

April 13, 2020

Hello Pirates!

I hope this letter finds you all healthy, safe, & happy. First, a huge ≥THANK YOU≤ for all that you are doing to support your student during this time! I am so impressed with all the students that have reached out and checked in with me about the work & how to get things done. I am so proud of your commitment to education!

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*. Most of the work below will be from worksheets that were sent to you last week. If 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, present, & future. This is continuing the grammar review from last week. 2 worksheets are included in this packet
- 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 SENT LAST WEEK): 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.
- 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](mailto:mlaughter@amphi.com) | (520) 329-0750

<https://www.amphi.com/Domain/334>

# Daily 6 line Journal

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

Monday 4/13: What do your parents always tell you? Do you always listen?

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

Tuesday 4/14: Tell me about a time you made a mistake...what did you learn?

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

Wednesday 4/15: Tell me about the funniest thing that ever happened to you.

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

Thursday 4/16: If I taught ELD, 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 4/17: 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.*



*you are braver  
than you believe  
you are stronger  
than you seem  
you are smarter  
than you think  
and loved  
more than you know*



# ≡ Daily 6 line Journal ≡

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

Monday 4/20: If the internet were to crash forever, what would the benefits?

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

Tuesday 4/21: What is your most difficult subject in school? Why is it difficult?

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

Wednesday 4/22: I wish my friends . . . 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 4/23: What things do all kids know that adults do not?

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

Friday 4/24: 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*

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Directions:** Using the word bank below, sort and rewrite the words under the correct verb tense.

- |            |            |           |            |
|------------|------------|-----------|------------|
| • cleaning | • clean    | • point   | • smelling |
| • smell    | • talk     | • talked  | • cleaned  |
| • pointed  | • pointing | • smelled | • talking  |

Past	Present	Future
Ex. <i>jumped</i>	<i>jumping</i>	Will <u>jump</u>
		Will _____
		Will _____
		Will _____
		Will _____

**Directions:** Write a sentence using a word from each verb tense category, *past, present & future*.

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_

# Yesterday, Today, or Tomorrow?

It is Saturday morning. Zack is in the middle of a busy three-day weekend. He is so busy, in fact, that he has not done a very good job of describing his weekend below. His sentences are out of order. Still, you can figure out what he did yesterday, what he is doing today, and what he will be doing tomorrow based on the verb tense he used in each sentence.

Write *yesterday* beside the activities Zack did on Friday.

Write *today* beside the activities Zack is doing today (Saturday).

Write *tomorrow* beside the activities Zack will be doing on Sunday.

Ex. Tomorrow

1. I will go to church in the morning.

\_\_\_\_\_ 2. The teachers had a meeting, so the students stayed home.

Ex. Yesterday

3. Mom took the day off work and went to the beach with me because there was no school.

\_\_\_\_\_ 4. After church, Allen and Eric will come home with me.

\_\_\_\_\_ 5. The first thing Allen, Eric, and I will do is grab a quick lunch.

\_\_\_\_\_ 6. Drew, Brooke, and I are at the fair.

\_\_\_\_\_ 7. After lunch, I will play basketball with Allen and Eric.

Ex. Today

8. Brooke is petting the sheep in the sheep barn.

\_\_\_\_\_ 9. I am sitting on a bench waiting for Drew to get off a roller coaster.

\_\_\_\_\_ 10. The sunset at the beach was beautiful.

\_\_\_\_\_ 11. Allen and Eric will eat dinner with me before they go home.

\_\_\_\_\_ 12. We took a picnic lunch and dinner to the beach and stayed all day.

\_\_\_\_\_ 13. Allen, Eric, and I will probably grill hamburgers outside for dinner.

\_\_\_\_\_ 14. Drew is still on the roller coaster.

\_\_\_\_\_ 15. Mom swam in the ocean, but it was too cold for me!



## 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 all students should be allowed to use calculators in math class? 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\*

Write a rhyming poem about what you ate for breakfast, lunch, and dinner yesterday.

*Rhyming Ex:*

*Roses are red      A*  
*violets are blue    B*  
*I love my bed,      A*  
*And I love you!    B*

Write a letter to someone famous. This could be someone who is alive or dead.

Your letter should include:

- 3 questions
- 1 Reason of why you are writing to them
- 3 things you already know about them

Create a "Tweet" about the importance of school to post in the classroom/hallway.

You are limited to 140 characters.

# Writing Choice Board

As soon as my mother left the house, I rushed over to the phone to call.....

Finish the narrative!

Friends are very important to some people. What makes a good friend?

Write an informational paragraph about what it takes to be a good friend.

Dear \_\_\_\_\_,  
I strongly believe that I should be allowed to \_\_\_\_\_

Finish the persuasive paragraph.

Pretend you are a news reporter!

Come up with 10 questions to interview one of your family members!

Then come up with a short report on them!

Ex. Bite off more than I could chew means  
doing more than I can handle.

[illegible]

Cell 9:41 AM 44%

Messages Joanne Edit

That dress in the store window was an eye sore.

I agree. I wouldn't be caught dead in it.

I'll give you a hand finding something to wear to the dance.

Okay! Keep an eye out for something that makes me look like a million bucks.

Okay, but we should go shopping soon. We don't want to leave it down to the wire.

[illegible]

Ex. Leave it down to the wire means to not wait until the last minute.

---

---

---

© 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.

[illegible]

© 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.

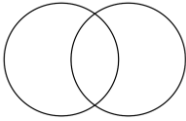

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

© Presto Plans

## 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>Create a Venn Diagram comparing yourself and the main character of the book you are reading.</p> <p>You should have at least 5 comparisons.</p> 	<p>Draw the setting of your story. If there is more than one, pick your favorite.</p> <p>Remember to add detail as well as label your drawing correctly.</p>	<p>Write about connection you have had with your own life and to a character, or parts in the book you are reading.</p> <p>At least 1 paragraph.</p>
<p>Write a letter summarizing what happened in your story.</p> <p>Be sure to talk about things you liked or disliked.</p>	<h1>Reading Choice Board</h1>	<p>Create a comic strip telling the main parts of your story.</p> <p>You need at least 5 boxes for your story.</p> 
<p>Write a new ending to the book you are reading.</p> <p>Try to make it at least one page long!</p> <p>Include dialogue. “...”</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>