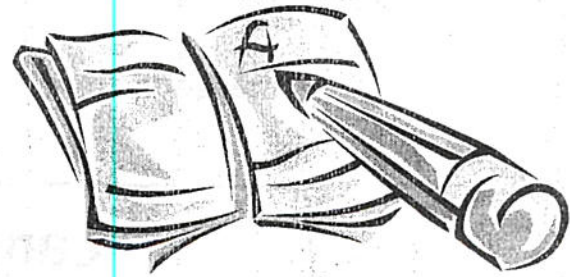


Language Arts Homework

Lesson 4 (Langston Hughes: Poet of the People pg. 88)



Name: _____

Directions: Complete each assignment on separate sheets of loose-leaf paper with the correct headings for each assignment (Name, Date, Room #, and subject). Please staple these assignments to the back of this packet (**one** staple in the left top corner). Please staple the assignments **in the order** that is listed on this page. Remember to write on the correct side of the loose-leaf paper. Have your parents sign the bottom of this page. All homework is due on: **Thursday, October 17, 2013**

1. Reading: _____%

Complete the attached worksheet on loose-leaf paper. Please use complete sentences and skip a line between answers. (please print)

2. Spelling and Vocabulary: _____%

Define your 23 basic and challenge spelling words and use them in a complete and meaningful sentence. (please print)

3. English: _____%

Complete the attached worksheet. (please print)

4. Reading Log _____%

X _____ Parent Signature/Date

Langston Hughes: Poet of the People (Scenes I and II)

Your child will read “Langston Hughes: Poet of the People (Scenes I and II),” a selection from the Risks and Consequences unit. This dramatic selection of two scenes from a play illustrates several incidents from the life of Langston Hughes, the famous African-American writer and poet. The play shows how Langston Hughes stood by his decision to devote his life to writing despite opposition from his wealthy father.

Sometimes you have to follow a decision that feels right, even if nobody supports you. After your child has finished reading “Langston Hughes,” you may want to encourage him or her to think of any five respected American or international leaders who had the courage to take risks despite having little or no support. With the help of the library or the Internet, help your child write down reasons why the world respects these leaders. Fill in the information in the space below. An example has been provided for you.

Name	What He or She Did
Martin Luther King, Jr.	Stood up for the rights of the African-American community and did not back down even after he was beaten and put in jail

Selection Vocabulary

Your child will study the following vocabulary words in the upcoming week. Please review the meanings of these words with your child: **tensely**—feeling emotional strain; **pleading**—begging; **paces**—walks back and forth; **opportunities**—chances to succeed in life; **decent**—good enough to make someone comfortable; **stable**—steady, dependable; **concerned**—showing worry; **strive**—work to get something.

Spelling

Your child will study the following spelling words in the upcoming week. Please review the spellings of these words with your child: pleading, building, painting, finished, worried, unplugged, opening, insisted, controlled, leaving, danced, shedding, rating, striped, stripped, fitting, ringing, setting, bleached, curved. **Challenge Words:** concerned, beginning, preoccupied.

Comprehension Guide: Part 1

Name _____

Date _____ # _____

**Unit 1, Lesson 4 Langston Hughes: Poet of the People
Comprehension Guide**

1. What risk does Langston Hughes take in the play?

2. What are the possible consequences of that risk?

3. What decision do Mr. Hughes and Langston make about
Langston's future?

4. What reasons does Langston give for wanting to quit his
engineering studies?

5. Why does Langston want to go to Columbia University?

Compound Predicates

Focus

Compound predicates contain more than one verb that share the same subject.

Apply

Read the sentences below. Does each sentence have a compound predicate? Write **Yes** or **No** next to each sentence. If the answer is **Yes**, write how many predicates are in the sentence.

1. Sir Alexander Fleming was born in 1881 and died in 1955. _____
2. As a young man, Fleming ran, swam, and played water polo. _____
3. His brother Tom advised and encouraged Alexander to become a doctor. _____
4. In 1928, Fleming observed that penicillin mold destroyed bacteria. _____
5. Fleming did not realize the importance of his discovery. _____
6. In the 1950s, Howard Florey and Ernst Chain studied penicillin mold. _____
7. They isolated the active ingredient and developed a powdery form of the medicine. _____
8. Penicillin helps fight disease and save lives. _____

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Name _____

Week of _____

Home Reading

Weekend	Title _____ Pages _____	Reading Minutes _____
	_____ _____ _____	Parent Signature _____
Monday	Title _____ Pages _____	Reading Minutes _____
	_____ _____ _____	Parent Signature _____
Tuesday	Title _____ Pages _____	Reading Minutes _____
	_____ _____ _____	Parent Signature _____
Wednesday	Title _____ Pages _____	Reading Minutes _____
	_____ _____ _____	Parent Signature _____
Thursday	Title _____ Pages _____	Reading Minutes _____
	_____ _____ _____	Parent Signature _____

Goal: 100 minutes/week

Total Minutes: _____

Home Reading Log
Goal: 100 minutes/week

- Please have your child read “just right” material every week. The log includes weekend reading to help your child meet the 100 minutes/week goal.
- The reading log is due every Friday and a new log will be brought home on Friday.
- Please record the minutes read and sign the form.
- Your child must write a response to reading on the lines provided. Here are some sentences starters that might be helpful:
 1. It was (interesting, sad, funny) when...
 2. My favorite part was...
 3. This made me wonder...
 4. I have a connection...
 5. It reminded me of...
 6. One part I didn't understand was...
 7. I predict...
 8. I think...
 9. I wonder why...
 10. The main character...

Thank you for supporting your child's reading! 😊