattoo. Some of the men who came in liked to show off their own, and they'd roll up their sleeves or pull open their shirts, exhibiting bald eagles and rattlesnakes and Confederate flags, and they'd try to coax out of Dolores the history of her coyote. All of the men had gotten their tattoos when they were in the service, drunk on weekend leave and full of the spiffire of young soldiers. Dolores had never been in the service, and she'd never seen weekend leave, and there wasn't a tattoo parlor anywhere near. They couldn't figure why or where any half-sober woman would have a howling coyote ground into the soft skin of her upper arm. But Dolores wasn't telling.

taut (tōt) *adj.* not loose or flabby

That the flowers in Stan's front window had anything to do with Dolores seemed completely improbable. As far as anyone knew, Dolores had never been in love, nor had anyone ever been in love with her. Some believed it was the tattoo, of course, or the fine dark hair coating Dolores's upper lip which kept suitors away. Some felt it was because Dolores was just more of a man than most of the men in town, and fellows couldn't figure out how to court someone who knew more about the carburetor of a car or the back side of a washing machine than they did. Others thought Dolores simply didn't want love. This was a popular theory among the women in town who sold Avon and Mary Kay cosmetics. Whenever one of them ran into the hardware for a package of light bulbs or some batteries, she would mentally pluck every one of the black hairs above Dolores's lip. Then she'd wash that grease out of Dolores's hair, give her a good blunt cut, dress her in a decent silk-blend blouse with a nice Liz Claiborne skirt from the Sports line, and, finally, tone down that swarthy, longshoreman look⁶ of Dolores's with a concealing beige foundation,⁷ some frosted peach lipstick, and a good gray liner for the eyes.

improbable
(im-prōb'a-bəl) *adj.*
not likely

Dolores simply didn't want love, the Avon lady would think as she walked back to her car carrying her little bag of batteries. If she did, she'd fix herself up.

5. **spackling paste**: a substance used to repair holes or cracks in plaster.

6. **swarthy, longshoreman look**: darkly tanned skin, like that of a worker who unloads ships all day.

7. **concealing beige foundation**: a liquid makeup that covers skin flaws.

The man who was in love with Dolores and who brought her zinnias and cornflowers and nasturtiums and marigolds and asters and four-o'clocks in clear Mason jars did not know any of this. He did not know that men showed Dolores their tattoos. He did not know that Dolores understood how to use and to sell a belt sander.⁸ He did not know that Dolores needed some concealing beige foundation so she could get someone to love her.

The man who brought flowers to Dolores on Wednesdays when the hardware opened its doors at 7:00 a.m. didn't care who Dolores had ever been or what anyone had ever thought of her. He loved her, and he wanted to bring her flowers. ❶

Ernie had lived in this town all of his life and had never before met Dolores. He was thirty-three years old, and for thirty-one of those years he had lived at home with his mother in a small dark house on the edge of town near Beckwith's Orchards. Ernie had been a beautiful baby, with a shock of shining black hair and large blue eyes and a round, wise face. But as he had grown, it had become clearer and clearer that though he was indeed a perfectly beautiful child, his mind had not developed with the same perfection. Ernie would not be able to speak in sentences until he was six years old. He would not be able to count the apples in a bowl until he was eight. By the time he was ten, he could sing a simple song. At age twelve, he understood what a joke was. And when he was twenty, something he saw on television made him cry.

Ernie's mother kept him in the house with her because it was easier, so Ernie knew nothing of the world except this house. They lived, the two of them, in tiny dark rooms always illuminated by the glow of a television set, Ernie's bags of Oreos and Nutter Butters littering the floor, his baseball cards scattered across the sofa, his heavy winter coat thrown over the arm of a chair so he could wear it whenever he wanted, and his box of Burpee⁹ seed packages sitting in the middle of the kitchen table.

These Ernie **cherished**. The seeds had been delivered to his home by mistake. One day a woman wearing a brown uniform had pulled up in a brown truck, walked quickly to the front porch of Ernie's house, set a box down, and with a couple of raps of her horn, driven off again. Ernie had watched her through the curtains and, when she was gone, had ventured onto the porch and shyly, cautiously, picked up the box. His mother checked it when he carried it inside. The box didn't have their name on it, but the brown truck was gone, so whatever was in the box was theirs to keep. Ernie pulled off the heavy tape, his fingers trembling, and found inside the box more little packages of seeds than he could count. He lifted them out, one by one, and examined the beautiful photographs of

❶ THEME AND CHARACTER

How is the man who loves Dolores different from other people in town?

❷ Targeted Passage

cherish (chĕr'ish) v.
to care for deeply

8. belt sander: a machine that uses a rough-textured moving belt to smooth surfaces.

9. Burpee: W. Atlee Burpee and Co. is the world's largest mail-order seed company.



flowers on each. His mother was not interested, had returned to the television, but Ernie sat down at the kitchen table and quietly looked at each package for a long time, his fingers running across the slick paper and outlining the shapes of zinnias and cornflowers and nasturtiums and marigolds and asters and four-o'clocks, his eyes drawing up their colors. ❸

Two months later Ernie's mother died. A neighbor found her at the mailbox beside the road. People from the county courthouse came out to get Ernie, and as they ushered him from the home he would never see again, he picked up the box of seed packages from his kitchen table and passed through the doorway.

Eventually Ernie was moved to a large white house near the main street of town. This house was called a group home, because in it lived a group of people who, like Ernie, could not live on their own. There were six of them. Each had his own room. When Ernie was shown the room that would be his, he put the box of Burpee seeds—which he had kept with him since his mother's death—on the little table beside the bed, and then he sat down on the bed and cried.

Ernie cried every day for nearly a month. And then he stopped. He dried his tears, and he learned how to bake refrigerator biscuits and how to dust mop and what to do if the indoor plants looked brown. ❹

Ernie loved watering the indoor plants, and it was this pleasure which finally drew him outside. One of the young men who worked at the group home—a college student named Jack—grew a large garden in the back of the house. It was full of tomato vines and the large yellow blossoms of healthy squash. During his first summer at the house, Ernie would stand at the kitchen window, watching Jack and sometimes a resident of the home move among the vegetables. Ernie was curious but too afraid to go into the garden.

❸ THEME AND CHARACTER

Reread lines 96–103. Why do you think the seeds are so interesting to Ernie?

usher (úsh'ŷər) v. to guide in a certain direction

❹ CAUSE AND EFFECT

Reread lines 104–118. How does the death of Ernie's mother affect Ernie's life?

Then one day when Ernie was watching through the window, he noticed that Jack was ripping open several slick little packages and emptying them into the ground. Ernie panicked and ran to his room. But the box of Burpee seeds was still there on his table, untouched. He grabbed it, slid it under his bed, then went back through the house and out into the garden as if he had done this every day of his life.

He stood beside Jack, watching him empty seed packages into the soft black soil, and as the packages were emptied, Ernie asked for them, holding out his hand, his eyes on the photographs of red radishes and purple eggplant. Jack handed the empty packages over with a smile and with that gesture became Ernie's first friend.

Jack tried to explain to Ernie that the seeds would grow into vegetables, but Ernie could not believe this until he saw it come true. And when it did, he looked all the more intently at the packages of zinnias and cornflowers and the rest hidden beneath his bed. He thought more deeply about them, but he could not carry them to the garden. He could not let the garden have his seeds.

That was the first year in the large white house.

The second year, Ernie saw Dolores, and after that he thought of nothing else but her and of the photographs of flowers beneath his bed.

Jack had decided to take Ernie downtown for breakfast every Wednesday morning to ease him into the world outside that of the group home. They left very early, at 5:45 a.m., so there would be few people and almost no traffic to frighten Ernie and make him beg for his room. Jack and Ernie drove to the Big Boy restaurant which sat across the street from Stan's Hardware. There they ate eggs and bacon and French toast among those whose work demanded rising before the sun: bus drivers, policemen, nurses, mill workers. Their first time in the Big Boy, Ernie was too nervous to eat. The second time, he could eat, but he couldn't look up.

