

April 6th-10th

Week 1: Home learning assignments.

- Independent Reading/Responding to reading
- Letter Writing (e-mail form)

Outcomes covered:

Reading

GCO 4. Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts.

SCO 4.1 read a wide variety of print texts which include drama, poetry, fiction, and non-fiction from contemporary, pre-twentieth century, Canadian and world writing

SCO 4.3 seek meaning in reading, using a variety of strategies such as cueing systems, utilizing prior knowledge, analysing, inferring, predicting, synthesizing, and evaluating

SCO 4.4 use specific strategies to clear up confusing parts of a text (e.g. reread/review the text, consult another source, ask for help) and adjust reading and viewing rate (e.g. skimming, scanning, reading/viewing for detail) according to purpose

SCO 4.5 demonstrate an understanding of the impact literary devices and media techniques (editing, symbolism, imagery, figurative language, irony, etc.) have on shaping the understanding of a text

Writing.

GCO 10. Students will be expected to use a range of strategies to develop effective writing and other ways of representing, and to enhance clarity, precision, and effectiveness.

SCO 10.1 demonstrate an awareness of what writing/representation processes and presentation strategies work for them in relation to audience and purpose

SCO 10.2 consistently use the conventions of written language in final products

SCO 10.3 experiment with the use of technology in communicating for a range of purposes

SCO 10.4 demonstrate commitment to crafting pieces of writing and other representations

1. Read Independently 20-30 minutes a day of choice reading.

Start keeping a Reading Notebook. You should fill two pages of your reflections in a week of reading. You can use words, quotes from book, images, symbols, drawings etc. You are not limited to one thing. Feel free to take a picture and send it to your teacher by email.

Here are some examples of what you can do.

Internal/External Conflicts for Characters

DOUBLE-ENTRY JOURNAL

FROM THE TEXT	FROM YOUR MIND
<ul style="list-style-type: none">a passageinteresting languagequotationkey eventcritical factmain ideaa problem or conflict LEFT SIDE	<ul style="list-style-type: none">a reactiona theory or hypothesisa comparisonan explanationa discussion of significance/ importancea discussion of reactions to text RIGHT SIDE

Stargirl Jerry Spinelli

Has a pet rat, Cinnamon. Different in every way!

Thoughtful! Makes cards for people anonymously and sings to students on their birthdays. She changes her name often. Susan, Pocket Mouse, Mudpie, Hollygully, Stargirl.

Isn't at all concerned with what others think. "She was elusive. She was today. She was tomorrow. She was the faintest scent of a cactus flower, the flitting shadow of an elf and of her. In our minds we tried to pin her to corkboard like a butterfly, but the pin merely went through and away she flew." Page 15 + Burb.

Falls in love with Leo!

Is shunned by the whole school for cheering for the opposing team. "We did not know what to make of her. We did not know what to make of her. In our minds we tried to pin her to corkboard like a butterfly, but the pin merely went through and away she flew." Page 15 + Burb.

Tries to change and "fit in" for Leo's sake. (Goes by Susan). This doesn't really work.

Disappears after the Valentine's Day Dance.

Wonder Struck by Brian Szemick
Internal and External Pressures

runaway!

Ben

Deaf

Loneliness

FEAR

Alone in a strange city!

Years struggle since and they street turned upside down.

Sale of his house

"I'm going to have to sell it sooner or later. We have bills to pay and now we have Ben."

Remember to fill your notebook... (with your name, date, page, and chapter) I like this book because it's about a boy who is always looking for a way to fit in.

Yawning

Writing About Reading

<ul style="list-style-type: none">My favorite part...This book reminded me of...I predict that...I wonder why...My favorite character is...I was confused when...After reading, I felt...I was surprised when...	<ul style="list-style-type: none">A part that disappointed me was...I pictured in my head...I like this author because...The ending was...The theme is...Some evidence is...Some words I'm not sure of are...
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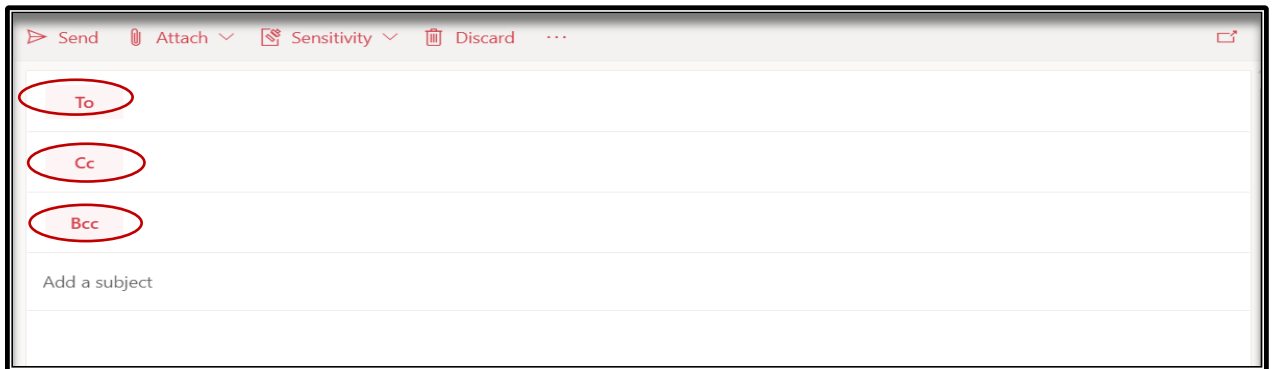
2. Email to teacher-

Craft an email to your English teacher. The past weeks have been like nothing we have experienced before. Now that we know at home learning will continue for the time being, we should get reacquainted. Write a brief e-mail and follow the notes on the next pages.

