

Teacher: Mr. Basile
Subject: Language Arts

Snow Day 1

Language Arts vocabulary:

1. **Setting**- the time and place of the story
2. **Theme**- the central message, lesson, or idea of a story
3. **Protagonist**-the main character that the plot revolves around
4. **Antagonist**- a character, group of characters, or institution which opposes the protagonist
5. **Conflict**- a struggle between two forces
6. **Suspense**- a feeling of uncertainty and anxiety about the outcome of certain actions
7. **Foreshadowing**- the use of clues in writing to give hints of what is to come
8. **Irony**- an outcome of events contrary to what was expected

Directions:

After reading the attached short story, *The Prisoner*, and studying the vocabulary above, answer the following questions about the short story.

1. What is the **setting**? _____

2. What is the **theme**? _____

3. Who is the **protagonist**? _____

4. Is there an **antagonist** AND if so, who? _____

5. What is the **conflict**? _____

6. Describe one area of **suspense** in this story. _____

Continued on next page...

7. Describe one area of **foreshadowing** in this story. _____

8. Is there any **irony** in the story AND if so, describe it. _____

The Prisoner

By: Davinderpal Singh

After 10 years of imprisonment John comes back to the outer world. He goes back to his house. There he finds no one. The neighbors tell him that on the day his imprisonment his child was taken away by some police officer. His sister never came back to take his child in his custody. John was so worried that who took away his child. He also got angry from his sister for whom he sold his wife's jewelry and even kept his house on sale.

Angry John went to her sister house in the native village. There he found that his sister was dying of Cancer. When she saw her brother she begged his pardon. She said that she made a big mistake by not taking care of his brother's son. She begged his pardon. But John went away from her house quietly.

He then moved towards the officer, who imprisoned him. He was going to ask the officer that why was he imprisoned. On his way he thought of taking revenge by stealing away the officer's child. He went to his house and saw a beautiful girl coming out of the house and the officer was waving good bye to her. He thought that he would kidnap the girl and take revenge from the officer.

He forcibly takes the driver seat and takes the girl to an unknown place. The girl asks as to why he did that but he did not answered. When the girl tells John about her fiancée namely Kennedy who is a very efficient police officer. John feels a little pain in his heart. He feels that why would the police officer marry his girl with the guy whose name is similar to my son's name. He tells the girl that it is due to his father, he lost his son and now by marrying you with the boy name Kennedy he want himself to be forgiven. He snatches the locket in her neck. Opens it and see the picture of the girl and a boy. He asks who is he.

She answers that when a young girl puts the picture of young guy near her heart for all the times than this is obvious that she loves her and wants to marry him. John laughs and says that your baby love made John laugh for the first time after 10 years.

She asks John, Are you the one whom was imprisoned by her father. The one who was caught red handed by my father with drugs. John says that yes I am the one. But the drugs were not mine. I told your father that I am innocent. But he did not heard me. Actually it was the work of my brother who was engaged in this activity for so long. My only mistake was that I hide drugs when he was away. That day he was shot dead by your father in an encounter. And during search he found out drugs from my box.

The girl looked at John and said that do you know the Kennedy she is going to marry is his son. She says that her father brought him home, he was sent to boarding school. Later he was grew up so handsome and active that she herself could not resist her and fell in love with him.

John feels ashamed of himself. He writes a note to the officer and asks for sorry. He also thanks the officer in the letter. John begs his pardon from the girl and asks her to go home. The girl forces John to come with her and meet his son. But John denies as he feel so much ashamed of himself that he did not want to show his face to his son. He leaves the girl to her home and leaves the city forever.

Teacher: Mr. Basile
Subject: Language Arts

Snow Day 2

Language Arts vocabulary:

1. **Setting**- the time and place of the story
2. **Theme**- the central message, lesson, or idea of a story
3. **Protagonist**-the main character that the plot revolves around
4. **Antagonist**- a character, group of characters, or institution which opposes the protagonist
5. **Conflict**- a struggle between two forces
6. **Suspense**- a feeling of uncertainty and anxiety about the outcome of certain actions
7. **Foreshadowing**- the use of clues in writing to give hints of what is to come
8. **Irony**- an outcome of events contrary to what was expected

Directions:

After reading the attached short story, *So we meet again...*, and studying the vocabulary above, answer the following questions about the short story.