The third time, he not only ate everything on his plate, but he lifted his head and he looked out the window of the Big Boy restaurant toward Stan's Hardware across the street. There he saw a dark-haired woman in jeans and a black T-shirt unlocking the front door of the building, and that was the moment Ernie started loving Dolores and thinking about giving up his seeds to the soft black soil of Jack's garden.

Love is such a mystery, and when it strikes the heart of one as mysterious as Ernie himself, it can hardly be spoken of. Ernie could not explain to Jack why he went directly to his room later that morning, pulled the box of Burpee seeds from under his bed, then grabbed Jack's hand in the kitchen and walked with him to the garden, where Ernie

Language Coach

Oral Fluency Notice the words *packages* in line 128 and *panicked* in line 129. In each word, *ck* is pronounced *k* as in *kangaroo*. Reread lines 127–129 aloud, pronouncing the words *packages* correctly.

Targeted Passage

had come to believe things would grow. Ernie handed the packets of seeds one by one to Jack, who stood in silent admiration of the lovely photographs before asking Ernie several times, "Are you sure you want to plant these?" Ernie was sure. It didn't take him very long, and when the seeds all lay under the moist black earth, Ernie carried his empty packages inside the house and spent the rest of the day spreading them across his bed in different arrangements. ❶

That was in June. For the next several Wednesdays at 7:00 A.M. Ernie watched every movement of the dark-haired woman behind the lighted windows of Stan's Hardware. Jack watched Ernie watch Dolores and **discreetly** said nothing.

When Ernie's flowers began growing in July, Ernie spent most of his time in the garden. He would watch the garden for hours, as if he expected it suddenly to move or to impress him with a quick trick. The fragile green stems of his flowers stood uncertainly in the soil, like baby colts on their first legs, but the young plants performed no magic for Ernie's eyes. They saved their shows for the middle of the night and next day surprised Ernie with tender small blooms in all the colors the photographs had promised.

The flowers grew fast and hardy, and one early Wednesday morning when they looked as big and bright as their pictures on the empty packages, Ernie pulled a glass canning jar off a dusty shelf in the basement of his house. He washed the jar, half filled it with water, then carried it to the garden, where he placed in it one of every kind of flower he had grown. He met Jack at the car and rode off to the Big Boy with the jar of flowers held tight between his small hands. Jack told him it was a beautiful bouquet.

When they reached the door of the Big Boy, Ernie stopped and pulled at Jack's arm, pointing to the building across the street. "OK," Jack said, and he led Ernie to the front door of Stan's Hardware. It was 6:00 A.M., and the building was still dark. Ernie set the clear Mason jar full of flowers under the sign that read "Closed," then he smiled at Jack and followed him back across the street to get breakfast.

When Dolores arrived at seven and picked up the jar of zinnias and cornflowers and nasturtiums and marigolds and asters and four-o'clocks, Ernie and Jack were watching her from a booth in the Big Boy. Each had a wide smile on his face as Dolores put her nose to the flowers. Ernie giggled. They watched the lights of the hardware store come up and saw Dolores place the clear Mason jar on the ledge of the front window. They drove home still smiling.

❶ THEME AND CHARACTER

Reread lines 162–173. Why does Ernie suddenly want to grow flowers after he sees Dolores?

discreetly (dɪ-skrɪt'ē) *adv.* in a manner that shows caution and good judgment

VISUAL VOCABULARY



Mason jar *n.* a jar with a wide opening and a twist-on lid, used for canning and preserving foods

All the rest of that summer Ernie left a jar of flowers every Wednesday morning at the front door of Stan's Hardware. Neither Dick Wilcox nor Dolores could figure out why the flowers kept coming, and each of
210 them assumed somebody had a crush on the other. But the flowers had an effect on them anyway. Dick started spending more time out on the floor making conversation with the customers, while Dolores stopped wearing T-shirts to work and instead wore crisp white blouses with the sleeves rolled back off her wrists. Occasionally she put on a bracelet. 1

By summer's end Jack and Ernie had become very good friends, and when the flowers in the garden behind their house began to wither, and Ernie's face began to grow gray as he watched them, Jack brought home one bright day in late September a great long box. Ernie followed Jack as he carried it down to the basement and watched as Jack pulled
220 a long glass tube from the box and attached this tube to the wall above a table. When Jack plugged in the tube's electric cord, a soft lavender light washed the room.

"Sunshine," said Jack. 2

Then he went back to his car for a smaller box. He carried this down to the basement, where Ernie still stood staring at the strange light. Jack handed Ernie the small box, and when Ernie opened it, he found more little packages of seeds than he could count, with new kinds of photographs on the slick paper.

"Violets," Jack said, pointing to one of them.

230 Then he and Ernie went outside to get some dirt. 3

Targeted Passage

1 CAUSE AND EFFECT

Reread lines 207–214. What effect do the flowers have on Dick and Dolores?

2 THEME AND CHARACTER

How is Jack's gift to Ernie like Ernie's gift to Dolores?

Reading Check

Directions: Recall the events from Cynthia Rylant’s short story. Then answer the questions in phrases or sentences.

