

NTI DAY #6

(weather-closed school day)

PACKET

Six

8th Grade

(English/Language
Arts/Writing)

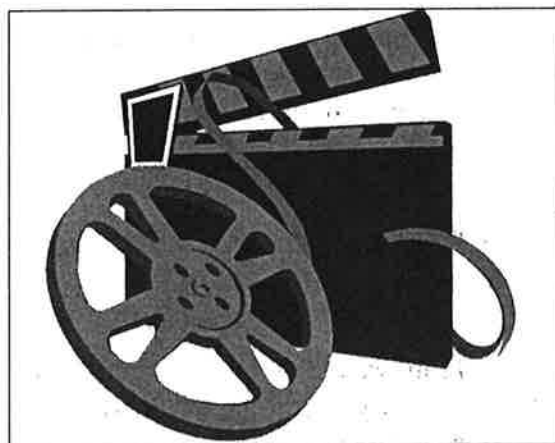
General Directions:

Due to weather, Harrison County Schools are closed. In an effort to utilize this day on the school calendar, your child is assigned and should work on this “packet” of school work today. It will count as a grade for this subject. The work attached is specific to the subject listed above. Please contact your child’s teacher of this subject at 234-7123 in the event you/your student have questions on this packet. Staff and teachers reported to HCMS today and are available should you have questions.

While this is DUE no later than the last school day before the 3rd nine-weeks ends, we ***strongly encourage*** students to turn it in to their teacher as soon as it’s complete (soon after the NTI day) to avoid it being lost, eaten by the family pet, burned to keep warm, etc ☺

Two Old Men

Pinocchio's nose elongates as he lies to the blue fairy. Thumper attempts to teach Bambi to skate. If you laughed at these familiar scenes, you were responding to the work of Ollie Johnston and Frank Thomas. Two of the "nine old men" of Disney's golden years, they worked on such classic animated features as "Bambi," "Pinocchio," "The Jungle Book," "Snow White and the Seven Dwarfs," "The Sword and the Stone," and "Aristocats."



Thomas and Johnston worked together at Disney forty-three years, retiring in 1978, but their friendship has endured even longer. They first met as art students at Stanford University in 1931, and are still fast friends, having lived next door to each other for more than 50 years. They started work at Disney within a year of each other, roomed together for a while, rode to work together, married in the same year, and welcomed first-born sons into their families within six days of each other.

With so many similarities, you might expect these men to be alike in the way they worked. In an interview with Jeff Shannon, Johnston confides that wasn't true. Thomas was more analytical, while Johnston claims he was more intuitive. Their different approaches did not cause problems between them. Instead they usually created a scene that blended their two approaches to their work.

Both men did agree that animated films should be character-driven. They created sequences which encouraged moviegoers to identify with the characters and feel their emotions. They asked themselves what the character might be feeling, then used the character's expressions and body language to show those emotions.

These two men forged a successful friendship. If you've laughed at Pinocchio or Thumper, you probably would agree that they were just as good at forging bonds between animated characters and moviegoers.

Choose the best answer for each question.

1. When Johnston and Thomas first met as art students at Stanford in 1931, they probably —
 - A were seeking collaborators for animated films
 - B were both seeking employment with Disney Studios
 - C made plans to live next to each other the rest of their lives
 - D had no idea their friendship would result in a lifelong bond
2. If you were to interview Thomas and Johnston separately, you would probably find that —
 - A they agreed on everything
 - B each acknowledged the contributions of the other
 - C each thought his contribution to their work more important
 - D they had always felt competitive with each other
3. Which statement is probably not true?
 - A Thomas and Johnston are about the same ages.
 - B Thomas and Johnston discussed when they would retire.
 - C Thomas's and Johnston's sons knew each other.
 - D Thomas and Johnston shared all the same hobbies.
4. When Thomas and Johnston were planning an animated sequence, they would probably —
 - A assign each other separate duties, since they had different approaches
 - B alternate who would have final say over the approach they would take
 - C ask to work with the other "nine old men" to keep their friendship
 - D act scenes out, mimicking the expressions on their character's faces
5. When Thomas and Johnston were young, they probably —
 - A were good at sketching
 - B didn't have fathers or other male relatives
 - C lived next door to each other
 - D were introduced to each other by Walt Disney
6. A character-driven animated film is probably one in which —
 - A the film cuts quickly from one scene to the next
 - B plot is more important than characterization
 - C setting is more important than characterization
 - D the motivations of the characters dictate what will happen in the film

Here are the eight new words in this lesson. Look for the new words in the story below. Try to find context clues to help you define the lesson words. You will find some hints to help you in the questions on the next page.

gourmet
ingenious

repute
adroit

confection
culinary

hand-cranked
tedious

The Story of Ice Cream

The English king, Charles I, enjoyed eating good food so much that he was known as a royal **gourmet**. Cooking interesting and different foods for him was a job for an **ingenious** man. Charles had such a clever man working for him, an Italian chef of great **repute**.

