

BMS Language Arts 7

weekly lesson: April 13th-17th

Hello 7th grade students and families! This week's lesson is a continuation of the independent reading project we started in February. I have had many students ask about this and yes, I do still want to see this project completed. So, for this week, I would like students to focus on getting this finished and submitted. Most should already be in a place to begin these projects as it was assigned so long ago, but if not, students may take their time and try to get it in as soon as it IS complete. Remember, during distance learning, nothing will be officially graded, but please turn it in to my google classroom or at the school next monday for feedback. The idea here is to use your brains, to maintain and maybe improve your skills even at a distance! If you have any questions or would like more skill building activities, please contact me during my office hours. Enjoy!

Weekly Warm up:

Editing SOCIAL MEDIA GRAMMAR



Correct the spelling, punctuation, and grammar errors in the following social media post.

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@SocialMediaSlipUps

So even though I loath change I finally took the plundge and updated my phone to iOS9. Richard the IT guy said it was a peice of cake to do and that I could do it easy. Well I did it and lost all the memory on my phone!

© Presto Plans

Office Hours:

(I will be online to answer any questions!)

Mrs. Hatcher:

Mon - Fri 12-2

Email: madalynh@banks.k12.or.us

Online Games/Apps/Resources:

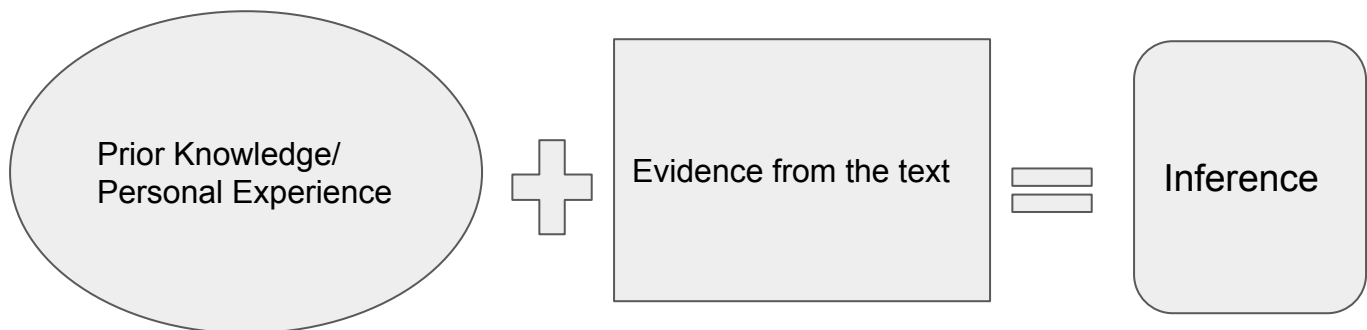
1. <https://www.dictionary.com/>
2. <https://pbskids.org/games/vocabulary/>
3. <https://justbuypassay.com/blog/persuasive-essay-topics>

Review:

Before we left, We were studying how to Make an inference or “reading between the lines”. Making inferences is an important skill when it comes to being a strong reader. Most students already make inferences on a daily basis but understanding the process- how we get from $a+b=c$ is important in deepening reading and reasoning skills from here on out.

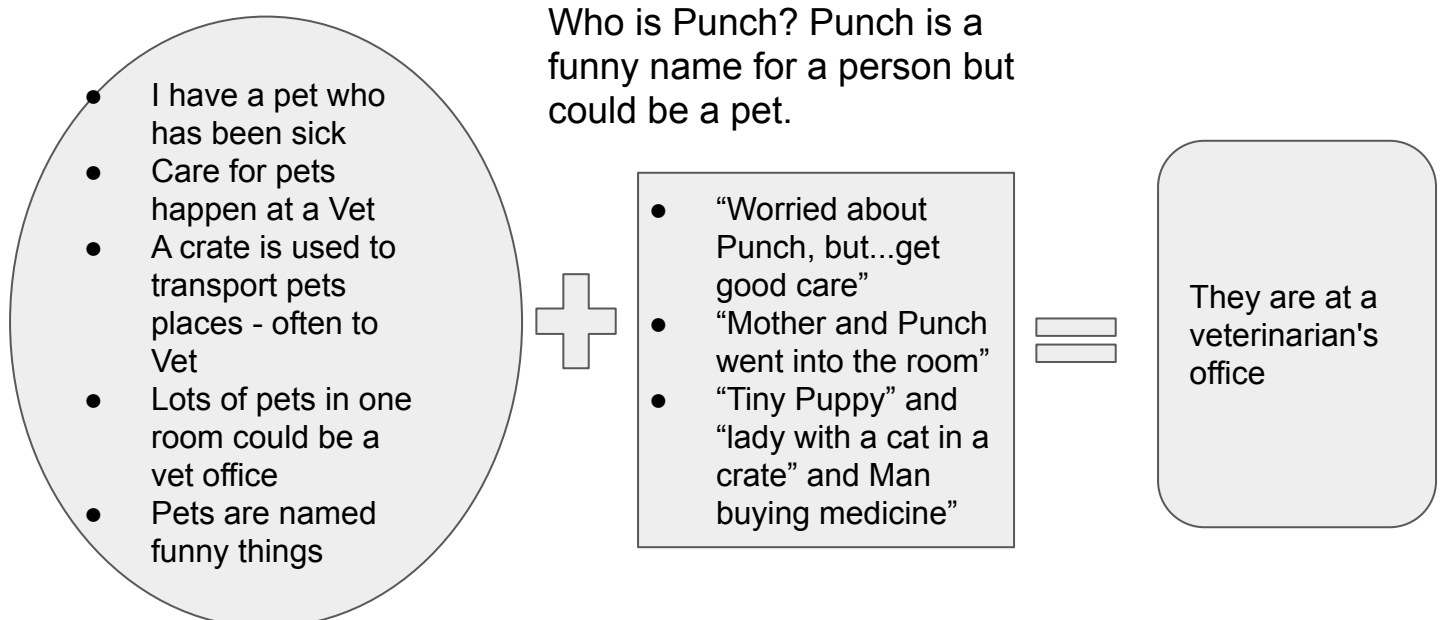
What is an Inference?