1. Where do Dick Wilcox and Dolores work?

2. Why does Ernie move into a group home?

3. What activity do Jack and Ernie both enjoy at the group home?

4. What does Ernie do every Wednesday morning?

5. Where do the flowers come from that Dolores receives?

A CRUSH

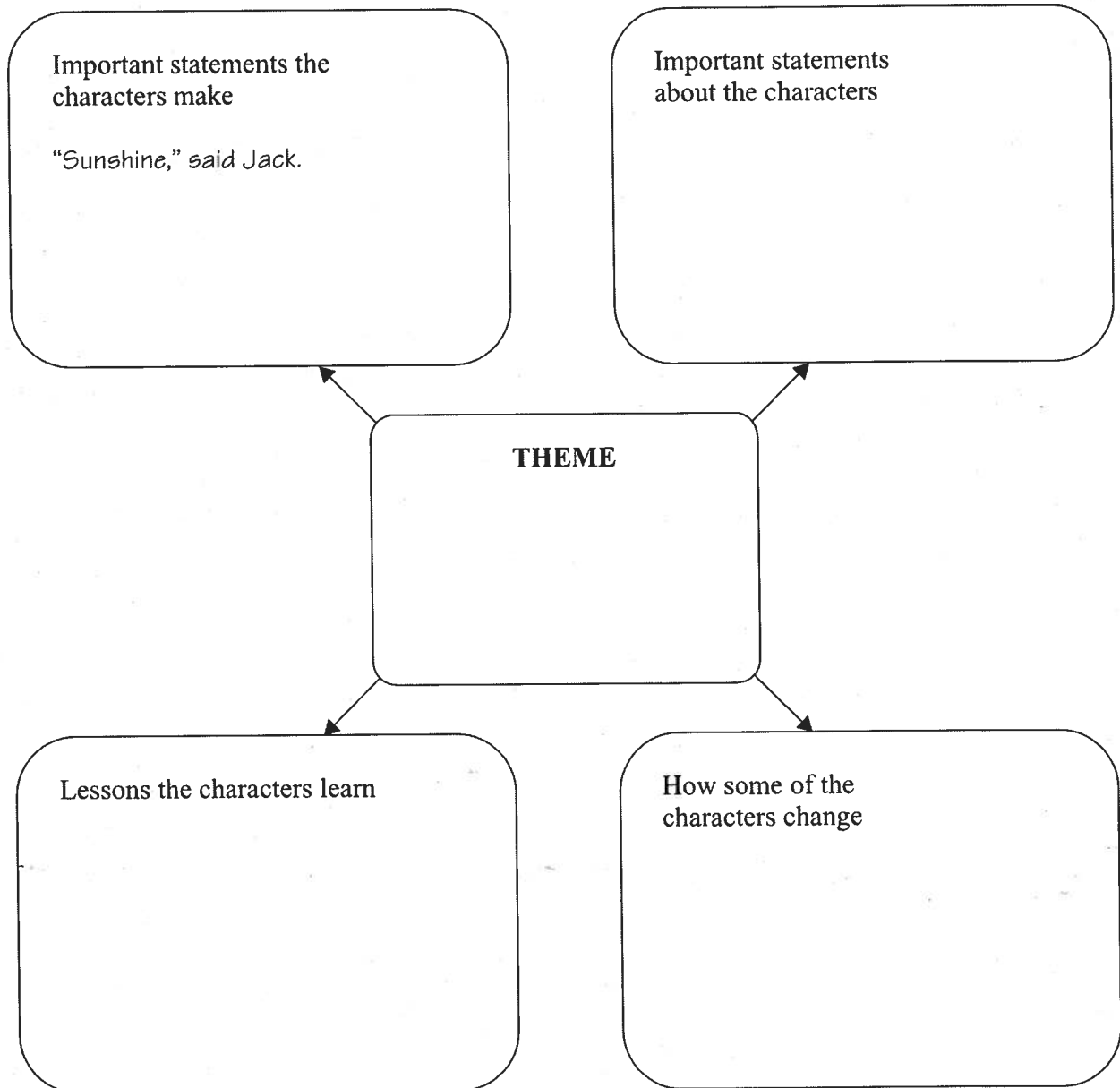
Thursday, April 23

Text Analysis

THEME AND CHARACTER

A story's **theme** is its message about life. The author may state the theme outright or you may have to infer it from story details. One way to discover the story's theme is to analyze the thoughts, words, and actions of the **characters**.

Directions: Fill in the outer boxes of the web with details from the story. Use the details to write the theme of the story in the middle box. One example has been done for you.



Markup, Discount, and Tax

Find the selling price of each item.

1) Cost of a sled: \$99.50
Markup: 95%

2) Cost of a comic book: \$3.95
Markup: 20%

3) Cost of an oil change: \$18.00
Markup: 70%

4) Cost of a CD: \$14.50
Markup: 30%

5) Cost of an MP3 player: \$129.50
Markup: 60%

6) Cost of an oil change: \$21.95
Markup: 65%

7) Cost of a pen: \$0.95
Markup: 60%

8) Cost of a computer: \$1,850.00
Markup: 75%

9) Original price of concert tickets: \$100.00
Discount: 21%

10) Original price of a book: \$18.50
Discount: 45%

11) Original price of a telescope: \$99.99
Discount: 13%

12) Original price of a CD: \$22.99
Discount: 5%

13) Original price of a sled: \$99.50
Discount: 50%

14) Original price of a camera: \$554.99
Discount: 48%

15) Original price of a CD: \$17.00
Discount: 50%

16) Original price of a CD: \$22.95
Discount: 10%

17) Original price of a book: \$49.95
Tax: 3%

18) Original price of a book: \$90.50
Tax: 4%

19) Original price of an MP3 player: \$99.50
Tax: 4%

20) Original price of a microphone: \$129.99
Tax: 1%

21) Original price of a pen: \$1.50
Tax: 4%

22) Original price of shorts: \$19.99
Tax: 2%

23) Original price of an SUV: \$42,000.00
Tax: 3%

24) Original price of a goldfish: \$1.50
Tax: 5%

Friday, April 24

A CRUSH

Selection Test A**Comprehension**

Read each of the following questions. Then choose the letter of the best answer.
(6 points each)

1. What does Ernie leave for Dolores every Wednesday?
 - A. flower bouquets
 - B. baseball cards
 - C. a television set
 - D. seed packets
2. Ernie leaves this gift because he
 - A. likes Dolores's tattoo
 - B. is playing a joke
 - C. takes her advice to heart
 - D. loves Dolores
3. Which of the following do people assume about Dolores's love life?
 - A. She is married.
 - B. She is more interested in her job.
 - C. She does not want love.
 - D. She loves Ernie.
4. Ernie's favorite thing is
 - A. a television set
 - B. some seed packets
 - C. any kind of cookies
 - D. a mason jar
5. Ernie changes by becoming
 - A. smarter
 - B. cleaner
 - C. kinder
 - D. happier

SELECTION TEST A, CONTINUED

Vocabulary

Choose the answer that best explains the meaning of each underlined word.
(6 points each)

6. To act discreetly is to act with

- A. caution
- B. speed
- C. love
- D. compassion

7. A taut wire is

- A. sharp
- B. tight
- C. shiny
- D. thick

8. What does excess mean?

- A. polished
- B. near
- C. beautiful
- D. extra

9. To usher means to

- A. sing
- B. guide
- C. race
- D. raise

10. What does cherish mean?

- A. drive
- B. teach
- C. value
- D. grow

Written Response

Short Response Answer the following questions based on your knowledge of the story. (10 points each)

11. Describe one effect of Ernie's moving to the group home. Give one example from the story to support your answer.
12. Discuss one way that Dolores changes. Give one example from the story to support your answer.

Extended Response Answer the following question based on your knowledge of the story. Write one or two paragraphs. (20 points)

13. Why do you think Jack was especially kind to Ernie? Give one example from the story to support your answer.

Second Packet Week 3: April 27-May 1 Lesson Plans

	English Language Arts	Math
M O N	<p>4/27 TSWBAT: identify Mood, Tone, and Style</p> <p>Video: Notes on Mood, Tone, and Style</p> <p>Student Work: Note Taking pg. 9 and 10</p>	<p>TSWBAT: calculate Simple Interest</p> <p>Video: Introduce Students to Simple Interest</p> <p>Student Work: Take Notes</p>
T U E	<p>4/28 TSWBAT: identify Mood, Tone, and Style</p> <p>Video: Read Breaking the Ice, Taking notes</p> <p>Student Work: Answer last question on pg.97 Text analysis. Answer comprehension questions on page 135.</p>	<p>TSWBAT: calculate Simple Interest</p> <p>Video: Review Simple Interests</p> <p>Student Work:</p>
W E D	<p>4/29 TSWBAT: identify Mood, Tone, and Style</p> <p>Video: Prereading Strategies for A Day's Wait. Vocabulary Introduction.</p> <p>Student Work: Vocabulary Practice</p>	<p>TSWBAT: calculate Simple Interest</p> <p>Video: Sample Problems</p> <p>Student Work: Opp U Simple Interest Worksheet</p>
T H U R S	<p>4/30 TSWBAT: identify Mood, Tone, and Style</p> <p>Video: Read "A Day's Wait"</p> <p>Student work: Reading Check</p>	<p>TSWBAT: calculate Simple Interest</p> <p>Video: Sample Problems</p> <p>Student Work: Simple Interest Problems</p>
F R I	<p>5/1 TSWBAT: identify Mood, Tone, and Style</p> <p>Student work: Review Story, Complete text analysis, and complete selection test A</p>	<p>TSWBAT:</p>

Monday, April 27

Mood and Style Essential Course
of Study **ECOS**

Think of a story as a homemade meal. You've learned about the basic ingredients: plot, characters, setting, and theme. What gives a writer's work a unique flavor? What makes you tear hungrily through one story, while another is hard to digest? The answer is the blend of spices, such as mood, imagery, and style.

COMMON CORE

Included in this workshop:
 RL.3 Analyze how particular elements of a story interact.
 RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings.

Part 1: Mood and Imagery

Mood is a feeling that a writer creates for readers. Imagine this scenario: You and a friend venture into a haunted house advertised as "spine-tinglingly scary." As you enter the shadowy house, your stomach tightens. You hear eerie howling. Suddenly, a high-pitched howl sends you running for the exit.

The mood of the haunted house was terrifying. As a reader, think of mood as the feeling the writer creates—the overall atmosphere. Often, you can identify the mood by looking at the writer's choice of words, particularly the use of **imagery**—words and phrases that appeal to a reader's senses of sight, sound, touch, smell, and taste.

MOOD

Words to Describe Mood

- cheerful • wondrous • peaceful
- romantic • eerie • silly
- somber • terrifying • thoughtful

Example

The highlighted words and phrases reveal the gloomy setting and create an eerie mood.