In Italy, the people were in the habit of bringing ice from the mountains to cool their drinks, and they had discovered that ice mixed with salt made a freezing compound. They used this compound to freeze cream. Once it was frozen, they added fruit.

The chef created this ice cream dish for the king, who was so excited about it he wanted to make it an exclusive dish for royalty. He paid the chef not to divulge his secret, but one of the palace cooks, who had seen everything, told everyone.

When ice cream reached America in the 19th century, it was a rare treat because it was not easy to make. President Madison's wife Dolly, an **adroit** and resourceful housewife, once ordered a frozen **confection** to be made for a White House banquet. She instructed the cook to use dairy cream and fresh strawberries. It was an immediate success, and to this day ice cream with large chunks of berries is often referred to as "White House."

Later, a clever New Jersey woman skilled in mechanical as well as **culinary** arts, invented the home, **hand-cranked** freezer. It contained a cylinder and paddle in which you put your cream, eggs, sugar, and flavorings. The cylinder was centered in a larger bucket filled with coarse salt. A crank was attached, and one turned and cranked for hours. It was a **tedious** chore, but remained in practice until the first ice cream plant was opened.



Each question below asks you to use a context clue to help you determine the meaning of one of the new words used in the story on page 94.

1. Find **ingenious** in the story. What synonym for **ingenious** is found in the next sentence?
A Italian B repute C clever D foolish
2. **Repute** looks like **reputation**. They have the same meaning and are synonyms for —
A experience B temperament C regard D knowledge
3. Since you know that Charles was a food lover, you can guess that **gourmet** means —
A one on a diet B enjoys good food C a clever chef D good food
4. **Adroit** is grouped with the word **resourceful**. This tells you the words are close in meaning. **Adroit** also means —
A skillful B young C sneaky D greedy
5. A frozen **confection** in a fancy banquet is —
A the main course B a delicacy C a salad D a meal
6. The word **culinary** follows the phrase “skilled in mechanical as well as” So that, **culinary** is not the same as “mechanical.” It means —
A relating to cookery B scientific C a homebody D likes machines
7. The last sentence in the same paragraph where you read the word **hand-cranked** gives you the clue to the meaning of **hand-cranked**. It means —
A handmade B hand-operated C handled D handy
8. The sentences before the word **tedious** help you know that **tedious** probably means —
A complicated B unnecessary C tiresome D exciting

Write a sentence to answer each question below. Use the lesson words in dark type in your sentences.

9. What **culinary** masterpiece have you created?
10. What other **ingenious** inventions can you think of?
11. Do you find shopping **tedious** or fun?

Here are the eight new words in this lesson. Each lesson word has several different meanings. Use context clues from the passage to determine the meaning that fits in the passage.

craze
kayak

stable
keel

cockpit
vulnerable

novice
implement

Kayaks

The newest **craze** among water adventurers is the touring **kayak**. It is a light, **stable** little boat without a **keel**. As silent as any fish, it glides swiftly through the water.

Originally, the kayak was an Inuit boat. A small craft made of driftwood and covered tightly with seal skins, kayaks were used for basic transportation, hunting, and fishing. It took great skill to navigate it in the icy waters of Greenland and Alaska.

Today, although some kayak “rock dodgers” or “banana boats” have been used for white water sports, the larger, sleeker kayaks designed for cruising open water have become popular. These are 14 to 18 feet long, and weigh about 30 pounds (compared to a canoe, which weighs about 75 pounds). The top is covered so that the kayaker slips into a molded plastic seat in a **cockpit**. A splash apron fits up around the waist. There is usually only one seat and only one oar with a paddle blade on each end. Kayaks are fun to use because you sit low in the water, and feel you are part of the sea or waterway itself. Because you are so low, you are less **vulnerable** to heavy winds, and, consequently, waves wash right over you.

One fear a **novice** kayak adventurer usually has is of tipping and hanging upside down in the water. Indeed, this is possible, so the first thing one learns is that a life jacket must always be worn. Next, one learns how to make a “wet exit” which means sliding out of the cockpit after popping the splash apron off. However, experts can manage an “Eskimo roll,” simply by rolling back up again. It is not easy, so the paddle is always used as an **implement** to keep the craft stable. The great adventures that a kayak paddler can have in the midst of the natural beauties of the sea and inland waters require knowledge of the environment and competence in handling the craft.

