

Name (First and Last): \_\_\_\_\_

**Under the Blood Red Sun Chapters 5-8**

**Select the definition that most nearly defines the given word:**

1.     loomed
  - a.   bragging
  - b.   soaked in sauce before cooking
  - c.   looked large and threatening
  
2.     queasy
  - a.   noisy and confusing activity
  - b.   nauseated; feeling sick to the stomach
  - c.   looked away
  
3.     gesture
  - a.   body movement
  - b.   small, flat-bottomed boats
  - c.   changed someone's beliefs
  
4.     boastful
  - a.   bragging
  - b.   soaked in sauce before cooking
  - c.   noisy and confusing activity
  
5.     marinated
  - a.   soaked in sauce before cooking
  - b.   a structure used for a religious ceremony
  - c.   searched quickly and messily through things
  
6.     binoculars
  - a.   special lenses that magnify objects in the distance
  - b.   moved back and forth rapidly
  - c.   the top edge of a boat's sides that form a ledge
  
7.     gunwale
  - a.   moved back and forth rapidly
  - b.   the top edge of a boat's sides that form a ledge
  - c.   special lenses that magnify objects in the distance
  
8.     vibrated
  - a.   a structure used for a religious ceremony
  - b.   moved back and forth rapidly
  - c.   a large, heavy knife used for cutting through vegetation

9. gaff
- a hooked fish pole
  - a structure used for a religious ceremony
  - changed someone's beliefs
10. lunatics
- the top edge of a boat's sides that form a ledge
  - people considered crazy
  - body movement
11. brainwashed
- people considered crazy
  - conditioned someone to behave differently
  - frowned
12. sampans
- small, flat-bottomed boats
  - looked away
  - a large, heavy knife used for cutting through vegetation

**Write in the letter that corresponds with each definition:**

- |   |                |
|---|----------------|
| ___ 1. the top edge of a boat's sides that form a ledge | A. gunwale     |
| ___ 2. bragging   | B. brainwashed |
| ___ 3. looked away                                      | C. gesture     |
| ___ 4. conditioned someone to behave differently        | D. lunatics    |
| ___ 5. a structure used for a religious ceremony        | E. commotion   |
| ___ 6. body movement                                    | F. rummaged    |
| ___ 7. searched quickly and messily through things      | G. sampans     |
| ___ 8. changed someone's beliefs                        | H. converted   |
| ___ 9. moved back and forth rapidly                     | I. boastful    |
| ___ 10. small, flat-bottomed boats                      | J. averted     |
| ___ 11. noisy and confusing activity                    | K. vibrated    |
| ___ 12. people considered crazy                         | L. altar       |

**Write a sentence with each of the following words. Make sure that your sentence shows your understanding of the word. Do NOT Change the form of the word.**

brainwashed

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gesture

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commotion

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boastful

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averted

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	Criteria			
	1	2	3	4
Topic Sentence / Main Idea	Student communicates and expresses main idea with limited effectiveness. Topic sentence (Introduction) is unclear and very weak.	Student communicates and expresses main idea with some effectiveness. Topic sentence (Introduction) is somehow clear and effective.	Student communicates and expresses main idea with considerable effectiveness. Topic sentence (Introduction) is clear and effective.	Student communicates and expresses main idea with a high degree of effectiveness. Topic sentence (Introduction) is very strong and very effective.
Supporting Detail Sentences (3 Body Sentences)	Supporting details (with evidence, examples, and descriptions) are unclear, not relevant to the text, and not related to the main idea. Student demonstrated limited understanding.	Supporting details (ex. evidence, examples, descriptions) are somehow clear, sometimes relevant to text, and sometimes related to the main idea. Student demonstrated some understanding.	Supporting details (ex. evidence, examples, descriptions) are effective, mostly relevant to text, complex, and are related to the main idea. Student demonstrated considerable understanding.	Supporting details (ex. evidence, examples, descriptions) are consistently specific, relevant to text, complex, often insightful, and closely related to the main idea. Student demonstrated thorough understanding.
Conclusion / Closing Sentence	Closing sentence is very weak, unclear and incorrectly placed, and is not restated in the topic sentence and the main idea and is unsuccessful in resolving /summarizing text. Student demonstrated limited understanding.	Closing sentence is unclear and incorrectly placed, and is somehow restated in the topic sentence and the main idea, and is somehow successful in resolving /summarizing text. Student demonstrated some understanding.	Closing sentence is strong, clearly restated in the topic sentence and the main idea, and is sometimes successful in resolving/summarizing text. Student demonstrated considerable understanding.	Closing sentence is very strong, very clearly restated in the topic sentence and the main idea, and is successful in resolving / summarizing text. Student demonstrated thorough understanding.
Transitions	Transitions are used to show the development from one idea to the next paragraphing with limited effectiveness.	Transitions are used to show the development from one idea to the next paragraphing with some effectiveness.	Transitions are used to show the development from one idea to the next paragraphing with considerable effectiveness.	Transitions are used to show the development from one idea to the next paragraphing with a high degree of effectiveness.
<b>Use of conventions</b> : (grammar, spelling, punctuation, and terminology)	Uses conventions, vocabulary, and terminology of the discipline with limited effectiveness [major spelling/grammar errors ( 3 and more errors)]	Uses conventions, vocabulary, and terminology of the discipline with some effectiveness [some spelling/grammar errors (2 errors)]	Uses conventions, vocabulary, and terminology of the discipline with considerable effectiveness [few spelling/grammar errors (1 error)]	Uses conventions, vocabulary, and terminology of the discipline with a high degree of effectiveness (no spelling/grammar errors)

[illegible]

**Short Answer:**

1. What warning did Mr. Wilson give Tomi?

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2. What did Keet begin to do to Tomi?

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3. What did Tomi believe Grampa would have done about Keet, if he had been Tomi?

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4. What did Grampa say they should do with the puppies? How do you know he didn't mean it?

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5. What observation did Sanji make about the planes?

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6. What did the group see while they were fishing?

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7. What did Papa say people were wondering?

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8. What special item did Charlie own?

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9. What did Tomi and Billy see from the banyan tree?

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10. What did Papa do with Billy's fish?

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**Chapter Summaries: Write a 3-4 sentence summary of each chapter:**

Chapter 5 \_\_\_\_\_

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Chapter 6 \_\_\_\_\_

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Chapter 7 \_\_\_\_\_

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Chapter 8 \_\_\_\_\_

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