A wind had sprung up, driving the dust of the weeks-dry road before it, when they entered the street on which they lived, and the leaves rustled ominously. **Lightning flickered.**

—from "Rain, Rain, Go Away"
by Isaac Asimov



IMAGERY

Words to Appeal to the Senses

- foggy • gritty • hissing
- spaghetti as chewy as string
- a shrill, ear-splitting fire alarm

Example

The highlighted words and details help you almost "see" the author's description.

When he made a fist, his forearm tightened with muscles. His stomach was muscle, his legs muscle. His face was brown, like coffee laced with cream, and his hair black as a chunk of asphalt.

—from *Taking Sides*
by Gary Soto



MODEL 1: MOOD

Here, you see a New England autumn through the eyes of a girl from Barbados. Notice the words and details that are used to describe the setting. What mood do they help to create?

from
The Witch of Blackbird Pond

Novel by Elizabeth George Speare

... The October sun filled the world with mellow warmth. Before Kit's eyes a miracle took place, for which she was totally unprepared. She stood in the doorway of her uncle's house and held her breath with wonder. The maple tree in front of the doorstep burned like a gigantic red torch. The oaks along the roadway glowed yellow and bronze. The fields stretched like a carpet of jewels, emerald and topaz and garnet. Everywhere she walked the color shrouded and sang around her. The dried brown leaves crackled beneath her feet and gave off a delicious smoky fragrance. No one had ever told her about autumn in New England. The excitement of it beat in her blood.

Close Read

1. Find two details that the writer uses to describe the setting. Then identify two details that tell you how Kit feels about her surroundings. One of each is boxed.
2. Judging by the details you found, how would you describe the mood?

MODEL 2: IMAGERY

When Roald Dahl was a boy, he spent a lot of time at the local candy shop. In this excerpt from his autobiography, Dahl uses imagery to describe the shop's owner, Mrs. Pratchett.

from
BOY: Tales of Childhood

Autobiography by Roald Dahl

But by far the most loathsome thing about Mrs. Pratchett was the filth that clung around her. Her apron was grey and greasy. Her blouse had bits of breakfast all over it, toast crumbs and tea stains and splashes of dried egg yolk. It was her hands, however, that disturbed us most. They were disgusting. They were black with dirt and grime. They looked as though they had been putting lumps of coal on the fire all day long. And do not forget, please, that it was these very hands and fingers that she plunged into the sweet jars. . . .

Close Read

1. This excerpt includes words or phrases the writer chose to create a distinct feeling or impression. One example has been boxed. Find three more words or phrases.
2. Review the words you identified. How would you describe the overall mood that the imagery creates?

Part 2: What Is Style?

Mood and imagery can affect the way you feel about a work of literature. Style, though, is often what helps you recognize the writing of a particular author. In literature, style is the way something is written—not what is said, but *how* it's said. A writer's style can depend on tone, his or her attitude toward a subject. Style is made of such elements as sentence structure, word choice, and tone.

The celebrated author Gary Soto is known for his unique style of writing. Notice how three key elements help to create his one-of-a-kind style.

GARY SOTO'S STYLE



Soto sees himself as "someone who paints a vivid picture." He says, "Most of my writing is descriptive. You come away with clear pictures of the scene..." Notice how Soto's style shines through in the examples from his novel *Taking Sides* and in one example from *A Summer Life*, a collection of essays about his childhood.

Word Choice

Style begins with **word choice**, a writer's use of words. With just a few descriptive verbs and adjectives, Soto puts you at the scene of a basketball practice.

Example

Shafts of **afternoon** sunlight **glared** on the **polished** gym floor.

Sentence Structure

Sentence structure refers to whether sentences are short and simple or long and complex. Notice how these sentences reflect the fast pace of a basketball game.

Example

Lincoln passed to James, who passed to Durkins, who took a shot and missed from the top of the key. But Lincoln pulled the ball down, chambered, and shot—*swish*.

Tone

Tone is how you imagine the writer "sounds." In one of Gary Soto's essays, notice his straightforward, good-natured tone.

Example

I began to think that mother was right when she said good manners were important. I began to say "yes," and not "uh-huh," and began to walk, not run when someone called. When my aunts kissed me on the cheek, I didn't turn away and make a sour face.

Part 3: Analyze the Text

A man goes out for a walk. What situation could be simpler? Both of the following excerpts begin with this setup. However, you will see how a story's mood, imagery, and style can make even the most similar situations seem very different.

from

One Ordinary Day, with Peanuts

Short story by Shirley Jackson

Mr. John Philip Johnson shut his front door behind him and went down his front steps into the bright morning with a feeling that all was well with the world on this best of all days, and wasn't the sun warm and good, and didn't his shoes feel comfortable after the resoling, and he knew that he had undoubtedly chosen the very precise tie that belonged with the day and the sun and his comfortable feet, and, after all, wasn't the world just a wonderful place? In spite of the fact that he was a small man, and though the tie was perhaps a shade vivid, Mr. Johnson radiated a feeling of well-being as he went down the steps and onto the dirty sidewalk, and he smiled at people who passed him, and some of them even smiled back. He stopped at the newsstand on the corner and bought his paper, saying, "Good morning" with real conviction to the man who sold him the paper and the two or three other people who were lucky enough to be buying papers when Mr. Johnson skipped up. He remembered to fill his pockets with candy and peanuts, and then he set out to get himself uptown. He stopped in a flower shop and bought a carnation for his buttonhole, and stopped almost immediately afterward to give the carnation to a small child in a carriage, who looked at him dumbly, and then smiled, and Mr. Johnson smiled, and the child's mother looked at Mr. Johnson for a minute and then smiled, too.

Close Read

1. What words and details in lines 1–7 help to create a cheerful mood?
2. Read the first sentence aloud. How would you describe its length and rhythm? Notice how the sentence structure reflects Mr. Johnson's carefree attitude.
3. Look at the boxed details. How do these phrases, which are all examples of imagery, contrast with the other details in the description of Mr. John Philip Johnson?

In this excerpt, Rip Van Winkle leaves his nagging wife and goes for a hike with his dog, Wolf. It won't take you long to notice the different "feeling" of this story. Read closely to find out what the author has done to create such a contrasting effect.

from

RIP VAN WINKLE

Short story by Washington Irving

... He looked down into a deep mountain glen, wild, lonely, and shagged, the bottom filled with fragments from the impending cliffs, and scarcely lighted by the reflected rays of the setting sun. For some time Rip lay musing¹ on this scene; evening was gradually advancing; the mountains began to throw their long blue shadows over the valleys; he saw that it would be dark long before he could reach the village, and he heaved a heavy sigh when he thought of encountering the terrors of Dame Van Winkle.

As he was about to descend, he heard a voice from a distance, hallooing, "Rip Van Winkle! Rip Van Winkle!" He looked around, but could see nothing but a crow winging its solitary flight across the mountain. He thought his fancy² must have deceived him, and turned again to descend, when he heard the same cry ring through the still evening air: "Rip Van Winkle! Rip Van Winkle!"—at the same time Wolf bristled up his back, and giving a low growl, skulked³ to his master's side, looking fearfully down into the glen. Rip now felt a vague apprehension stealing over him; he looked anxiously in the same direction, and perceived a strange figure slowly toiling up the rocks, and bending under the weight of something he carried on his back.

1. musing: thinking or reflecting.
2. fancy: imagination.
3. skulked: moved fearfully.

Close Read

1. Examine the boxed words and details. What mood do they help to create?
2. Read lines 3–8 aloud and try to hear how the author "sounds" while describing Rip's thoughts. Is the author's tone serious or mocking? Explain.
3. Washington Irving is known for his use of formal words and phrases and long, complex sentences. Find two examples of each in this excerpt.

Note Taking

MOOD AND IMAGERY

Use this page to take notes on **mood and imagery**, page 454. First, write the meanings of the key terms.

