

April 6, 2020

Hello Amphi families,

I hope this letter finds you all healthy & safe. This week's assignments are going to step up the work a bit! You may complete this assignment online or in this paper packet, you received in the mail. Below you will find a list of all the assignments for this week.

Integrated ELD Reading Assignments:

- Independent Reading/ 3-2-1 Reading Tracker: Students should be reading every day for at least *25 minutes, and of course they can always do more* ☺. This will greatly help with completing the Choice Board assignment & their week 3-2-1 Tracker,
 - * Students can chunk up this time in order to accomplish this goal.
 - For example, they can spend 10 min. in their books & 15 min. on Imagine Reading online;
 - Or perhaps 15 min. reading their books & 10 min. reading to a family member.
- Reading Choice board: Students should also complete another square from the *Reading choice Board* they received last week. Students cannot choose a square more than once.
 - * Students may use the book we began reading together in class (*Number the Stars* or *Prisoner B-3087*) or they may choose a different a book. The goal is to finish a book by the end of April.

Integrated ELD Writing Assignments:

- Daily Journal prompt: Students will answer the prompts in 6 lines. Try to use correct grammar, capitalization, & punctuation.
- Grammar: Verb Tenses - Past, present, & future. Page one is the grammar rule.
- Writing Choice Board: Over the course of this week, students will be practicing the writing process. Students should complete another square from the *Writing choice Board* they received last week. Students cannot choose a square more than once. Each of these should be on a separate sheet of paper.
 - * Monday: Brainstorm (Web or list)
 - * Tuesday: Draft your paragraph
 - * Wednesday: Edit/Revise [CUPS & ARMS]
 - This can be done on the draft as long as I can see that you corrected, added, or changed some parts of your writing.
 - * Thursday: Publish (final paragraph)
 - Be sure to use all that we have learned in class when writing this paragraph. (Ex. FANBOYS, AAWUBBIS, transitions, etc.)

I will be monitoring student progress & answering questions about the assignments in our Google Classroom. If your student is able to log in and do their work from there, this would be preferred. If you have questions about your student's login information, please feel free to email or text me.

Best wishes on your week of learning!

Ms. Laughter

Intermediate ELD

Amphitheater Middle School

mlaughter@amphi.com | (520)329-0750

<https://www.amphi.com/Domain/3340>

Daily 6 line Journal

Directions: Answer the following journal prompts. Try to use correct grammar, capitalization, & punctuation.

Monday 4/6: How different would the world be if students were paid to go to school?

Remember! To get full point you have to write 6 lines! If I can't read it, I can't grade it.

Tuesday 4/7: What makes your family unique? What makes them special?

Remember! To get full point you have to write 6 lines! If I can't read it, I can't grade it.

Wednesday 4/8: Would you rather live in a Zoo, a museum or a library? Why?

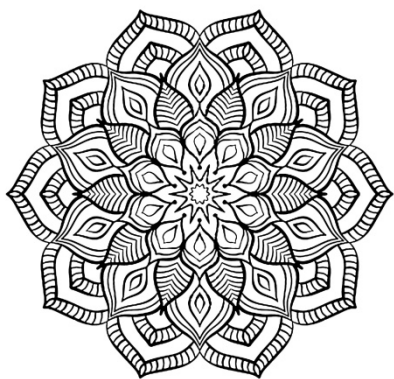
Remember! To get full point you have to write 6 lines! If I can't read it, I can't grade it.

Thursday 4/9: What is one thing you've learned since school has been closed?

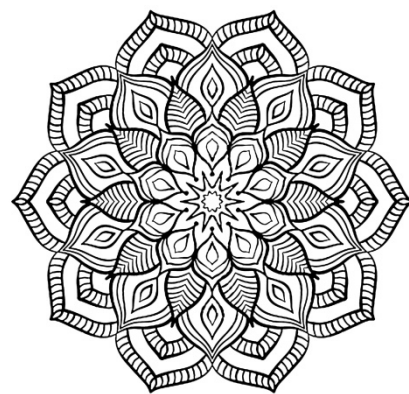
Remember! To get full point you have to write 6 lines! If I can't read it, I can't grade it.

Friday 4/10: Free write! Write about anything you want!

Remember! To get full point you have to write 6 lines! If I can't read it, I can't grade it.



Take A deep breath.
Go with the flow.
Just do your best
&
Show what you know!



Rule

Endings are added to verbs to change the tense.

Present

- add **s** to most verbs* *swings*
- add **ing** and use a present tense helping verb *is swinging*
- verbs ending in *s*, *ch*, *sh*, *x*, or *z*—add **es** *catches*
- verbs ending in *y*—change **y** to **i** and add **es** *cries*

Past

- add **ed** to most verbs *worked*
- add **ing** and use a past tense helping verb *was working*
- verbs ending in a single vowel and consonant—double the final consonant and add **ed** *skipped*
- verbs ending in *e*—drop the **e** and add **ed** *placed*
- verbs ending in *y*—change **y** to **i** and add **ed** *carried*

Future

- use the main verb with **will** or **shall** *will dance*
shall come

*See Notes to the Teacher on page 103 for additional information.

Forming Verb Tenses

Change the Verb Tense

Write a sentence using each of these verbs in the tense given.

Example: I visited my grandmother last weekend.

(visit—past tense)  *remember to pay attention to the tense!*

(catch—future tense)

(buzz—present tense)

(hurry—past tense)

(reach—past tense)

(cry—past tense)

(make—future tense)

(laugh—present tense)

(run—future tense)

(stop—past tense)

Rule

Complete the story by filling in each blank with the suggested verb in the tense requested. When you have finished, read the story again and circle all the present tense verbs.

Keiko is an orca whale who became famous for his role
(become—past tense)

in the movie *Free Willy*. At the end of the movie, Keiko's character Willy

_____ set free. However, the real Keiko _____ captive.
(is—past tense) (remain—past tense)

For years, he was _____ in an aquarium much too small for
(keep—past tense)

his size. As a result, Keiko _____ signs of illness. The concern of

(show—past tense)

children who _____ *Free Willy* _____ animal
(watch—past tense) (encourage—past tense)

lovers to try to free Keiko as Willy had been _____. Today,

(free—past tense)

animal trainers work to teach Keiko to swim, hunt, and live in the waters off

Iceland where he _____ born.
(is—past tense)

Today, Keiko still likes to live around people. His trainers

_____ to work with Keiko for as long as he likes. But if
(continue—future tense)

he is ever ready, Keiko _____ permitted to swim free.
(is—future tense)

Name: _____

Book title: _____

Good Readers Can 3-2-1!

In addition to the Reading Choice board assignment, students should be reading for at least 20 minutes every day! I would like you to track your reading by doing a 3-2-1 each week! You have four columns that should be used for each week of reading. The dates have already been provided for you.

Directions: As you are reading each week, make sure to record 3 Events from the story, 2 opinions you have about what you read, & 1 Question you have about the reading.

	<i>April 6th – 10th</i> Pg#___ to Pg#___	<i>April 13th – 17th</i> Pg#___ to Pg#___	<i>April 20th – 24th</i> Pg#___ to Pg#___	<i>April 27th – 30th</i> Pg#___ to Pg#___
3 Events from the reading this week	1. 2. 3.	1. 2. 3.	1. 2. 3.	1. 2. 3.
2 opinions I have about what I read	1. 2.	1. 2.	1. 2.	1. 2.
1 Question I have about the reading this week	1.	1.	1.	1.