1. What is the **setting**? _____

2. What is the **theme**? _____

3. Who is the **protagonist**? _____

4. Is there an **antagonist** AND if so, who? _____

5. What is the **conflict**? _____

6. Describe one area of **suspense** in this story. _____

Continued on next page...

7. Describe one area of **foreshadowing** in this story. _____

8. Is there any **irony** in the story AND if so, describe it. _____

So we meet again...

By: Davinderpal Singh

IT was a sunny day when I was waiting for my wife to come at the Mall, so that we could buy clothes for our child. She was 1 hour late. I made a call and found that she was with her mother and they were waiting for the car mechanic to put the new tyre and change the punctured one.

IT was too late. I must go back to my office. My clients must be waiting for me. Just when I thought to leave that place, I struck a lady. I was going to say sorry, when my senses stopped cooperating me. It was Samantha. My mouth was opened and I was steering like I never say a girl before. She looked at me and said its okay, its not new between us.

So we meet again. She asked me about my wife, children and our old friends. I said they were all okay. Not allowing to let me talk, she again asked about me health. She said that you are looking quite weak. I said no! It's just work pressure.

IT was my turn to fulfill the formalities, so I asked her about her health, family and even if she good married yet or not. She said that she is not yet married. When I asked why, she answered that there was some problem with my fiancée a 3 years back. And after lots of family pressure I am again going exchange rings with a new man. I asked her what

was the reason that her relation broke 3 years earlier. She said nothing just then I was not able to decide whom I love and whom I don't.

This strange answer made me think carefully on the issue, but then I saw a guy coming near her. She introduced that guy as her fiancée. We just shook hands and moved on. I looked back and she was waving her hand towards me. I did the same.

I remembered that when I got engaged she was not there. And she did not come to my marriage. At that time she went to U.S. for further studies. Well it was a nice day, as I met my oldest and sweetest and most respectable friend. I was feeling good. My anger towards my wife was over. So I decided to sit the restaurant and wait for my wife and child and of course my mother in law.

At the restaurant I met Sandy. He said he is the owner of the restaurant and now told that I am his special guest. The coffee was free for me I thought. We asked about what we were doing these days. He said that he got married last year. And his wife is pregnant. I asked him about Samantha. Does he know anything about her. He said that the poor girl broke her marriage 3 years earlier and after so much interval she is again going to be engaged. I said you know everything about her and how does that happens. He said she was going to be married to my elder brother. I immediately asked her then you must be knowing the reason what made her engagement broke. She is so beautiful, sweet and lovable person then how come such a nice lady has to face such a problem.

He looked at me and moved his head down. I again asked why her engagement was broken and why was she saying that I could not decide at that time whom I love and whom I don't?

He answered it was due to you. I was so astonished. How is it possible I asked. He said that on the day of engagement she started crying and remembered she called you also. I said yes, it might be due to new relationships.

Sandy moved his head. I said tell me the truth. He said that actually she stopped the engagement because she was missing you at the party. She told me that she feels alone without me. It was the same day when you were getting engaged. She also made you call to tell you she loves you. But you were so happy with your engagement that you could not understand, what she was trying to say on the phone.

I said it is impossible. I also loved her. But she never said anything to me. I thought if I said anything to her than I might lose a good friend too. If she only had said once I would leave everything for her love. I looked up and complaint god what is this. Anyway I must move now. I said bye paid the bill and went out of the restaurant with heavy heart.

There I saw Samantha leaving the place with her fiancée. She looked at me from the car. They both waved bye to me, and I did the same. The car went closer from me. And so did Samantha. She was steering in my eyes and her eyes were glowing. I felt like she still loves me. And may be I too...

Teacher: Mr. Basile
Subject: Language Arts

Snow Day 3

Language Arts vocabulary:

1. **Setting**- the time and place of the story
2. **Theme**- the central message, lesson, or idea of a story
3. **Protagonist**-the main character that the plot revolves around
4. **Antagonist**- a character, group of characters, or institution which opposes the protagonist
5. **Conflict**- a struggle between two forces
6. **Suspense**- a feeling of uncertainty and anxiety about the outcome of certain actions
7. **Foreshadowing**- the use of clues in writing to give hints of what is to come
8. **Irony**- an outcome of events contrary to what was expected

Directions:

After reading the attached short story, *High School Hero: A Short Story About Being in High School*, and studying the vocabulary above, answer the following questions about the short story.