Key Terms

- **Mood** is _____
- **Imagery** is _____

Writers use imagery to create the mood of a piece. Page 454 lists words that describe mood and imagery. Study these lists. Then take notes by listing as many words as you can remember without looking at your book. Afterward, check the lists again and complete your notes.

Words to Describe Mood

_____	_____
_____	_____
_____	_____
_____	_____

Words to Appeal to the Senses

_____	_____
_____	_____
_____	_____
_____	_____

Write examples of phrases or sentences that use imagery or create a mood. You can use the examples on pages 454 and 455.

Example of Mood	Example of Imagery
<p>The mood created by this example is</p> <p>_____</p>	<p>The sense appealed to in this example is</p> <p>_____</p>

Note Taking

WHAT IS STYLE?

Begin taking notes about **style** by defining the key words on page 456.

Key Terms

- **Style** is _____
- **Word choice** refers to _____
- **Sentence structure** refers to _____
- **Tone** is _____

Complete these notes about the key ideas on page 456.

STYLE

- Style doesn't refer to *what* is said; style refers to _____ it's said.
- Words that describe a writer's style are _____, _____, and _____.

WORD CHOICE

- Descriptive verbs and adjectives are a feature of a writer's word choice. Here's an example of words carefully chosen to paint a vivid picture:

SENTENCE STRUCTURE

- Sentences with short, rapid-fire phrases can capture the fast pace of a basketball game. Here's an example: _____

tone

- Tone is how you imagine the writer sounds. In this example from Gary Soto, his tone is _____ and _____:

"I began to think that mother was right when she said good manners were important. I began to say 'yes,' and not 'uhhuh,' and began to walk, not run when someone called. When my aunts kissed me on the cheek, I didn't turn away and make a sour face."

Simple Interest

Interest is the amount of money paid or earned for the use of money by a bank or other financial institution.

- For **borrowing money** (loans, credit cards, etc.), interest is **paid**.
- For **saving money** (savings accounts, investing, etc.), interest is **earned**.

To solve problems involving simple interest, use the formula:

Examples:

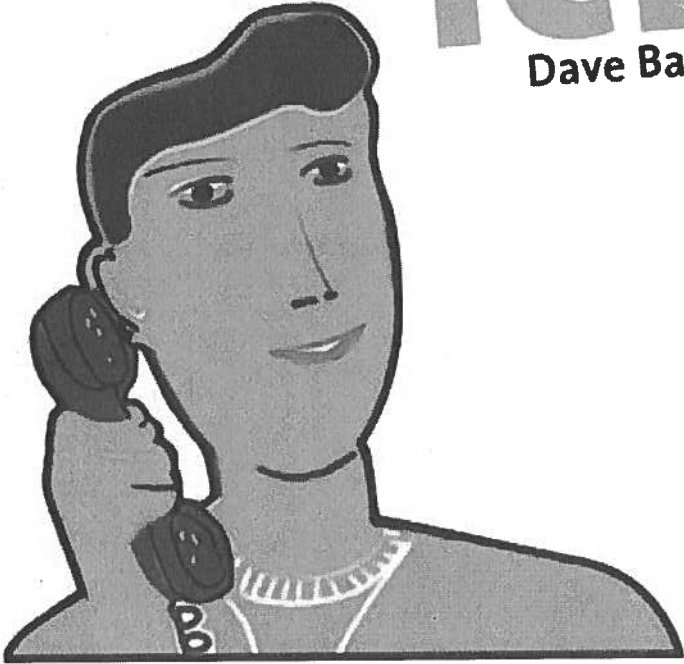
1. \$675 at 4% for 3 years
2. \$14,095 at 3.8% for $5\frac{1}{2}$ years
3. \$225 at 5.4% for 2 years
4. \$1,849 at 7% for 18 months

5. Marsh borrowed \$8,975 at a 4.9% interest rate to purchase a used car. How much total will she have paid after 5 years?
6. Victor used a 36-month line of credit for \$15,000 to remodel his kitchen. If the interest rate is 2.5%, how much will he pay in interest?
7. Shane took out a 5.5-year loan from the bank in order to purchase a \$12,000 motorcycle. At the end of the loan, he had paid \$3,267 in interest. Find the interest rate.
8. Elaina started a savings account with \$3,000. The account earned \$10 each month in interest over a 5-year period. Find the interest rate.

Tuesday, April 28

BREAKING THE ICE

Dave Barry



As a mature adult, I feel an obligation to help the younger generation, just as the mother fish guards her unhatched eggs, keeping her lonely vigil day after day, never leaving her post, not even to go to the bathroom, until her tiny babies emerge and she is able, at last, to eat them. "She may be your mom, but she's still a fish" is a wisdom nugget that I would pass along to any fish eggs reading this column.

But today I want to talk about dating. This subject was raised in a letter to me from a young person named Eric Knott, who writes:

▲ Analyze Visuals

As you look at this picture, predict what the essay will be about.

10 I have got a big problem. There's this girl in my English class who is *really* good-looking. However, I don't think she knows I exist. I want to ask her out, but I'm afraid she will say no, and I will be the freak of the week. What should I do? ❶

Eric, you have sent your question to the right mature adult, because as a young person I spent a lot of time thinking about this very problem. Starting in about eighth grade, my time was divided as follows:

Academic Pursuits: 2 percent.

Zits: 16 percent.

Trying to Figure Out How to Ask Girls Out: 82 percent.

20 The most sensible way to ask a girl out is to walk directly up to her on foot and say, "So, you want to go out? Or what?" I never did this. I knew, as Eric Knott knows, that there was always the possibility that the girl would say no, thereby leaving me with no viable option¹ but to leave Harold C. Crittenden Junior High School forever and go into the woods and become a bark-eating hermit whose only companions would be the gentle and understanding woodland creatures. ❷

"Hey, ZITFACE!" the woodland creatures would shriek in cute little Chip 'n' Dale voices while raining acorns down upon my head. "You wanna DATE? HAHAAHAHAHA." ❸

30 So the first rule of dating is: Never risk direct contact with the girl in question. Your role model should be the nuclear submarine, gliding silently beneath the ocean surface, tracking an enemy target that does not even begin to suspect that the submarine would like to date it. I spent the vast majority of 1960 keeping a girl named Judy under surveillance,² maintaining a minimum distance of 50 lockers to avoid the danger that I might somehow get into a conversation with her, which could have led to disaster: ❹

JUDY: Hi.

ME: Hi.

40 JUDY: Just in case you have ever thought about having a date with me, the answer is no.

WOODLAND CREATURES: HAHAAHAHAHA.

The only problem with the nuclear-submarine technique is that it's difficult to get a date with a girl who has never, technically, been asked. This is why you need Phil Grant. Phil was a friend of mine who had the

1. *viable option*: choice that has a possibility of working.

2. *surveillance* (sə-ri-və-lāns): close observation.

❶ **STYLE AND TONE**

Reread lines 1–12. What is the topic of the essay?

❷ **WRITER'S POINT OF VIEW**

Reread lines 21–25. What are Barry's feelings about high school dating? Explain how he conveys his opinion.

❸ **STYLE AND TONE**

Reread lines 26–28. What is Barry's attitude toward his younger self? Note how the style of using capital letters helps communicate this attitude.

❹ **Targeted Passage**

ability to talk to girls. It was a mysterious superhuman power he had, comparable to X-ray vision. So, after several thousand hours of intense discussion and planning with me, Phil approached a girl he knew named Nancy, who approached a girl named Sandy, who was a direct personal friend of Judy's and who passed the word back to Phil via Nancy that Judy would be willing to go on a date with me. This procedure protected me from direct humiliation. . . .

Thus it was that, finally, Judy and I went on an actual date, to see a movie in White Plains, New York. If I were to sum up the romantic ambience³ of this date in four words, those words would be: "My mother was driving." This made for an extremely quiet drive, because my mother, realizing that her presence was hideously embarrassing, had to pretend she wasn't there. If it had been legal, I think she would have got out and sprinted alongside the car, steering through the window. Judy and I, sitting in the backseat about 75 feet apart, were also silent, unable

to communicate without the assistance of Phil, Nancy, and Sandy.

