

April 13, 2020

Hello Pirates!

I hope this letter finds you all healthy, safe, & happy. ≥ THANK YOU ≤ for all that you are doing to support your student during this time! Remember you have many ways to complete the work below. If you would like to do some in Google classroom and some on paper, I am happy to accept both.

This week's packet will contain TWO weeks of work. So while it is bulky please keep in mind your student should only be spending 20 minutes a day doing the work *for each class*. If for any reason you need an extra copy please contact me, or check my classroom website.

Just like the past weeks, you may complete this assignment *online* or in this paper packet. Families should plan to return assignments in one of the following ways:

- Put all work back in the envelope and drop it off at AMS on Wednesday or Thursdays from 10:00am-2:00pm.
- Put all work back in the envelope and drop it off at Keeling, Rio Vista or Holaway on Fridays from 8:00am-12:00pm. Look for the black bin labeled AMS.
- Or complete work in Google Classroom and submit for grading.

----- Below you will find a list of all the assignments for this each week -----

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 Irregular verbs. This is continuing the grammar review from last week. 2 worksheets are included in this packet
- NEW! 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]
 - * Thursday: Publish (final paragraph)
 - Be sure to use all that we have learned in class when writing this paragraph. (Ex. FANBOYS, AAWUBBIS, transitions, etc.)

Integrated ELD Reading Assignments:

- 3-2-1 Reading Tracker / Independent Reading (COPY PREVIOUSLY SENT): 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 by switching from reading alone, or to a family member or pet.
- New! 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.
- Idioms Text Message: Highlight and write down the idioms used in the text message, and explain what they mean in your own words. Students have done this before. 2 worksheets are included in this packet
 - * Remember to use your context clues to make an educated guess about the idioms' meaning
 - * Idioms have figurative meanings and *not literal* meanings.

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/334>

Daily 6 line Journal

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

Monday 4/27: What is your favorite game or sport to play?

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

Tuesday 4/28: Tell me about a time you made or cooked a meal. How did it go?

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

Wednesday 4/29: Tell me about ten interesting facts about!

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

Thursday 4/30: If I were principal for a day, I would.... what would you do?

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

Friday 5/1: 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.



Sailors make
stories.
**Pirates make
legends.**



≡ Daily 6 line Journal ≡

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

Monday 5/4: What if teachers could read your mind? What would they hear?

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

Tuesday 5/5: What if you woke up speaking a new language? What would it be?

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

Wednesday 5/6: I wish the world would... finish the thought & explain.

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

Thursday 5/7: How different is your life today than it was when your parents were kids? (You might have to ask them 😊)

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

Friday 5/8: 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.

*A little progress
each day
adds up to
BIG RESULTS*

Integrated ELD Writing

Directions: Over the course of this week, you will be writing a paragraph. You will choose one a topic from the squares below. Monday you will *brainstorm*. On Tuesday, you will *draft your* paragraph, Thursday you will *edit/revise*, & Friday you will *write the final paragraph*. Be sure to use all that we have learned in class when writing this paragraph. (ex. CUPS, ARMS, transitions, etc.) **You may not repeat a box**

Do you think schools should offer soft drinks (soda) in the cafeteria? Write a paragraph that clearly supports your opinion.

bonus points if you can include a citation from research; Don't forget to include the title & author

Your school just received a \$100,000 grant to make some improvements.

Write a letter to your principal about how the school should spend the grant money.

There are many influential people who have made a difference in the world. ----- is the most influential, in my opinion.

Explain your choice in a paragraph.

Imagine you find a magic potion. You drink the magic potion, and you notice yourself changing.

Write about what happens next.

Writing Choice Board

Some people love trying new things and some people do not.

Write about a time you tried something new.

Write to the grade level below you, teaching them how to be successful in your grade level.

Example:

If you are in 7th grade, you're telling a 6th grader what they should do to be successful in 7th grade.

There are many laws in our world. Pick a law that you believe plays an important role in running our world.

Write a paragraph that explains its importance.

Every year has 365 days. Write a story about a town that has rain 364 days a year.

Start your story on the one day that it isn't raining.

Rule

Some verbs do not follow a set rule to form the past tense. These verbs are called irregular verbs.

Irregular verbs do not end in the usual "-ed" like other past tense verbs.

In fact some are spelled & pronounced completely different!

For example:

Correct: I ate an apple yesterday.

Incorrect: I eated an apple yesterday

Correct: They flew to Hawaii.

Incorrect: They flyed to Hawaii.

Present	Past
eat	ate
write	wrote
bring	brought
buy	bought
give	gave
sing	sang
know	knew
say	said
swim	swam
see	saw
have	had
do	did
come	came

And there are so many more!

Irregular Verbs

Irregular Verbs

A Write the past tense of these verbs. Check in a dictionary if you are unsure.

present	past	present	past
Today I...	Yesterday I...	Today I...	Yesterday I...
1. begin	_____	8. eat	_____
2. grow	_____	9. know	_____
3. run	_____	10. drink	_____
4. throw	_____	11. write	_____
5. think	_____	12. swing	_____
6. make	_____	13. go	_____
7. choose	_____	14. freeze	_____

B Fill in the correct past tense verbs in these sentences.

