

Information for 7A and 7C Language Arts/Social Studies

Dates: March 24-27 and April 6-10

This plan is evolving as we speak. Please follow whichever plan works best for your family, whether it be online for assignment hand out and completion, online for assignment hand out and work completion on paper, or everything on paper. If your child is able to access kidblog, I will be doing daily updates with tasks and challenges feeding off the students interests as well as what is going on in the world. This would be the most authentic, and I think engaging way to proceed through these uncertain times. However, I do understand that technology and Wi-Fi are not available in all households at all times. When it all comes down to it, as long as they are reading daily, writing daily, thinking critically and creatively, using positive mental health strategies, and getting fresh air, then I am a happy teacher. Please do what works best for your family.

If your student was at school on Tuesday afternoon (March 17), we went through the list of items they will need for the coming weeks, and I sent them to put it all in their backpacks right away. All other kids, I put as much of their required things in an envelope, and highlighted anything on the list that would either be in their lockers, or already at home. This is currently available to be picked up from me, or will be at the tables at the school on Tuesday the 24th and Wednesday the 25th.

I have made the decision that our FLAMES OF THE TIGER read aloud will be put on pause for right now, as students learning offline will have no way to watch/listen to readings. For those learning online, I may do some oral readings on the blog using picture books, other novels, or articles. We will pick back up with Flames when we come back together as a class.

Students can follow Plan One, or Plan Two. They do not need to follow both.

Plan One: OFFLINE AND ON PAPER:

WRITING: (LA and SS) Have students start their **My Life: The Virus of 2020** journal, and have them produce **one entry per day**. (This was given to all kids on Tuesday, and is in the packages of the kids missing.) There are various opportunities for personal creativity in this assignment. This can be logged on paper, in a duotang, in a notebook, or on a word document and printed out. Think of how Anne Frank responded to the world in her diary, or how Bana Alabed documented her experiences in Syria. This is your voice and your story through these times. I will collect the journal in its entirety when we come back together, but they will periodically submit publish-quality entries through the time we are away.

CHOICE READING: (LA) All student should take 20 minutes to just read. Whatever book, whatever article, it doesn't matter. Just get them reading quietly. Feel free to read WITH your child periodically. They can read to you, or you can read to them.

LITERATURE CIRCLES RESPONSES: (LA and SS) We will continue the reading response process we have going already on the blog. (Duotangs, books and bookmark sets were sent home Tuesday, and are in the packages for students who were absent, unless they are at home or in their lockers.) Students can write these responses on paper if needed. Please have students divide the remainder of their novels into four sections. They are to complete **one reading section per week**, and produce a reading response based on this reading using the same rubric for grading as we have been doing for the past four entries. Students are free to use whichever bookmark/prompt that they would like, but they MUST USE A PROMPT TO

GUIDE THEIR READING, as stated in the rubric. Feel free to use a new bookmark that we have not used as a class yet if you so choose! Students are familiar with this process, and have received feedback on two entries already.

****Considering the intense and serious nature of these books, if you feel that it wouldn't be appropriate for your child to read this kind of text during this uncertain time, please feel free to select a different book with your child, and have them do these same tasks. The same rules and structures apply. Get them reading, thinking, analyzing, and have them back up their thinking with examples from the text. Please structure their entry the same way we have been, with the name of the book in the title of the entry, pages read listed at the top. If it helps, have them divide their new book in to 6 sections, or just let them read until they are ready to write.****

At the end of April 10, I will collect the following for assessment/feedback:

One entry from My Life: The Virus of 2020 that has been cleaned up, edited, and demonstrates their best writing abilities.

One literature circle response out of the two, which demonstrates their strongest and deepest reading comprehension and their best writing abilities. (Use the rubric in their duotang to determine this.)

If we continue distance learning beyond April 10, I will have a social studies/human rights specific assignment for them to complete in the following two weeks, and will be collecting some of the work on the blog and converting it to a paper task that our remote learners will be able to do these things at home.

PLAN 2: ONLINE LEARNING ON KIDBLOG.ORG:

I will be posting daily on kidblog.org for students who are able to access this platform. I will be posting guided tasks daily that will engage them in our curriculums in the most authentic ways possible considering our current situation. Students have been curating a list of activities and challenges to keep our brains moving in critical and creative ways, and these tasks will hopefully be motivating for the students to engage in.

These will include the following, but not all will be done every day:

Literature circle responses: (LA and SS) One per week. See above. Again, if you wish to choose a different book with your child at this time, please feel free and let me know.

Creative activities/challenges with written responses: (LA mostly... with some SS and French thrown in) These will vary day to day, but will always come with a requirement to write a written response to anything we do. These written responses are expected to be CLEAN and EDITED and at least one paragraph in length. (5 meaty sentences minimum)

Daily social studies video: (SS focus with LA skills) I will be posting one 1-minute-short regarding one of the articles out of the Universal Declaration of Human Rights. They are expected to respond to this video in comments on the post to deepen their understanding of the given article for that day.

My Life: The Virus of 2020: This can be done at their own pace, either posted on the blog, or on paper. It is totally up to you guys. This does not need to be done daily if your child is engaging in the blog in other ways, but it should be done at least periodically, when appropriate for your own child.

Things your child should do away from the blog:

Choice Reading: (LA) All student should take 20 minutes to just read. Whatever book, whatever article, it doesn't matter. Just get them reading quietly.

After April 10, I will collect the following for assessment/feedback:

One entry from the blog that reflects their best critical and creative thinking, and writing abilities. Our general writing rubrics will be used to assess these.

One literature circle response out of the two, which demonstrates their strongest and deepest reading comprehension and their best writing abilities. (Use the rubric in their duotang to determine this.)

It will be up to the students to tell me what they want me to grade at the end of the two week period. I will post on the blog regarding how this process will work

If distance learning continues beyond April 10, we will continue this process on the blog, learning what works and what doesn't as we go, in order to make this the best learning experience possible for all of us.

Information for French:

With the bulk of parents not able to support their students in French at home, we will take this two weeks off from French, and will focus on it when we return. If distance learning is extended beyond April 10, I will begin sending some French Language and Culture activities home at that point. Our Mon Monstre project will continue when we come back together, though students could choose to work on the visual at home if they wish.

A final word,

When it all comes down to it, their mental health and wellbeing is the most important thing. And to keep them reading, writing and thinking is crucial. It is less crucial how that is happening. Authentic learning moments at home are more important in my eyes, and then get your child to report back on it through the "My Life: The Virus of 2020" assignment and the blog, about the things you guys are doing and experiencing at home. We are in this together. Please reach out when you need to.