After what seemed like several years we got to the movie theater, where my mother went off to sit in the Parents and Lepers Section. The movie was called *North to Alaska*, but I can tell you nothing else about it because I spent the whole time wondering whether it would be necessary to amputate my right arm, which was not getting any blood flow as a result of being perched for two hours like a petrified snake on the back of Judy's seat exactly one molecule away from physical contact.

So it was definitely a fun first date, featuring all the relaxed spontaneity of a real-estate closing,⁴ and in later years I did regain some feeling in my arm. My point, Eric Knott, is that the key to successful dating is self-confidence. I bet that good-looking girl in your English class would LOVE to go out with you. But YOU have to make the first move. So just do it! Pick up that phone! Call Phil Grant.

1 STYLE AND TONE

Reread lines 44–51. Note Barry's description of Phil Grant's "superhuman" abilities. How would you describe the tone of this paragraph?

2 STYLE AND TONE

Does Barry seem to enjoy the drive to the movie theater? Note words and phrases that give his description of the ride either a positive or a negative tone.

3 Targeted Passage

1 WRITER'S POINT OF VIEW

Reread lines 68–73. Barry writes that self-confidence is "the key to successful dating." What other words or phrases in these lines reveal his point of view? Explain.

3. ambience (ám'bé-áns): atmosphere, environment.

4. spontaneity of a real-estate closing: A real-estate closing is a meeting where a piece of property transfers from a seller to a buyer. Many required documents are signed, in a very formal, unspontaneous way.

BREAKING THE ICE

Selection Test A**Comprehension**

Read each of the following questions. Then choose the letter of the best answer.
(6 points each)

1. Which word best describes the tone of "Breaking the Ice"?
 - A. angry
 - B. joyful
 - C. self-mocking
 - D. flat
2. Which rule did Dave Barry follow at first?
 - A. Never risk direct contact with a girl.
 - B. Always keep a girl guessing.
 - C. Avoid finding out if a girl has a boyfriend.
 - D. Do not steal a girl away from another boy.
3. Why was Dave afraid of asking Judy out?
 - A. Why was Dave afraid of asking Judy out?
 - B. He was afraid she would say yes.
 - C. He was afraid of her boyfriend.
 - D. Dating was against the school rules.
4. How did Dave finally manage to get a date with Judy?
 - A. He called her at home.
 - B. He left a note in her locker.
 - C. His friend Phil set it up.
 - D. He spoke to her best friend.
5. When the author of "Breaking the Ice" says that he and his date sat "75 feet apart," he means that
 - A. they could not stand each other
 - B. the car seat kept them apart
 - C. they were shy and afraid to touch
 - D. they were separated by their parents

SELECTION TEST A, CONTINUED

Written Response

Short Response On a separate sheet of paper, answer the following questions based on your knowledge of the essay. (10 points each)

6. According to the author of "Breaking the Ice," what is the key to successful dating?
7. How does Barry use the image of the nuclear submarine in his essay?
8. How does Barry's mother behave during his date?

Extended Response Answer the following question based on your knowledge of the essays. Write one or two paragraphs on a separate sheet of paper. (20 points)

9. In reading this essay, what impression do you get of Dave Barry both as a junior high school student and as a grown man? Cite details from the essay to support your answer.

Name _____

Date _____

BREAKING THE ICE

COPY MASTER

Text Analysis

STYLE AND TONE

In literature, **tone** is a writer's attitude toward a topic. Tone part of a writer's **style** and often can be described in one word, such as *sarcastic* or *sentimental*.

Directions: As you read the essay, take notes in this chart. When you have finished, answer the question that follows.

"Breaking the Ice"	
Topic of the essay	
Significant words and phrases	
Vivid images and descriptions	
Feelings the writer is describing	
What is the tone of this essay?	

Copyright © Holt McDougal, a division of Houghton Mifflin Harcourt

BREAKING THE ICE

Simple Interest Worksheet

1) a) The formula for simple interest is: _____

b) Rearrange this formula to find:

i) Time:

ii) The interest rate:

iii) The Principal:

2) If Michael invests \$2000 in the bank at a rate of 5.5% for 6 years how much interest will he make?

3) Kelsey takes out a loan for \$6000 to start a business after high school. The bank charges her 8% interest for the loan. After 5 years how much interest will be added on to the loan?

4) Jessie invests \$3345 in the stock market. Over the 3 years she has this invested she gets an average return of 7.8%. How much will her investment be worth after the 3 years?

5) Scott takes gets a student loan to go to college after high school. If he pays \$750 in interest at a rate of 3%, how much must the loan have been for originally?

6) Taylor has just won \$4,250 from the 50/50 at the Sea Dog's game and decides to invest all of it. If he makes \$1275 with a 5% interest rate, how long must he have had the money invested?

7) At what rate would you need to invest \$12000 and make \$2880 after 8 years?

8) What will the total value of an investment of \$5000 be if it has an interest rate of 7% and is invested for 20 years?

9) Morgan has an investment worth \$130,000 dollars after 20 years. If his original investment was for \$50,000 what must the interest rate have been?

Wednesday, April 29

Vocabulary Practice

covey

epidemic

slack

detached

evidently

A. Directions: Complete each analogy with one of the words in the box. In an analogy, the last two words must be related in the same way that the first two are related.

1. CLEVERLY : FOOLISHLY :: doubtfully : _____
2. GENIAL : FRIENDLY :: indifferent : _____
3. STRONG : FEEBLE :: taut : _____
4. FLOODING : HURRICANE :: illness : _____
5. LION : PRIDE :: partridge : _____

B. Directions: Circle the word in each group that is closest in meaning to the boldfaced word.

1. **covey**

disguise

flock

inlet

devotion

2. **detached**

enlarged

ruined

unemotional

obvious

3. **epidemic**

outbreak

manager

account

statute

4. **evidently**

keenly

rationally

usually

plainly

5. **slack**

broad

relaxed

annoyed

enjoyable

OppU

Simple Interest Worksheet

The formula for simple interest is:

$$I = PRT$$

1. Alexander needs money for a necessary medical expense. He takes out a personal loan of \$2,000 with a one-year term and an annual simple interest rate of 5%. How much interest will Alexander owe if he pays the entire loan by the end of the first year?
2. Tamara's parents invested in a bond when she was born to help pay for her education. Her parents invested \$10,000 at a yearly non-compounding simple interest rate of 2.5%. What will the total amount in the account be by the time she is 18 years old? How much will her parents' investment earn in simple interest?
3. OppU Bank is offering a savings account for new customers with an unbelievably high simple interest rate for only one year. Mo jumps on the chance and deposits \$500. If the total amount in his account is \$800 after the year, what interest rate did OppU Bank offer?
4. Troy owes his friend, Lee, \$60 for a ticket to a rock concert they attended last semester. Lee reminds Troy that they agreed to a yearly interest rate of 4%. By the time Troy pays Lee back, he owed \$1.20 in interest. How long did it take Troy to reimburse his friend?
5. Safia opens a new savings account with a 2.25% non-compounding simple interest rate. She deposits \$3,500 and earned \$3,696.88 total by the time she checks the account again. How long was the money left untouched in the savings account?

Simple Interest Worksheet

The formula for simple interest is:

$$I = PRT$$

6. Jacqueline took out a personal line of credit in her senior year of college with an annual simple interest rate of 4%. She takes 51 months to pay off the loan in full and pays \$1,530 in interest. How much was the original line of credit amount? How much did Jacqueline pay total?

7. Mr. Jackson made a one-time deposit of \$57,000 into his credit union's retirement account when he was 25 years old. The account has a non-compounding annual simple interest rate of 3.35%. If Mr. Jackson checks this retirement account when he is 72 years old, how much will he have earned in interest? What will be the total amount in his credit union retirement account?

