



American Syllabus (SY 2016-2017)
International Jubilee Private School

FIRST TERM

English H.W List: 5
Grade/Section: 6A&B

Date: Oct 16th- Oct 20th, 2016
WEEK: 7

PLEASE BE REMINDED TO WRITE PROPER MARGINS ON YOUR PORTFOLIO AT HOME. KINDLY BRING GLUE AND RULER EVERYDAY.

LAPTOP/IPAD IS A MUST HAVE INSIDE THE CLASS EVEN THE CONNECTIONS FAIL AT TIMES. THIS IS PART OF TECHNOLOGY. PLEASE BRING AS PERMITTED BY YOUR PARENTS.

Review for a Vocabulary Quiz on **Sunday October 16, 2016** (Phenomenal, showdown, fundamental, flair, lingered, savor, gloat, berate, reserve, brainwashed) Meaning+ How to use in sentences.

Review for a Spelling Quiz on **Wednesday, October 19, 2016** to help you develop more of your spelling skills. (Foresee, forgotten, former, fortune, forth, forward, fought, foundation, fountain, fragrant)

Do the interactive game following the link
<http://www.studystack.com/flashcard-918064>

I .READING

Read "**THE BOY WHO SAVED BASEBALL**" on pages 167-179 of Unit 1 Lesson 6 by copying and pasting the given link to a new tab. Answer the following guide questions on your portfolio;

1. How will you describe the main character in the story?
2. How will you describe Cruz's performance during the batting practice?
3. What can you conclude about Tom at the end of the story?

https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/gr6/ese_9780547894553_/Build/launch.html

Choose the best scene from your leveled book and explain why you like it the most. Write it on your portfolio.

 GO GREEN
 WINNING COMBINATION

 My father, the clown

SKILLS ENHANCER: Please practice the given link to boost up target skills in English. Kindly copy and paste the link to a new tab.

<http://www.floridastudents.org/PreviewResource/StudentResource/121599>

II. GRAMMAR

Other kinds of Noun (SINGULAR, PLURAL AND POSSESSIVE)

Look at the picture below. Write a paragraph of what will happen next? Use singular, plural and possessive noun in your predictions. Please highlight the noun used. Kindly watch the video to recall The idea <https://www.youtube.com/watch?v=Fa3-ibgps-A>



III. WRITING

Write an organize composition using descriptive details and sensory details with the use of transitional words. Kindly proofread. **PLEASE NOTE THAT COMPUTERIZED HOMEWORK SHOULD BE PRINTED AS WELL ASIDE FROM SENDING THROUGH EMAIL FOR MORE EFFECTIVE FEEDBACKS.** Please be guided by the rubrics below. Choose one from the topic below;

- a. Think about a time when something unexpected happened. Write a narrative in which you tell about an unexpected event that happened to you or someone you know. Be sure to include specific details so that a reader can follow your story.
- b. You have made a very important discovery—one that will make you famous throughout the world. Write a story in which you tell about your discovery and how you made it. Be sure to include details about the setting and any characters in the story, and be sure that your story has a beginning, a middle, and an end.
- c. Think of your best day in school. What happened that makes this day stand out in your memory? Write a story for a friend that tells about what happened on this day in school.



EGUSD – Narrative Rubric Grade 6

	4 (Above Grade Level)	3 (At Grade Level)	2 (Approaching Grade Level)	1 (Below Grade Level)
Focus/ Setting CCSS*: ➤ W – 3a ➤ W – 4	<ul style="list-style-type: none"> • Responds skillfully to all parts of the prompt • Purposefully engages and orients the reader by skillfully establishing a vivid context and introducing characters and/or a narrator 	<ul style="list-style-type: none"> • Responds to all parts of the prompt • Engages and orients the reader by establishing a context and introducing characters and/or a narrator 	<ul style="list-style-type: none"> • Responds to most parts of the prompt • Might engage or orient the reader by establishing a context and introducing characters and/or a narrator 	<ul style="list-style-type: none"> • Responds to some or no parts of the prompt • Fails to engage or orient the reader by establishing a context and does not introduce characters and/or a narrator
Organization/ Plot CCSS: ➤ W – 3a ➤ W – 3c ➤ W – 3e ➤ W – 4	<ul style="list-style-type: none"> • Organizes a well-structured event sequence that unfolds logically and naturally • Skillfully connects a variety of transitional words, phrases, and clauses to manage the sequence of events • Provides a conclusion that clearly follows and reflects on the narrated experiences or events 	<ul style="list-style-type: none"> • Organizes a clear event sequence that unfolds logically and naturally • Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts • Provide a conclusion that follows from the narrated experiences or events 	<ul style="list-style-type: none"> • Organizes an event sequence that unfolds naturally but may not be logical • Uses transition words, phrases, and/or clauses to convey sequence • Provides a conclusion that is connected to the narrated experiences or events 	<ul style="list-style-type: none"> • Event sequence unfolds unnaturally and/or illogically • Uses few to no transition words, phrases, and/or clauses to convey sequence • Provides no conclusion or one that is not connected to the narrated experiences or events
Narrative Techniques CCSS: ➤ W – 3b ➤ W – 3d	<ul style="list-style-type: none"> • Creatively uses narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters • Sophisticated use of precise words and phrases, relevant descriptive details, and sensory language to convey rich experiences and events 	<ul style="list-style-type: none"> • Uses narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters • Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events 	<ul style="list-style-type: none"> • Uses some limited narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters • Attempts to use concrete words or phrases, descriptive details, and sensory language 	<ul style="list-style-type: none"> • Uses few or no narrative techniques • Fails to use concrete words or sensory details. Descriptive details, if present, are not concrete.

IV. E-SOCIAL

TOPIC: Oil Discovery and impact on the economy of the UAE

TASK: Prepare one of the following;

1. Print the history behind the discovery of oil in U.A.E.
2. Make a PowerPoint presentation about the brief history about U.A.E. Oil Discovery
3. Create a poster that symbolizes oil prosperity in U.A. E.

V. E-DRAMA

Watch the video and prepare for a one –act play

https://www.youtube.com/watch?v=xcMjNDUj_V4