6. What is the **setting**? _____

7. What is the **theme**? _____

8. Who is the **protagonist**? _____

9. Is there an **antagonist** AND if so, who? _____

10. What is the **conflict**? _____

6. Describe one area of **suspense** in this story. _____

Continued on next page...

7. Describe one area of **foreshadowing** in this story. _____

8. Is there any **irony** in the story AND if so, describe it. _____

High School Hero: A Short Story About Being in High School

By Bridgitte Williams

Cory was mad. She had just seen Jim with his arm around Kelly. He was walking her through the high school halls, to her class. Just like he used to do for Cory. Just yesterday. He was even wearing the shirt Cory gave him. The nerve. The humiliation. The rage that Cory felt. Jim didn't have the decency to tell her that it was over between them to her face. He just moved on to another. In one day. It was unbelievable. Horrible. She wanted to die. Then, she wanted him to die. Then, she felt so sad. She actually envied Kelly, for a minute. Until she knew. She knew, it would happen to Kelly, too. Eventually. She sighed.

Just yesterday, Jim had written his usual love note to her. He had said he loved her. Cory had believed him. They had been dating for over six months. Jim tried to make their relationship be more serious. Cory refused. Jim seemed cool about it. Like he respected her. Like it was supposed to be. For God's sakes, she was only fifteen. She was still only allowed to double date. She was alright with that. So was Jim. Until. Until he suddenly decided she was a boring date. She knew, somehow, that was it. Kelly had a rep. A bad one. He was like a puppy following her. Grinning, like the dog he was. Cory hurt so bad. She had not had an inkling of this coming. Whamo. Game over. She sighed.

James passed a note to her in study hall. James was so sweet. He never seemed interested in girls. He was a friend and he always had a smile for everyone. Cory read the note. It

asked what was wrong? She wrote him back explaining what had happened. James wrote back and asked her to meet him after school. She agreed. Cory kept reliving the moment when she saw Jim and Kelly together. High school is hard enough. This crap made it harder. She was barely able to get through her classes without crying. Jim was gone. Cory was alone. You never know what that means until you have had that sweet blanket of high school romantic protection wrapped around you. When it falls away, you are left naked. And hurting. Unbearably. She was ashamed.

James met her at their favorite hang out. He said to her that he had a story to tell her. She sniffed, dried her tears and listened. James told her that Jim was a smooth operator, love wise. He leads a girl to love him and then, if she won't put out, he leaves. Period. James told her that he had never really been called on his dirty game because the girls that he left behind were too afraid to tell. Like, not putting out made you not cool. End of story. No one wanted to talk about it. Then, James told Cory that she was better off without Jim. Cory laughed. She told James that she got that part of it but, what was hard was the loneliness. The missing Jim being there.

James told Cory that she only thought Jim was there. He never was, Cory. Now, you know it. James sighed. He looked deep into her eyes and said that Jim is so not worth it. Cory thought about that for a minute. She heard herself agreeing. James was her friend. If he said it, he meant it. He did. James said, he has forgotten you already so, why don't you do yourself the favor of doing the same for him. For you. Forget him. At that very moment, Cory did. There are [high school football](#) heroes and high school brains and many high school moments of fame. But, this high school hero will always remain very dear to Cory. Good game, James.

Teacher: Mr. Basile

Subject: Transitioning to Employability Skills

Snow Days 1, 2 & 3

Name: _____

Date: _____

Directions: Go the OCIS website:

Website: <http://ocis.ode.state.oh.us>

Username: StruthersHS

Password: ohiocis03

For each job, list some of the main points from items in the job description sections.

1. _____:

A. Overview-

B. Task list-

C. Working Conditions-

D. Physical Demands-

E. Licensing/Certifications-

F. Wage-

G. Employment and Outlook-

Teacher: Mr. Basile

Subject: Independent Study

Khan Academy –

1. Go to: www.khanacademy.org
2. Click on “Sign in with Google”.
3. You will be prompted to sign in to your school e-mail account:
E-mail: firstname.lastname@struthers.k12.oh.us
Password: Emis/lunch number
4. Once you have logged in to your school e-mail account, Khan Academy will automatically log you on to the website. Your name should show in the upper right corner of the screen.
5. On the left side of the screen, scroll down and click “Coaches”.
6. Enter the code **SGZ4KR** and click “Join Class”.
7. Before you can self-select a topic, you will be prompted to complete a pre-test.
8. You can track your progress, complete mastery challenges, etc. on your Learning Dashboard. The link for this is at the top of the menu on the left side of the screen. We will explore this together.
9. You may choose topics/activities using the “Mission Progress” boxes on your Learning Dashboard, or by clicking on the “Learn” link at the top of the screen and selecting the appropriate math topic.