8. Lianne's car broke down the weekend before she started a new job. She borrowed \$880 from her parents, at an annual interest rate of 3%, to quickly pay for the car repairs. If Lianne paid her parents a total of \$893.20 in six months, how much simple interest did she pay?

9. Rie invested her work bonus in a bond with a monthly simple interest rate of 0.8%. The bond earned her \$5,016 total, of which \$2,016 was interest. How many years was the money invested?

10. Gabriel asked to borrow \$420 from his roommate, Julian, to purchase new electronics after his laptop stopped working. Julian agreed and told Gabriel that they could figure out an interest rate later. Gabriel paid Julian a total of \$426.93 at the end of six months. What was the simple annual interest rate that Gabriel ended up paying his roommate?

Answers: 1. $I = \$100$ 2. $T = \$14,500$ $I = \$4,500$ 3. $r = 60\%$ 4. $t = 6$ months 5. $t = 2$ years 6 months 6. $P = \$9,000$
 $T = \$10,530$ 7. $I = \$89,746.50$ $T = \$146,746.50$ 8. $I = \$13.20$ 9. $t = 7$ years 10. $r = 3.3\%$

Thursday, April 30

▲ VOCABULARY IN CONTEXT

DIAGNOSE WORD KNOWLEDGE Have all students complete Vocabulary in Context. Check their definitions against the following:

covey (küv/è) *n.* a small group or flock of birds, especially partridges or quail
detached (dè-tàcht') *adj.* separated; disconnected
detach *v.*
epidemic (èp-T-dém'ik) *n.* an outbreak of a disease that spreads quickly among many people

evidently (èv'T-dent-è) *adv.* obviously; clearly
slack (slàk) *adj.* not firm or tight; loose

A DAY'S WAIT

Ernest Hemingway

He came into the room to shut the windows while we were still in bed and I saw he looked ill. He was shivering, his face was white, and he walked slowly as though it ached to move.

"What's the matter, Schatz?"¹

"I've got a headache."

"You better go back to bed."

"No. I'm all right."

"You go to bed. I'll see you when I'm dressed."²

But when I came downstairs he was dressed, sitting by the fire, looking to a very sick and miserable boy of nine years. When I put my hand on his forehead I knew he had a fever.

"You go up to bed," I said, "you're sick."

"I'm all right," he said.

When the doctor came he took the boy's temperature.

"What is it?" I asked him.

"One hundred and two."

Analyze Visuals ▶

Consider the expression on this boy's face. What mood does it convey?

① Targeted Passage

▲ MAKE INFERENCES

Reread the dialogue in lines 4–8. Notice that Hemingway does not always tell the reader who is speaking. Use your chart to keep track of the different speakers.

1. Schatz (shàts): German term of affection meaning "my treasure," used here as a nickname.

Downstairs, the doctor left three different medicines in different-colored capsules with instructions for giving them. One was to bring down the fever, another a purgative,² the third to overcome an acid condition. The germs of influenza can only exist in an acid condition, he explained. He seemed to know all about influenza and said there was nothing to worry about if the fever did not go above one hundred and four degrees. This was a light epidemic of flu and there was no danger if you avoided pneumonia.

Back in the room I wrote the boy's temperature down and made a note of the time to give the various capsules.

"Do you want me to read to you?"

"All right. If you want to," said the boy. His face was very white and there were dark areas under his eyes. He lay still in the bed and seemed very detached from what was going on.

I read aloud from Howard Pyle's *Book of Pirates*,³ but I could see he was not following what I was reading.

"How do you feel, Schatz?" I asked him.

"Just the same, so far," he said.

I sat at the foot of the bed and read to myself while I waited for it to be time to give another capsule. It would have been natural for him to go to sleep, but when I looked up he was looking at the foot of the bed, looking very strangely.

"Why don't you try to go to sleep? I'll wake you up for the medicine."

"I'd rather stay awake."

After a while he said to me, "You don't have to stay in here with me, Papa, if it bothers you."

"It doesn't bother me."

"No, I mean you don't have to stay if it's going to bother you."

I thought perhaps he was a little lightheaded and after giving him the prescribed capsules at eleven o'clock I went out for a while.

It was a bright, cold day, the ground covered with a sleet that had frozen so that it seemed as if all the bare trees, the bushes, the cut brush, and all the grass and the bare ground had been varnished with ice. I took the young Irish setter for a little walk up the road and along a frozen creek, but it was difficult to stand or walk on the glassy surface and the red dog slipped and slithered and I fell twice, hard, once dropping my gun and having it slide away over the ice.

2. purgative (pûr'gâ-tiv) laxative.

3. Howard Pyle's *Book of Pirates*: a collection of tales about real and fictional pirates, very popular when it was published in the 1920s.

epidemic (ĕp'ĭ-dĕm'ĭk)
n. an outbreak of a disease that spreads quickly among many people

2 Targeted Passage

detached (dĕ-tācht') *adj.*
separated, disconnected
detach v.

COMMON CORE RL.3, RL.4

2 STYLE

Reread lines 35–42.

One way to identify style is to look at a writer's word choice and sentence structure. Are the sentences short or simple? Are they long and complex with many details? What can you tell about Hemingway's style, based on these sentences?

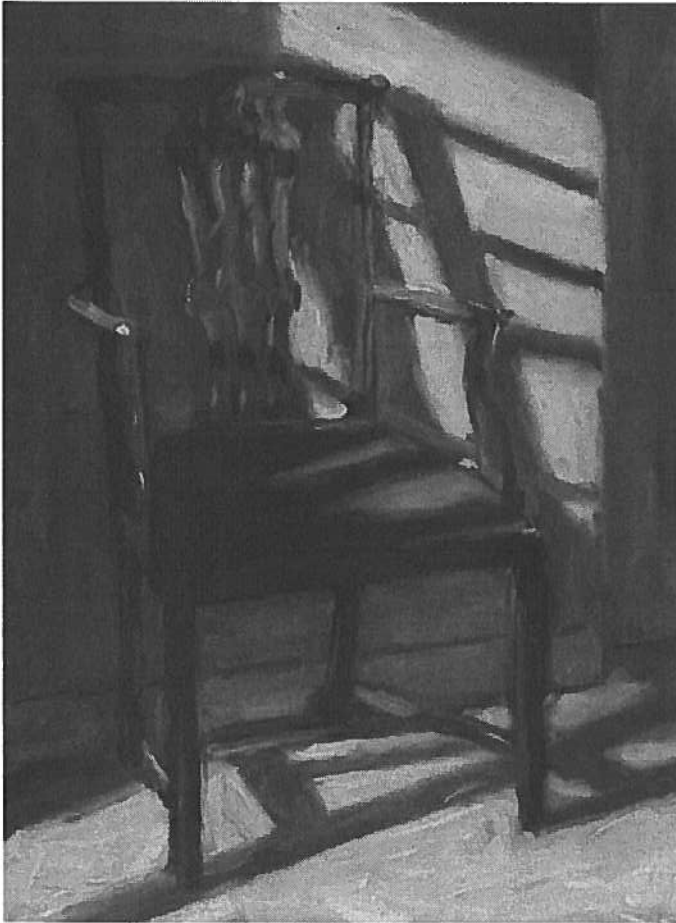
3 MAKE INFERENCES

Use your chart to track the speakers in the dialogue in lines 27–44.

3 STYLE

Do the words

Hemingway uses to describe the setting convey a positive or negative atmosphere? Explain.



We flushed a covey of quail under a high clay bank with overhanging brush and I killed two as they went out of sight over the top of the bank. Some of the covey lit in trees, but most of them scattered into brush piles and it was necessary to jump on the ice-coated mounds of brush several times before they would flush. Coming out while you were poised unsteadily on the icy, springy brush, they made difficult shooting and I killed two, missed five, and started back pleased to have found a covey close to the house and happy there were so many left to find on another day.

◀ Analyze Visuals

How does this painting convey the passing of time?

covey (kūv'ə) *n.* a small group or flock of birds, especially partridges or quail

At the house they said the boy had refused to let anyone come into the room.