The E- Mail	Great Work	Needs Improvement
Is addressed to your teacher <i>(Mrs. MacDonnell, Mr. Sullivan, Ms. Lynch)</i>		
Includes a clear subject line		
Uses proper greeting		
Stays focused on the topic		
Uses proper closing		
Is free of grammar, punctuation, and spelling errors		

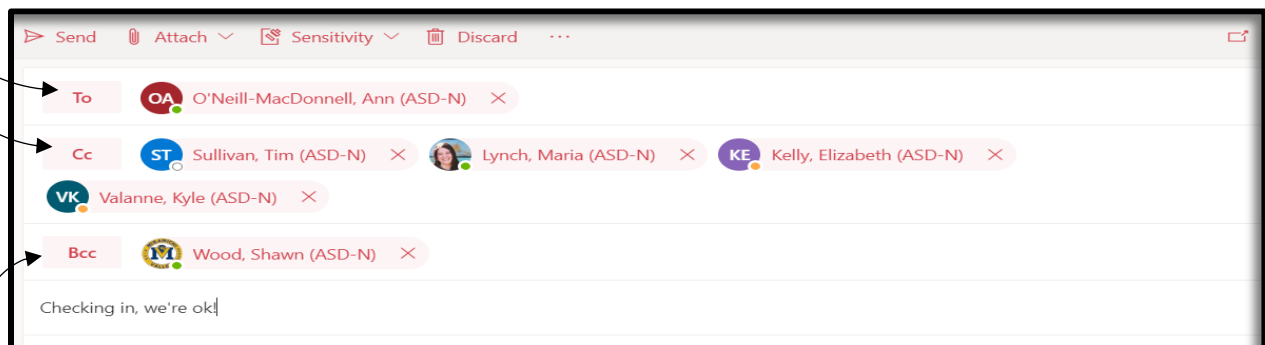
A guide to sending a personal e-mail

1. Understanding how to address your e-mail.



To: Put the email address of the person the email is intended for.

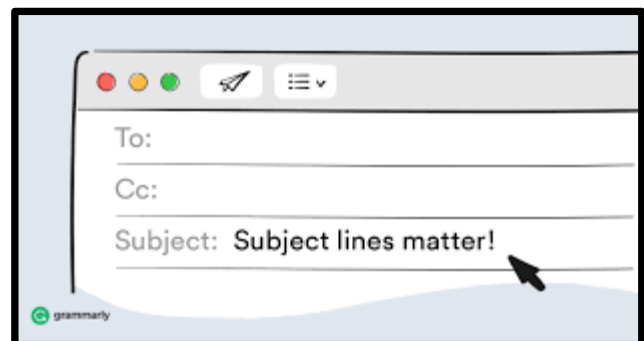
Cc: (**Carbon Copy**) - Put the email address(es) here if you are sending a copy for their information (and you want everyone to explicitly see this)



Bcc: (**Blind Carbon Copy**) - Put the email address here if you are sending them a Copy and you do not want the other recipients to see that you sent it to this contact.

2. Subject Line What is your e-mail about?

- Include the topic
- For Example:
 - o Thank you!
 - o I'm grateful
 - o We're doing ok
 - o Missing school and routine
 - o We've been staying positive
 - o Happy and Healthy



1. Greeting

Greet politely

- Follow in-person rules
- Examples:
 - o Hello, Mrs. MacDonnell:
 - o Hi, Principal Wood:
 - o Good morning, Coach Sullivan:
 - o Good afternoon, Ms. Lynch:



- *Notice the comma after the greeting, and the colon after the person addressed.*

2. The Body

- Get to the point (do not ramble)
- Limit your content (1-3 paragraphs)
- Use proper language. Do not use **abbreviations, slang, text language, etc..**

3. Proofread

- Check for spelling and grammar errors
- Read email aloud to “hear” how you sound, what’s the tone
 - o Happy or angry
 - o Respectful or disrespectful
 - o Funny or sarcastic

4. Closing- when you finish your email include a closing followed by your name

- Use your formal name
- Add a closing,
 - o Sincerely,
 - o Best
 - o Warm regards,
 - o Thanks, Again!
 - o Hope to hear from you soon,



- *Notice the comma after the closing.*

5. Keep in mind.

- Email is part of your digital footprint
- Expect a response, although not immediate depending on the nature of the e-mail and the recipient. Most emails are answered within 24-48 hours.
- Use email to communicate simple requests
- Use in-person communication rules. Consider:
 - o Would you say it to someone’s face?
 - o How would you communicate this same message in-person?