

ELA Newsletter

April 23 - May 4, 2018

Important links and information from Mrs. Kirr...

Class website: Scholarsrm239.weebly.com

Further Reading...

[*"Parents Are Hesitant to Address..."*](#)

Day/Date

Class agenda for students and parents...

Monday April 23	Book Talks Grammar Catch up on discussion from Friday's Article of the Week <i>The Narrative of the Life of Frederick Douglass</i> Read chapter 7 and discuss (our last chapter together) Find evidence that proves Mr. Auld's points about teaching a slave to read Independent Reading
Tuesday April 24	Book Talks Grammar <i>The Narrative of the Life of Frederick Douglass</i> Share writing prompts Examples and Trials Brainstorming Choice A: <i>What is one symbol that best represents the message from <u>The Narrative of the Life of Frederick Douglass</u>? Explain why and include evidence from the text.</i> Choice B: <i>What's one quote/saying/song/lyric that you think expresses what Frederick Douglass represents? Use text evidence to explain why you think this.</i> Choice C: <i>What do you think Frederick Douglass would want written on his tombstone as a tribute? Use text evidence to explain why you think this.</i> Have another idea? Check with your teacher! She'd love to hear it! Writing Options - EXPLAINED HERE Independent Reading
Wednesday April 25	Book Talks Grammar <i>The Narrative of the Life of Frederick Douglass</i> Share teacher examples

	<p>Peer feedback as to which choice seems best</p> <p>Find evidence and document it - Google Classroom has our document. (35 min)</p> <p>Video - How to decide, and finding evidence</p> <p>Independent Reading</p>
Thursday April 26	<p>Book Talks</p> <p><i>The Narrative of the Life of Frederick Douglass</i></p> <p>Share teacher examples (last few pages of this document) - students give feedback</p> <p>-Highlight claim, evidence, and framing quotes</p> <p>Begin writing the introduction and/or a paragraph with supporting evidence (30 min)</p> <p>Independent Reading</p>
Friday April 27	<p>Book Talks</p> <p>AoW - "Starbucks to Close Stores for an Afternoon for Bias Training"</p> <p>Time to write <i>Frederick Douglass</i> piece (20-30 min)</p> <p>Independent Reading</p>
Monday April 30	<p>Book Talks</p> <p>Grammar</p> <p><i>The Narrative of the Life of Frederick Douglass</i></p> <p>Get feedback on writing from peers, and clean up final bits (35-55 min)</p> <p>Time spent IN class brainstorming, writing, & getting feedback - 120-150 min (2-2.5 hrs)</p> <p>Independent Reading</p>
Tuesday May 1	<p>Book Talks</p> <p>Grammar</p> <p>Review AoW</p> <p><i>The Narrative of the Life of Frederick Douglass</i></p> <p>Kahoot Review</p> <p>Plus / Delta for <i>Frederick Douglass</i></p> <p>Book Trailers</p> <p>Independent Reading</p>
Wednesday May 2	<p>Book Talks</p> <p>Grammar</p> <p>Book Trailers</p> <p>55-Word Stories (partner fun)</p> <p>Independent Reading</p>
Thursday May 3	<p>Book Talks</p> <p>Share 55-Word Stories</p> <p>Directions for an undercover spy</p> <p><i>An undercover spy is about to impersonate someone. WHO will he/she impersonate???</i></p> <p><i>A fictional character created by YOU. Choose one age, one profession, and one location from the chart to create your character. (They don't have to be in the same row.) Think about what this person's daily life would be like. How will you describe this person's life to the spy? Write instructions for the undercover spy so that they know how to impersonate your character in all aspects of life.</i></p> <p><i>Things to Consider:</i></p> <p><i>How does this character act...</i></p> <p><i>At home? At work?</i></p> <p><i>With their friends?</i></p> <p><i>With family?</i></p>

	<p><i>With co-workers?</i> <i>When they're alone?</i> <i>What activities do they do...</i> <i>At home?</i> <i>At work?</i> <i>With their friends?</i> <i>With their family?</i> <i>What do they know how to do? What don't they know how to do?</i> <i>How do they dress? How do they move? What do they drive?</i></p> <p>Book Trailers Independent Reading</p>
Friday May 4	<p>Book Talks Share undercover spy directions - Can we recognize stereotypes we included? AoW - "Why Stereotypes Should Be Avoided" & comprehension check Try "Word, Phrase, Sentence" activity Independent Reading</p>