"You can't come in," he said. "You mustn't get what I have."

I went up to him and found him in exactly the position I had left him, white-faced, but with the tops of his cheeks flushed by the fever, staring still, as he had stared, at the foot of the bed.

I took his temperature.

70 "What is it?"

"Something like a hundred," I said. It was one hundred and two and four tenths.

"It was a hundred and two," he said.

"Who said so?"

"The doctor."

"Your temperature is all right," I said. "It's nothing to worry about."

"I don't worry," he said, "but I can't keep from thinking."

"Don't think," I said. "Just take it easy."

"I'm taking it easy," he said and looked straight ahead. He was

80 **evidently** holding tight onto himself about something.

"Take this with water."

"Do you think it will do any good?"

"Of course it will."

I sat down and opened the *Pirate* book and commenced to read, but I could see he was not following, so I stopped.

"About what time do you think I'm going to die?" he asked.

"What?"

"About how long will it be before I die?"

"You aren't going to die. What's the matter with you?"

90 "Oh, yes, I am. I heard him say a hundred and two."

"People don't die with a fever of one hundred and two. That's a silly way to talk."

"I know they do. At school in France the boys told me you can't live with forty-four degrees. I've got a hundred and two."

He had been waiting to die all day, ever since nine o'clock in the morning.

"You poor Scharz," I said. "Poor old Scharz. It's like miles and kilometers. You aren't going to die. That's a different thermometer. On that thermometer thirty-seven is normal. On this kind it's ninety-eight."

"Are you sure?"

100 "Absolutely," I said. "It's like miles and kilometers. You know, like how many kilometers we make when we do seventy miles in the car?"

"Oh," he said.

But his gaze at the foot of the bed relaxed slowly. The hold over himself relaxed too, finally, and the next day it was very **slack** and he cried very easily at little things that were of no importance.

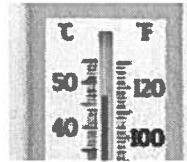
Language Coach

Multiple-Meaning Words

Multiple-meaning words have more than one meaning. Reread lines 66–68. Here, the word *left* is the past tense of the word *leave*. What other meaning do you know for *left*?

evidently (ĕv'ĭ-dant-lē)
adv. obviously, clearly

SCIENCE CONNECTION



On the Celsius scale, water freezes at 0° and boils at 100°. On the Fahrenheit scale, water freezes at 32° and boils at 212°.

Targeted Passage

slack (slăk) adj. not firm or tight; loose

Reading Check

Directions: Recall the events from Ernest Hemingway's short story. Then answer the questions in phrases or sentences.

1. Why doesn't the narrator's son feel well?

2. What does the narrator do to comfort his son as he sits by his bed?

3. Why is the narrator happy when he returns from his walk?

4. Why does the narrator's son want people to stay out of his room?

5. What does the narrator's son think is going to happen to him?

Simple Interest Problems

Interest is money paid for the use of money. If you borrow from the bank to buy a car, the bank will charge you interest for its use. If you open a savings account at the bank, the bank will pay you interest for as long as the account is open. Note: Banks usually charge compound interest not simple interest. See your local accounting teacher for more information.

The interest (I) is the dollar amount earned or owed.

The interest rate (R) is per year (T) unless otherwise noted.

Note: If the time is in months, T can be found using the ratio

$$\frac{\text{number of months}}{12}$$

The principal (P) is the amount borrowed or deposited.

This is the formula to express simple interest:

$$I(\text{interest}) = P(\text{rincipal}) \times R(\text{ate}) \times T(\text{ime})$$

$$I = P \times R \times T \text{ or } I = PRT$$

Solve each of these interest problems:

- 1) You get a student loan from the New Mexico Educational Assistance Foundation to pay for your educational expenses this year.
Find the interest on the loan if you borrowed \$2,000 at 8% for 1 year.
(You may wish to use the percent key on your calculator or change 8% to .08)

- 2) You are starting your own small business in Albuquerque. You borrow \$10,000 from the bank at a 9% rate for 5 years.
Find the interest you will pay on this loan.

- 3) You are tired at the end of the term and decide to borrow \$500 to go on a trip to Whatever Land. You go to the bank and borrow the money at 11% for 2 years.
- a) Find the interest you will pay on the loan.
- b) How much will you have to pay the bank at the end of the two years?
4. a) Find the interest on a loan of \$2500 that is borrowed at 9% for 7 months.
- b) How much would it cost to repay the loan from 4a) above?
5. Do you understand what interest means? Circle one YES! NO!
6. Have you ever borrowed money from a bank or loan office to buy a car, house, or whatever? Circle one YES! NO!

Answers

1. \$160
2. \$4500
3. a) \$110
b) \$610
4. a) \$131.25
b) \$2631.25
5. Yes = good job
No = ask your teacher or IT for help
6. Yes = you know it all
No = go out and buy something big today!

Friday, May 1

Name _____

Date _____

A DAY'S WAIT

COPY MASTER

Text Analysis

STYLE

A writer's **style** is his or her unique way of communicating ideas. To identify a writer's style, you can focus on word choice, sentence structure and variety, and tone.

Directions: Record examples from "A Day's Wait" of the elements listed in the first column of the chart.

Element	Example
Vivid Verbs	"... the red dog slipped and slithered ..." (line 52)
Precise Nouns	
Long Descriptive Sentences	
Short, Concise Sentences	
Writer's Tone	"You aren't going to die. What's the matter with you?" (line 89)

A DAY'S WAIT

Selection Test A**Comprehension**

Read each of the following questions. Then choose the letter of the best answer.
(6 points each)

1. Who are the speakers in lines 33 and 34?
 - A. the father and the boy
 - B. the father and the doctor
 - C. the doctor and the boy
 - D. the father and the book's author
2. When characters are talking, Hemingway uses
 - A. short sentences
 - B. long sentences
 - C. many exclamations
 - D. confusing ideas
3. The boy refuses to let anyone come into the room because he
 - A. is angry with his family
 - B. can't bear to see healthy people
 - C. feels too miserable to act happy
 - D. thinks he has a dangerous illness
4. The doctor believes that
 - A. a high fever is meaningless
 - B. there is no danger from this flu
 - C. such a high fever is very serious
 - D. most children can avoid illness
5. Why does the boy think his fever is too high?
 - A. He did not hear the number correctly.
 - B. The doctor told him it was too high.
 - C. He is using a different measurement.
 - D. His father does not answer his questions.

SELECTION TEST A, CONTINUED

Vocabulary

Choose the answer that best explains the meaning of each underlined word.
(6 points each)

6. What is the meaning of detached?
- A. opened
 - B. separated
 - C. unwanted
 - D. useless
7. What is a covey?
- A. a blanket
 - B. a lid or top
 - C. a group of birds
 - D. an agreement
8. To be slack is to be
- A. loose
 - B. smooth
 - C. funny
 - D. unfair
9. What is an epidemic?
- A. the outer layer of skin
 - B. a type of long poem
 - C. an outbreak of disease
 - D. a room for sick people
10. Evidently means
- A. extremely
 - B. abruptly
 - C. finally
 - D. clearly

Written Response

Short Response On a separate sheet of paper, answer the following questions based on your knowledge of the story. (10 points each)

11. What style does Hemingway use to tell this story?
12. Who is the speaker in line 40?

Extended Response Answer the following question based on your knowledge of the story. Write one or two paragraphs on a separate sheet of paper. (20 points)

13. How can you tell the narrator cares about the boy?

Simple Interest Quiz

Skill #6

1. Fill in the chart below. Make sure to show your work below.

Client Name	Principal	Rate	Time	Interest Earned
Alice Apple	\$600	14%	1 ½ years	
Carl Crow	\$1300		3 years	\$364
Fred Fish		5%	4 years	\$440

2. The average cost for a vacation is \$1,050. A family borrowed money for the vacation at an interest rate of 11.9% for 6 months (1/2 of a year).
- What is the amount of interest they would need to pay?

 - What is the total cost of the vacation including the interest on the loan?