Lesson Plan

Parents and Students,

Well, this has been quite the Spring Break, hasn’t it? Rest assured, the last thing we want is for the kids to lose skills over this extended period. Since it is so uncertain right now, I wanted to give the kids some activities they could do this week. 1) To help keep them busy and 2) to make sure that they stay up.

Now, they won’t want to, but they should know that this will count for them in the grade book. For no less than two grades. I will have them listed and provide more information as it comes up. Please refer to the suggested lesson schedule below for this week. And as we near testing/exam time, it is important that they keep growing.

If the kids have access to a printer, that is fine. If not, then they can simply use their phones or a laptop, or whatever they have access to. If you do not have access, then I am working on a way to get packets printed and left at the school to pick up. I will send out info later.

Thanks for your understanding and patience during this difficult time.

**Lesson Plan**

Monday:

* Have the kids read over the first article, “Dos and Don’ts of Social Distancing.” Respond—make sure they read and word carefully, they know what it means—respond to each question at the end of the article.
* Reading logs. They should be reading 20 minutes (at least) every single day and writing a short summary of what they read. This includes specific details from their book. A single sentence is not enough (you know who you are).

Tuesday:

* Check over the Narrative Writers Techniques/Goals sheets. Based on their understanding of Social Distancing, have the kids write a narrative from the point of view of a fictional character who lives during the current time of social distancing. Have them refer to their blue rubrics for clues on how it will be scored.
* Reading logs. They should be reading 20 minutes (at least) every single day and writing a short summary of what they read. This includes specific details from their book. A single sentence is not enough (you know who you are).

Wednesday:

* Students should read the second article: “Coronavirus Myths.” Once they read it carefully, they should write a one-page reflection on how their understanding of the virus has changed after reading this article.
* Reading logs. They should be reading 20 minutes (at least) every single day and writing a short summary of what they read. This includes specific details from their book. A single sentence is not enough (you know who you are).

Thursday:

* Let’s redraft. Examine the Narrative Techniques/Goals sheets. Scan over a chapter of their free-choice book and see what their author has done. Make a few notes and revisions on the original narrative they wrote Monday. Now they should try out at least two techniques that their author used in their book and test them out in their narrative. Rewrite it, making it clean and pretty. Write a short paragraph summarizing the moves they used in their narratives.
* Reading logs. They should be reading 20 minutes (at least) every single day and writing a short summary of what they read. This includes specific details from their book. A single sentence is not enough (you know who you are).

Friday:

* Reading logs. They should be reading 20 minutes (at least) every single day and writing a short summary of what they read. This includes specific details from their book. A single sentence is not enough (you know who you are).
* Write a one-page review of your book. Include details from the text and a strong recommendation if someone should read the book or not. Include specific details and reasons for your recommendation. Check out Amazon book reviews or Goodreads for tips on ho to write a strong review.

Turning In Your Work

There are a couple things you can do, depending on your specific circumstances:

1. If they are doing the work on a computer or phone, they can simple log into their school email account and submit them through Teams (I will set this up throughout the week).
2. Or they can attach them and send them to me through email with a specific subject line: **StudentnameInitial\_Assignment**. For example, if your name is John Smith and you are turning in the Social Distancing questions, your subject line should look like this: **JohnS\_SocialDistancing.**
3. Or they can place all their work in their binder and turn it in when we return. Note that if this is how they are going to do their work, then they are solely responsible for keeping track of all of it when they return.