Each of the new words in Lesson 1 is listed below. After each lesson word are four of its meanings. Decide which meaning fits the way the word was used in the passage.

1. craze
A fad
B to cover with fine cracks
C to go crazy
D to be made crazy
2. kayak
A a light, stable boat
B a paddle
C a water sport
D sports equipment
3. stable
A steady
B place for horses
C barn
D calm and sensible
4. keel
A capsize
B part under a boat
C flip
D part of a shoe
5. cockpit
A space for cockfights
B space for a seat
C airplane cabin
D boxing ring
6. vulnerable
A a weak spot
B open to physical attack
C obvious
D costly
7. novice
A beginner
B a person in a religious order
C an ignorant person
D a priest
8. implement
A a tool
B to put into effect
C to begin
D an eating utensil

The words below are synonyms of the new words in this lesson. Write down the lesson word that matches each synonym.

9. newcomer 10. mania 11. seat-space 12. utensil

Write a sentence to answer each question below. Use the lesson words in dark type in your sentences.

13. What is meant by a **stable** company?
14. What would happen to a boat's **keel** in very shallow water?
15. Would you consider the U.S. a **novice** in the field of space exploration?

Name: _____

Figurative Language Worksheet 1

Directions: Read the lines of poetry. Slashes represent line breaks. Figure out which technique is being used: simile, metaphor, hyperbole, or personification. In the boxes, explain how you figured out your answer. It is possible that more than one technique is being used. If you can, explain each.

1. Like burnt-out torches by a sick man's bed

Which technique is being used?

Simile, Metaphor, Personification, or Hyperbole

How do you figure?

(write a sentence explaining your answer)

2. Drip—hiss—drip—hiss fall the raindrops / on the oaken log which burns, and steams,
and smokes the ceiling beams. / Drip—hiss—the rain never stops.

Which technique is being used?

Simile, Metaphor, Personification, or Hyperbole

How do you figure?

(write a sentence explaining your answer)

3. When the stars threw down their spears, / And water'd heaven with their tears,

Which technique is being used?

Simile, Metaphor, Personification, or Hyperbole

How do you figure?

(write a sentence explaining your answer)

4. The moon was a ghostly galleon tossed upon cloudy seas,
The road was a ribbon of moonlight over the purple moor,

Which technique is being used?

Simile, Metaphor, Personification, or Hyperbole

How do you figure?

(write a sentence explaining your answer)

5. I do not care to talk to you although / Your speech evokes a thousand sympathies,

Which technique is being used?

Simile, Metaphor, Personification, or Hyperbole

How do you figure?

(write a sentence explaining your answer)

6. The sun was shining on the sea, / Shining with all his might:

Which technique is being used?

Simile, Metaphor, Personification, or Hyperbole

How do you figure?

(write a sentence explaining your answer)

7. The leaves are little yellow fish / swimming in the river.

Which technique is being used?

Simile, Metaphor, Personification, or Hyperbole

How do you figure?

(write a sentence explaining your answer)

8. The old clock down in the parlor / Like a sleepless mourner grieves,

Which technique is being used?

Simile, Metaphor, Personification, or Hyperbole

How do you figure?

(write a sentence explaining your answer)

9. By the lakes that thus outspread / Their lone waters, lone and dead / Their sad waters, sad and chilly

Which technique is being used?

Simile, Metaphor, Personification, or Hyperbole

How do you figure?

(write a sentence explaining your answer)

10. Fame is a bee. / It has a song -- / It has a sting --

Which technique is being used?

Simile, Metaphor, Personification, or Hyperbole

How do you figure?

(write a sentence explaining your answer)

The Adjective

11c. An **adjective** is a word that is used to modify a noun or a pronoun.

EXAMPLES The explorers searched for fresh water.

Its blossoms are pink and red.

EXERCISE A Underline all the adjectives in the following sentences. Do not include *a*, *an*, or *the*.

Example 1. The climate of surrounding areas is affected by the huge body of water.

- Lake Baikal is in southeast Siberia.
- It is the deepest lake in the entire world.
- It is also one of the oldest lakes on earth.
- The lake freezes for five months of every year.
- Many scientists study the unique plants and animals that live nearby.
- Hundreds of animals are found only in Lake Baikal or the nearby area.
- The lake is so large that the nearby area stays cool in the summer and warm in the winter.
- Also in Russia is the Caspian Sea, which is the largest inland body of water in the world.
- The Caspian Sea is a saltwater lake.
- There are many lakes in Russia.

EXERCISE B In each of the following sentences, underline all the adjectives except *a*, *an*, and *the*. Then, draw an arrow from each adjective to the word that it modifies.

