**Gifted English I—Mrs. Stevens**

**March 25-March 27**

You will find class resources (notes and powerpoints/presentations) for me each week in your class **TEAM's General Section.**

At the top, click Files>Class Materials>Week 1 folder for me. I'll try to post any Powerpoint documents in PDF form as well just in case the actual PPT doesn't cooperate with your device.

1. Go to the Class Materials and read the Teacher note (if you haven't already). *The teacher note can also be found on the next page of this document.*

2. Download the Set 8 Vocabulary & record in your writer's notebook.

3. Complete the weekly writing/daily reading directions from the teacher note. Peruse the options for writing "seeds" located on that document if you need ideas for writing/reading.

You can record any writing/reading in your writer’s notebook. If you don’t have access to your notebook, you can keep up with this on separate paper or type it/save it as you go.

PLEASE CONTACT ME via Teams chat or Remind (or email) if you don't understand my directions. Read all directions thoroughly first.

**Remind codes**

1st period: @geng1s to 81010 (or just add these codes within the free app for Remind)

2nd period: @geng2s to 81010

**A note from Mrs. Stevens**

Please know that I will be posting some updates on my school website, but for now, most of our communication will be through Microsoft Teams. All of you have familiarized yourself with this platform before and currently have access, so it makes sense for us to utilize it in the upcoming weeks. Go ahead and get the app on your phone and/or the desktop app on your computer if you haven’t already, which just requires your current school email and password for free access. My plan is for you to read, write, and think daily, but also not bombard you with busy work that will take many hours each day. You and I both need to work on our self-discipline through this, and it would be wise to set apart some time each day to work specifically on school tasks.

A teacher I follow, Kelly Gallagher, recently posted the following message to his students:

“You are living through an unprecedented moment in history—right now! Today, tomorrow, and the days that follow will be captured in history books. Someday, you will share stories with your children and grandchildren about living through this time. Because these days are historical, it is critical that we not let these events pass without capturing how they affect you, your family, your school, and your community.”

This is so true, and that is why we will utilize daily writing to document our thoughts and reactions.

As you will continue your “schooling” at home, I will ask you to take part in reading and writing on a weekly basis along with a few other specific assignments, and I will describe here the work you will do outside the classroom.

**Weekly writing**

You will be asked to write two pages (or more) **two** days a week in your writer’s notebook, capturing your thoughts, questions, comments, and concerns about the events that are unfolding. I want you to capture this history—your history—any way you’d like.

Below are some suggestions for your daily writing, many of them shared by Mr. Gallagher, but you do not need to follow them. Feel free to generate your own thinking.

**Some possibilities for daily writing:**

* + Capture how this virus has disrupted your school year—including sporting events, concerts, assemblies, dances.
	+ Discuss how your daily life has been disrupted.
	+ Share the effect it has had on your friends and family.
	+ As we go into more social isolation, you might write reviews of movies, television shows, podcasts, video games to share with your classmates. We will create digital spaces on Teams and possibly another platform to share this thinking (details to follow).
	+ Respond to any seed about the crisis you find interesting. A “seed” can be an article, a broadcast, a Tedtalk, a tweet, a photograph, a podcast, a film, an Instagram (or another online) post, a TikTok video, a political cartoon—anything that spurs some thinking about the crisis. You are encouraged to find your own seeds—whatever you think is worth writing about—but if you have trouble getting started, you might want to respond to one or more of the following seeds:
	+ “March the Ninth Twenty Twenty” [A Poem](https://lithub.com/march-the-ninth-twenty-twenty/)

○ [Two Woman Fell Sick, One Survived Two Women Fell Sick From the Coronavirus. One Survived.](https://www.nytimes.com/interactive/2020/03/13/world/asia/coronavirus-death-life.html?action=click&module=Top%20Stories&pgtype=Homepage)

○ [25 songs that matter now:](https://www.nytimes.com/interactive/2020/03/11/magazine/best-songs.html?action=click&module=moreIn&pgtype=Article&region=Footer&action=click&module=MoreInSection&pgtype=Article&region=Footer&contentCollection=The%20New%252%200York%20Times%20Magazine#brittanyhoward)

[https://www.nytimes.com/interactive/2020/03/11/magazine/best-songs.html?action=click&module=moreIn&pgtype=Article&region=Footer&action=click&module=MoreInSection&pgtype=Article&region=Footer&contentCollection=The%20New%2%200York%20Times%20Magazine#brittanyhoward](https://www.nytimes.com/interactive/2020/03/11/magazine/best-songs.html?action=click&module=moreIn&pgtype=Article&region=Footer&action=click&module=MoreInSection&pgtype=Article&region=Footer&contentCollection=The%20New%252%200York%20Times%20Magazine#brittanyhoward)

○ Coronavirus explained in a TedTalk: [Coronavirus Is Our Future Alanna Shaikh | TEDxSMU](https://www.youtube.com/watch?v=Fqw-9yMV0sI)

○ Political cartoons: [Corona News](https://www.cagle.com/bob-englehart/2020/03/corona-news)

○ A soccer team is trapped: <https://www.nytimes.com/2020/03/13/sports/soccer/wuhan-coronavirus-spain-soccer.html?action=click&module=Editors%20Picks&pgtype=Homepage>

○ Who will pay the salary of stadium workers? [One player steps up. Pelicans Star Zion Williamson Pledges to Pay the Salaries for Staffers of the Smoothie King Center](https://people.com/sports/pelicans-star-zion-williamson-pay-salaries-staffers-smoothie-king-center/)

○ Student sent home for profiting on the selling of hand sanitizer: [Student Sent Home For Selling Hand Sanitizer By The Squirt To Classmates, Mom Says](https://www.huffpost.com/entry/hand-sanitizer-school-suspension_n_5e6b071ec5b6dda30fc642ef?guccounter=1)

○ Creating a coronavirus songlist: [Rita Wilson Crowdsources Coronavirus 'Quarantunes' Playlist From Her Fans](https://www.huffpost.com/entry/rita-wilson-coronavirus-quarantine-playlist_n_5e6c8918c5b6bd8156f7d4c6)

○ Podcast on the Coronavirus: [Ologies “Virology (COVID-19) with Dr. Shannon Bennet + various ologists”](https://www.alieward.com/ologies/virology)

○ Researchers are using a World of Warcraft scenario to understand COVID-19’s spread: [PCGamer article](https://www.pcgamer.com/the-researchers-who-once-studied-wows-corrupted-blood-plague-are-now-fighting-the-coronavirus/).