1. My brother _____ all of the cookies and _____ all of the milk.
2. The poet _____ an exciting poem about thunderstorms.
3. She _____ at the baseball and hit a home run.
4. Last winter many of our young plants _____ and died.
5. When I _____ the salad, I used vegetables that _____ in my garden.
6. We _____ that the trail _____ here at the pond.
7. The fleet deer _____ across the broad meadow.
8. Our team _____ the name "Thunderbirds."

Name _____

Write It Right

Rule

Write the past tense form of each verb in parentheses.

Mrs. Heffelfinger _____ fifth grade for many years. She
(teach)

_____ teaching school. She always _____ learning fun.
(love) (make)

Her students _____ their own songs when they _____
(write) (learn)

about poetry. They _____ cool experiments when they
(do)

_____ science. When Mrs. Heffelfinger was ready to retire, everyone
(study)

who knew her _____ to her party. Some people _____
(come) (bring)

flowers and gifts. All of them _____ Mrs. Heffelfinger for being such
(thank)

a fine teacher. Mrs. Heffelfinger _____ at all the people she had
(look)

_____, young and old. Suddenly, she _____ to give
(teach) (decide)

teaching just one more year!

Integrated ELD Reading

In addition to the choice board below, students should be reading
≈ 20-30 minutes a day ≈

Directions - Choose ONE option below per week. You may use the book we are reading together in class (*Number the Stars* or *Prisoner B3087*) or you may use a different *choose a book*. You may not repeat a box

<p>Imagine that you have to give the main character a gift.</p> <p>Write about what you would give the main character & explain why.</p>	<p>If there was a sequel to this book, what would happen?</p> <p>Write at least three different events that could happen in a sequel.</p>	<p>Write about your favorite part & your least favorite part of the book.</p> <p>Explain why you chose those parts as your favorite & least favorite.</p>
<p>If you could change the ending of the story, how would you change it & why?</p>	<h1>Reading Choice Board</h1>	<p>Give the book you are reading an award (good or bad).</p> <p>Explain why the book deserves the award you created.</p>
<p>Create a list of 5 lessons you have learned about life from this book.</p> <p>Connect the lessons to events in the book.</p> <p><i>Example: Dear Mr. Henshaw taught me that writing about my feelings might help me feel better.</i></p>	<p>Draw a map of your setting in a book you are reading.</p> <p>Make sure you make it as detailed as possible.</p>	<p>Create an advertisement for the book that you are reading.</p> <p>It could be why people need to buy it or why they shouldn't!</p> <p>Remember you have to be persuasive!</p>



Ex. Mum's the word means to stay quiet.



Ex. Bang up job means to do a good job.

IDIOM TEXT MESSAGES

Find examples of idioms in the text message. Write the idioms below and explain what they mean in your own words.



Ex. Against the clock means you won't have a lot of time.

© Presto Plans



IDIOM TEXT MESSAGES

Find examples of idioms in the text message. Write the idioms below and explain what they mean in your own words.

Ex: Making headway means to make progress

© Presto Plans

* Reading Selection Option for Choice board*



Gary Soto

Meet the Author

Gary Soto was born in Fresno, California, in 1952. His parents, although born in America, were of Mexican heritage. Soto uses his poems and stories to tell about his experiences as a boy growing up. Many of his stories focus on issues that deal with being Latino in America.

“The Jacket” by Gary Soto

My clothes have failed me. I remember the green coat that I wore in fifth and sixth grades when you either danced like a champ or pressed yourself against a greasy wall, bitter as a penny toward the happy couples.

When I needed a new jacket and my mother asked what kind I wanted, I described something like bikers wear: black leather and silver studs with enough belts to hold down a small town. We were in the kitchen, steam on the windows from her cooking. She listened so long while stirring dinner that I thought she understood for sure the kind I wanted. The next day when I got home from school, I discovered draped on my bedpost a jacket the color of day-old guacamole. I threw my books on the bed and approached the jacket slowly, as if it were a stranger whose hand I had to shake. I touched the **vinyl** sleeve, the collar, and peeked at the mustard-colored lining.

From the kitchen mother yelled that my jacket was in the closet. I closed the door to her voice and pulled at the rack of clothes in the closet, hoping the jacket on the bedpost wasn't for me but my mean brother. No luck. I gave up. From my bed, I stared at the jacket. I wanted to cry because it was so ugly and so big that I knew I'd have to wear it a long time. I was a small kid, thin as a young tree, and it would be years before I'd have a new one. I stared at the jacket, like an enemy, thinking bad things before I took off my old jacket whose sleeves climbed halfway to my elbow. I put the big jacket on.