Example 1. The house was old but sturdy.

- The flowers in the front yard are purple and yellow.
- Twelve clowns squeezed into the tiny car.
- Many fires are caused by careless campers.
- Do not feed any bear in the park.
- Several children played on the grassy slope.
- The stinger on the scorpion is poisonous.
- The puppy loved to chew leather shoes.
- Bright lightning lit up the dark sky.
- Weird noises filled the old house.
- Fruits and vegetables contain many important vitamins.

Proper Adjectives

A *proper adjective* is formed from a proper noun and begins with a capital letter.

PROPER NOUNS Vietnam, Arab, January

PROPER ADJECTIVES Vietnamese food, Arabian horses, January weather

EXERCISE A Underline the adjectives in each sentence below. Then, underline the proper adjectives a second time. Do not underline *a*, *an*, or *the*.

Example 1. The costumes of the African dancers were colorful.

- The meal began with a clear French soup.
- Do you enjoy spicy Chinese food?
- Margaret Atwood is a Canadian novelist and poet.
- Seoul is the largest South Korean city.
- We ate tiny Greek cookies for dessert.
- Emma speaks with a lovely British accent.
- Did you enjoy the Southern hospitality?
- The graduation gift was a Mexican blanket.
- The local museum showcased American Indian pottery.
- That's an Irish lullaby.

EXERCISE B Underline the proper adjectives in each sentence below. Then, draw an arrow to the word each proper adjective modifies.

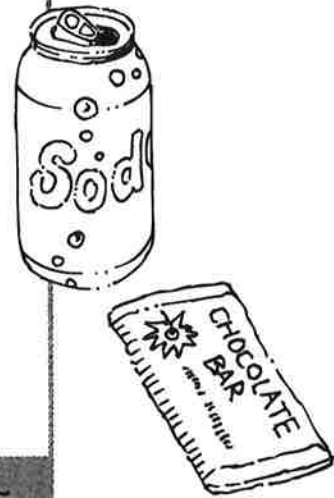
Example 1. I saw a beautiful painting by a Japanese artist.

- They will be traveling along the Irish coast.
- Can you imagine what it would have been like to ride in a Roman chariot?
- The speaker was a Buddhist priest.
- The float was almost ready for the Independence Day parade.
- The review said the author used Dickensian language.
- On what date is the February meeting?
- Sean listens to Celtic music.
- The Martian soil was stored in isolation.
- He sent a postcard showing the Egyptian pyramids.
- The Aztec empire rose in Mexico during the 1400s.

Name _____

Schools Need Principles

walk into most schools these days and you are sure to find soda and candy machines. Some principals, parents, and health workers are concerned because they say that students are being encouraged to eat poorly. Instead of buying a school lunch or milk, for example, a student may buy a soda, candy bar, and chips? People who support these machines in school. Point out that no one has to use them. Everyone has a choice.



MONDAY

WEEK 15

while I agree that everyone has a choice, I believe that there isn't any reason for a school to encourage poor eating habits. What example do we show our students when I say "eat well" and then offer them junk food? Principals, teachers, and students need to take action because the poor physical fitness of Americans has become a national problem. The truth is in fact that the issue is money? Schools are paid to allow vending machines onsite and they are also paid a percentage of the amount sold.



• quotes

TUESDAY

WEEK 15

Name _____

the teachers principles and adults whom allow soda and candy machines point out that the money earned is used to improve the schools. by allowing the machines schools can pay for extra programs? Students will buy junk food anyway” they say. “they should bye it from us because we will use the money on the school” that logic i believe. Sends the wrong message to the students. That message to the students are “Money is the most importnt thing in the world.



- quotes

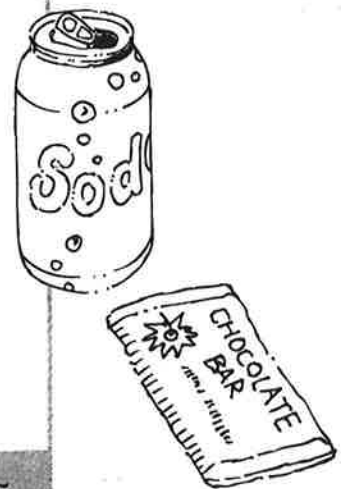
WEDNESDAY

WEEK 15

While its true that money is necesary for a school to run. principles school districts and others cant depend on soda and vending machines. Their presence say to the students “don’t pay attention to what we teach you about nutrition give us money! The solution i believe is a compromise Soda and vending machines may be allowed but they should be available only at certain times. other machines however should offer milk fresh fruit and other healthy foods?



- quotes



THURSDAY

WEEK 15