Hints

- If you choose a topic to work on from the “Mission Progress” portion of your Learning Dashboard, you will be taken right to the exercise.
- If you choose a topic to work on from the “Learn” menu, you must select the exercise. Exercises are marked with stars, while videos are marked with arrows.
- Stuck on a math problem? Try watching a video. If there is a video pertaining to the topic you are working on, it will be linked at the bottom right of the exercise window.
- Having trouble logging on? Make sure you clicked “Sign in with Google”!
- Khan Academy won’t let you level up in a particular skill? You might have to successfully complete a “Mastery Challenge”. See if there is one available on your Learning Dashboard.

Snow Day lesson:

You must spend 20 minutes doing the math problems for the full credit on this snow day make-up work.

Mr. Basile-Science

Snow Day 1

Title: Science Literacy- Animals, Plants, and Human Body

*****Use Chapter 8 in your Science textbooks as a reference*****

Name _____ # _____

Date _____ Science _____

Directions:

Read through the following paragraph and answer the questions that follow.

Carnivorous plants are plants that actually eat bugs! These plants have the ability to grow up to 3 feet tall. The largest bug these plants can eat is the cockroach. Several carnivorous plants are the Venus Flytrap and the Pitcher plants. The Venus Flytrap opens and closes faster and faster as the air temperature becomes warmer. This opening and closing motion traps the fly. Pitcher plants also have leaf traps. The unique quality of the Pitcher plant is that they only have the capacity to eat bugs after the bugs have pollinated them!

Be sure to answer the following questions in complete sentences. Proof read your work for correct spelling, capitalization, and punctuation.

What makes a plant carnivorous?

Name two camivorous plants.

Does the camivorous plant Pitcher eat the bug that pollinates it? Why or why not?

Mr. Basile-Science

Snow Day 2

Title: Science Graphic Organizers Set

***** Pick two vocabulary words from chapters 4-12 (except chapter 6). Use one word as concept 1 and one word as concept 2. Complete the chart entirely. Fill in each blank in "how are they alike" and "how are they different"**

Name _____ Date _____

Comparing Concepts

Directions: Use this compare/contrast organizer to explore analogous as well as non-analogous characteristics of two concepts related to a given topic.

Topic: _____

Concept 1:		Concept 2:
	How are they alike?	
_____ _____ _____		
	How are they different?	
_____ _____ _____ _____ _____	_____ _____ _____ _____ _____	_____ _____ _____ _____ _____

Mr. Basile-Science

Snow Day 3

Title: Solar and Wind Power: Clean Energy

***Use chapter 8 in your book (specifically page 555) for a reference and more ideas. After reading these three paragraphs and page 555 in your book, write a well thought out, detailed paragraph **summarizing how solar energy is clean energy and how it help the environment.**

Solar Power: Using the Sun to Help the Earth

Does your pet cat or dog enjoy taking a nap in the sun coming through a window in your house? If you touch your pet's fur that's



been in the sun, it is toasty warm. Pets instinctively understand how solar power can make them warm and comfortable. Before there were machines and modern conveniences, farmers took advantage of solar power to dry corn, vegetables and fruit in the sun so they would be preserved to be eaten later when there was no harvest. Coffee beans are still dried in the sun in some

places. Greenhouses, an example of solar thermal heat, have been around for a long time to keep plants warm.

Solar thermal heat is now used to heat swimming pools, water for homes and provide heat for buildings. Solar thermal heat systems are either passive or active. Your napping pet takes advantage of passive heating and so do many greenhouses. Passive solar heating systems don't need any mechanical equipment but an active solar heating system uses collectors that absorb the sun's heat energy as well as fans or pumps to circulate the heated air. These solar collectors are usually placed on the roof of the building.

The sun has given us solar energy since the earth was formed but it wasn't until recently that inventors understood how convert the sun's energy to electricity. Photovoltaic cells, abbreviated PV, convert sunlight directly to electricity. These cells can be so small that they power a wristwatch or a calculator. Large PV systems can generate enough electricity for a building and are used for power in remote areas that get enough sunshine. Solar power plants can generate enough electricity to power homes and businesses but this is new technology and as of 2006, there were only fifteen such plants in the U. S.