I zipped it up and down several times, and rolled the cuffs up so they didn't cover my hands. I put my hands in the pockets and flapped the jacket like a bird's wings. I stood in front of the mirror, full face, then **profile**, and then looked over my shoulder as if someone had called me. I sat on the bed, stood against the bed, and combed my hair to see what I would look like doing something natural. I looked ugly. I threw it on my brother's bed and looked at it for a long time before I slipped it on and went out to the backyard, smiling a “thank you” to my mom as I passed

Vocabulary

vinyl (VY nul) *adj.* made of vinyl, which is a tough, shiny plastic

profile (PROH fyl) *n.* a side view

her in the kitchen. With my hands in my pockets I kicked a ball against the fence, and then climbed it to sit looking into the alley. I hurled orange peels at the mouth of an open garbage can and when the peels were gone I watched the white puffs of my breath thin to nothing.

backyard on my knees I teased my dog, Brownie, by swooping my arms while making bird calls. He jumped at me and missed. backyard on my knees I teased my dog, Brownie, by swooping my arms while making bird calls. He jumped at me and missed.

He jumped again and again, until a tooth sunk deep, ripping an L-shaped tear on my left sleeve. I pushed Brownie away to study the tear as I would a cut on my arm. There was no blood, only a few pieces of fuzz. Dumb dog, I thought, and pushed him away hard when he tried to bite again. I got up from my knees and went to my bedroom to sit with my jacket on my lap, with the lights out.

That was the first afternoon with my new jacket. The next day I wore it to sixth grade and got a D on a math quiz. During the morning recess Frankie T., the playground terrorist, pushed me to the ground and told me to stay there until recess was over. My best friend, Steve Negrete, ate an apple while looking at me, and the girls turned away to whisper on the monkey bars. The teachers were no help: they looked my way and talked about how foolish I looked in my new jacket. I saw their heads bob with laughter, their hands half-covering their mouths.

Even though it was cold, I took off the jacket during lunch and played kickball in a thin shirt, my arms feeling like Braille from goose bumps. But when I returned to class I slipped the jacket on and shivered until I was warm. I sat on my hands, heating them up, while my teeth chattered like a cup of crooked dice. Finally warm, I slid out of the jacket but a few minutes later put it back on when the fire bell rang. We paraded out into the yard where we, the sixth graders, walked past all the other grades to stand against the back fence. Everybody saw me. Although they didn't say out loud, "Man, that's ugly," I heard the buzz-buzz of gossip and even laughter that I knew was meant for me.

And so I went, in my **guacamole**-colored jacket. So embarrassed, so hurt, I couldn't even do my homework. I received Cs on quizzes, and forgot the state capitals and the rivers of South America, our friendly neighbor. Even the girls who had been friendly blew away like loose flowers to follow the boys in neat jackets.

Vocabulary

Guacamole (GU Ak A Mole ay) *n.* a dip sauce made of avacadoes, tomatoes and onions. Usually eaten with chips.

I wore that thing for three years until the sleeves grew short and my forearms stuck out like necks of turtles. All during that time no love came to me—no little dark girl in a Sunday dress she wore on Monday. At lunchtime I stayed with the ugly boys who leaned against the chainlink fence and looked around with propellers of grass spinning in our mouths. We saw girls walk by alone, saw couples, hand in hand, their heads like bookends pressing air together. We saw them and spun our propellers so fast our faces were blurs

I blame that jacket for those bad years. I blame my mother for her bad taste and her cheap ways. It was a sad time for the heart. With a friend I spent my sixth-grade year in a tree in the alley, waiting for something good to happen to me in that jacket, which had become the ugly brother who tagged along wherever I went. And it was about that time that I began to grow. My chest puffed up with muscle and, strangely, a few more ribs. Even my hands, those fleshy hammers, showed bravely through the cuffs, the fingers already hardening for the coming fights. But that L-shaped rip on the left sleeve got bigger, bits of stuffing coughed out from its wound after a hard day of play. I finally Scotch-taped it closed, but in rain or cold weather the tape peeled off like a scab and more stuffing fell out until that sleeve shriveled into a **palsied**¹ arm. That winter the elbows began to crack and whole chunks of green began to fall off. I showed the cracks to my mother, who always seemed to be at the stove with steamed-up glasses, and she said that there were children in Mexico who would love that jacket. I told her that this was America and yelled that Debbie, my sister, didn't have a jacket like mine. I ran outside, ready to cry, and climbed the tree by the alley to think bad thoughts and watch my breath puff white and disappear.

But whole pieces still casually flew off my jacket when I played hard, read quietly, or took vicious spelling tests at school. When it became so spotted that my brother began to call me “camouflage,” I flung it over the fence into the alley. Later, however, I swiped the jacket off the ground and went inside to drape it across my lap and **mope**.

I was called to dinner: steam silvered my mother's glasses as she said grace; my brother and sister with their heads bowed made ugly faces at their glasses of powdered milk. I gagged too, but eagerly ate big rips of buttered tortilla that held scooped-up beans. Finished, I went outside with my jacket across my arm. It was a cold sky. The faces of clouds were piled up, hurting. I started up the alley and soon slipped into my jacket, that green ugly brother who breathed over my shoulder that day and ever since.

1. **palsied** (PAWL zeed) means “withered by disease.”

Vocabulary

mope (mohp) *v.* to be gloomy or low in spirits