○ The power of social distancing: <https://www.horsesforsources.com/storage/app/media/2020/social%20distancing.png?fbclid=IwAR1dlnfTlkl408TJzbCEXvfY1dzntEl8whsehVGJwG3LZeDK2zn7G55jgY0>

○ Here are the workers most at risk: <https://www.nytimes.com/interactive/2020/03/15/business/economy/coronavirus-worker-risk.html?action=click&module=Top%20Stories&pgtype=Homepage>

○ Lots of good info here: <https://www.nytimes.com/news-event/coronavirus>

○ A look at coronavirus through comics: <https://www.npr.org/sections/goatsandsoda/2020/02/28/809580453/just-for-kids-a-comic-exploring-the-new-coronavirus>

○ Is paper money safe? <https://www.latimes.com/business/story/2020-03-12/cash-coronavirus>

* How can we stop the curve of infection?: <https://www.washingtonpost.com/graphics/2020/world/corona-simulator/>

These are here if you need help getting started. As the crisis unfolds, you will be able to easily find new seeds that encourage reflection. This story changes every day. Do not depend on the teacher to do your thinking for you. Find seeds worthy of writing and thinking about. Be creative: Write across genres: poetry, dialogue (just capture a conversation between people), description: zoom in on a moment you experience; discuss songs that capture these events for you; find and respond to charts and graphs worth thinking about. Or perhaps you’d like to make a scrapbook. If so, here are some samples to spur your thinking:

○ <https://www.creativelive.com/blog/scrapbook-ideas-for-beginners/>

○ <https://www.pinterest.com/simonsaysstamp/scrapbook-layouts/>

Here is another site that shows ways of keeping interesting notebooks: <http://www.sharingournotebooks.amylv.com/>

You might also want to look at how other people in history captured historical events. Here, for example, is a look at the notebooks of Anne Frank, which have been read by millions of people: <https://www.annefrank.org/en/anne-frank/diary/complete-works-anne-frank/>

Again, be creative as you decide how best to chronicle your thinking. What is the best way to capture this historical moment? You decide. Be creative!

**Your daily writing will not be graded**. It will not even be read unless you grant permission. So take risks. Be honest. Try to create writing that you will be interested in re-reading years from now. Chronicle your thinking as we navigate these uncertain days/weeks. If you do not have your notebook at home, you may write on paper or create a Word Doc or Google Doc. That said, if this quarantine is extended, we will create a digital space where we can eventually begin sharing our writing. You will not be asked to share everything you write, but occasionally you will be asked to join the written “conversation.”

I’ll be writing alongside you.

**Daily reading**

Find a book to read. Any book that interests you. Your choice. You are asked to read this book for 25 or more minutes every school day. You are asked to time your reading every day, and to track the time you spend reading on a self-made chart. The chart you create can be hand-written or created digitally, and it might look like this example:

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **Book** | **Pages read** | **Time spent reading** |
| 3/16 | *All the Bright Places* | 50-75 | 30 min |
| 3/17 | *All the Bright Places* | 76-120 | 40 min |
| 3/18 | *All the Bright Places* | 120-225 | 85 min |
| 3/19 | *All the Bright Places* | 226-250 | 25 min |
| 3/19 | Same day b/c I’m hooked! | 251-330 | 70 min |

**The goal here is 25 minutes a day of sustained, uninterrupted reading.** I know that may be difficult for some of you, as you may face interruptions at home, but it is critical that you do your best to find uninterrupted reading time as a means to building your stamina. If you do not have a book, you can download one for free from the public library system.

* Start here: <https://first.overdrive.com/> First Regional Library (you can load the Libby App free to your device)
* Or here for the school library’s webpage that has various resources to access: <https://olivebranchhighdesotoms.schoolinsites.com/library>
* Some books are accessible for free as online PDFs. For example, I googled “Little Fires Everywhere” pdf and can now read that book in its entirety online. Another one I just tried is a young adult book. I googled “Legend PDF” and it was available.
* If you own a Kindle, here are places you can download free books: <https://ebookfriendly.com/download-free-kindle-books/>
* If you struggle to find a full book to read, you may still find other reading material that you may use, as long as you are trying to adhere to the time consideration. Ex. a short story online or informative articles

**Other weekly assignments**

You will continue to have weekly vocabulary on Wednesdays that you will record in your notebook; you will have a practice activity to complete with the vocabulary (some may involve photos and videos!) I will also post some specific criteria for you to finish at some point within the week. For example, I may have you read a short story from the textbook or listen to a podcast from a list of choices and respond to it.

We will remain connected to one another during this time in other ways besides the conventional classroom. Capture your history in real time as we face each day, knowing there is strength in community, and that this moment will pass.

If you have any questions, comments, or concerns, please do not hesitate to post to Microsoft Teams or message me through remind or email. I will respond daily.

Hang in there,

Mrs. Stevens