An inference is drawing a conclusion about something based on your own prior knowledge or experience and the clues or evidence provided in the text.



Example:

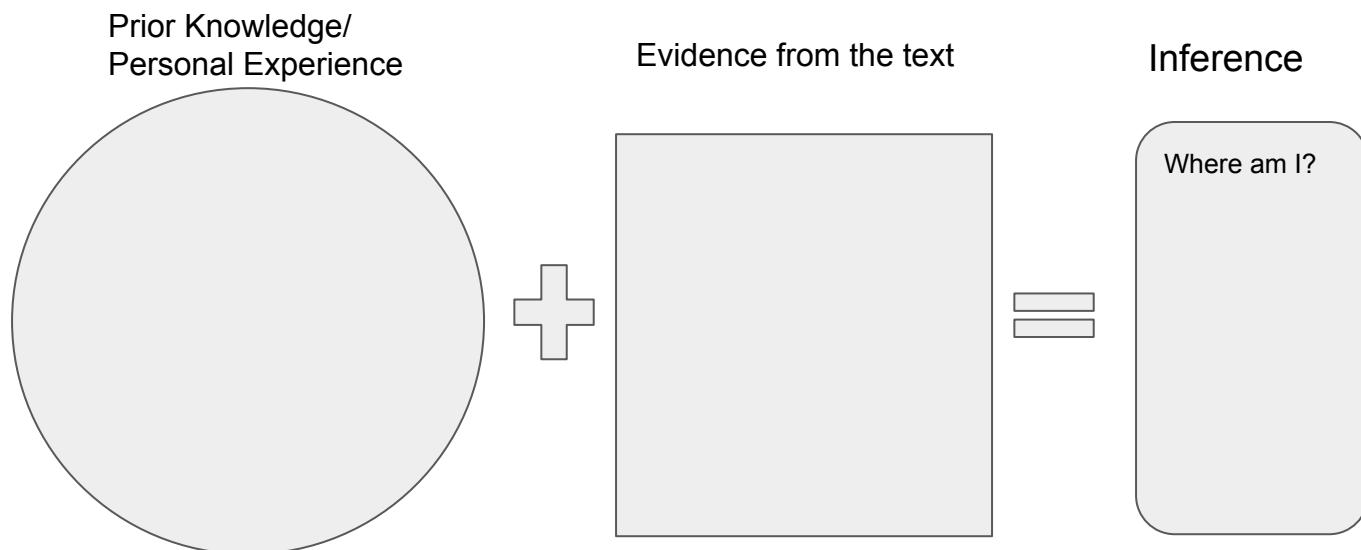
I sat on the bench while Mother and Punch went into the room. I was a little worried about Punch, but I knew that he would get good care. As I waited I watched a tiny puppy wander toward the lady with a cat in a crate. The lady at the desk talked to a man with who was buying medicine.
Where am I?



Quick Practice:

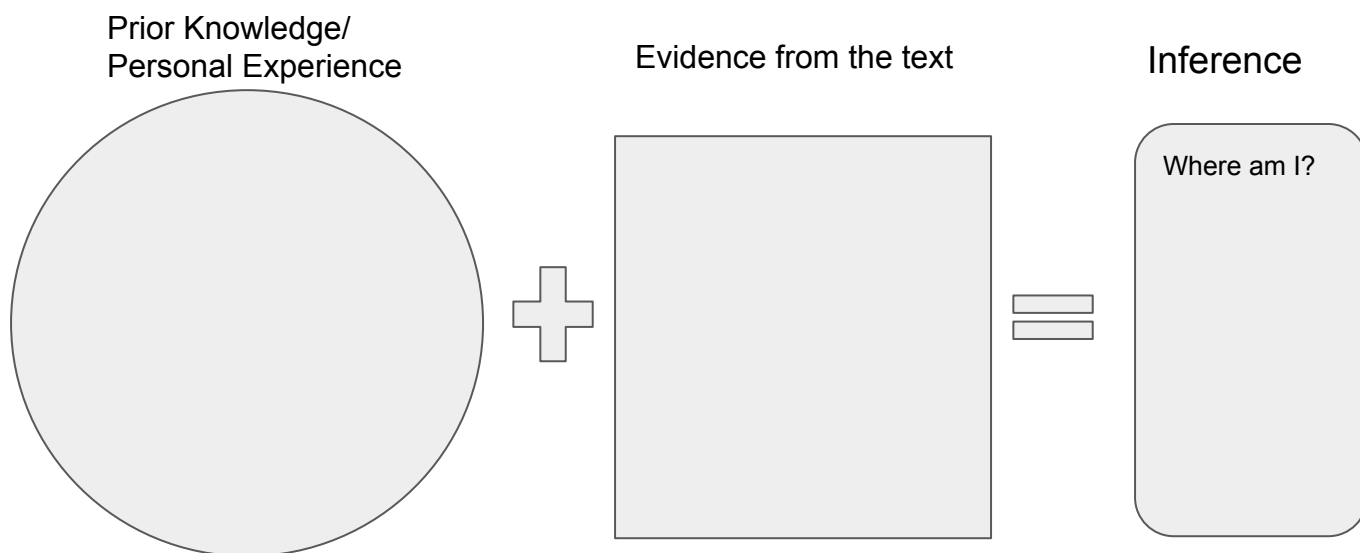
The room was dark and quiet. We heard Carl and his mother come in the front door talking. I heard two girls in the corner giggle nervously. Another girl told them to be quiet. I hid behind the table where the cake and presents were set out. The tension in the room grew as we waited for them to open the door.

Where am I?



I arrived early for my appointment. The place was busy and smelled of chemicals. I found a place to sit and wait. The lady next to me had a towel around her head. I heard a blow dryer in the distance. It was loud over the music that was playing.

Where am I?



New Learning: See the attached independent reading assignment that I gave to students in February - Please complete as soon as makes sense for your student

Independent Reading Project

During this semester you will read one book of your choice as part of the Independent Reading Project.
Grading for the Independent Reading Project: = 100 points

Choosing a book:

- You may read any work of fiction or non-fiction (no magazines). *Must be a book you have not read before*
- You should make a plan for reading your book at a reasonable pace.
- Books must be ~~200~~ 200 pages or more in length. See me if you have questions.
- You must complete 1 – Numbered Activity, 1- Lettered Activity, and 1 Book Review for a total of 3 activities.
- *Book Must Reflect a reasonable reading level (No Picture Books)*

Independent Reading Project Book Review Rubric

Note: Must be in MLA Format

Book Review Requirements: Review your novel. Include the following: a) title and author, b) genre of the story, c) names of major characters, d) brief description of conflict(s), e) what you liked/disliked about the book, f) a recommendation for a specific audience.

Category	Excellent	Satisfactory	Fair	Unacceptable
Author, Title, Genre, Characters	All required elements	3 required elements	2 required elements	0-1 required elements
Description of Conflicts	Includes all major plot details	Includes most major plot details	Includes some major plot details	Includes no major plot detail
Likes/Dislikes	Provides detailed examples in both areas	Provides examples in both areas; lacks detail	Provides examples in only one area	Provides no examples in either area
Audience Recommendation	Specific audience w/ details	Specific audience w/ few details	General audience w/ details	No audience
Grammar & Mechanics	0-2 errors	3-5 errors	6-10 errors	11+ errors

Due: April 17th

Note: Projects will be shared with Peers

Independent Reading Projects FINAL PROJECTS

NUMBERED ACTIVITIES: 100 points

1. Write a letter to the author of the book. Tell him/her what you liked and disliked about the story and his/her writing style. Give them specific reasons and examples from the story to support what you say. Be sure that your letter is in the correct format.
2. Write a resume of one of your better-detailed characters. Imagine that the character is applying for a job (appropriate to his/her role in the story). Include objective, prior experience, education/schooling/degrees, vital statistics, hobbies, and references. Make the document look official. Type it!
3. Imagine you were to go through the trash of one of the characters. Explain what you might find and why. Base your "finds" on the story and character actions. Please describe at least ten items.
4. Write an ad for a dating service for one of the characters. Include details such as a physical description, hobbies, interests, education, job, likes/dislikes, favorites, and what he/she is looking for in a potential date. You should use information you learned about this character from the story, but you can also use your imagination to fill out the ad.
5. Find the top 10 web sites a character in your book would most frequently visit. List the title and web address for each choice. Include 2-3 sentences for each on why your character might like each of the sites. (Be sure the web addresses are accurately recorded, as they will be verified.)

LETTERED ACTIVITIES: 100 points

- A. Create a comic strip or a storyboard for the events in the story. Be sure that the illustrations explain the story clearly. Do not include every detail-- only those that are necessary to understand the actions. You will not be judged on your artistic talent, only on your apparent effort. However, please use good judgment
- B. Design a web site or construct a power point presentation about the book. Include a short story map of important elements like characters, settings, themes, or other information that you feel would be useful.
- C. Make a scrapbook about the story or pretend a character had made it about his/her life. This should look like a real scrapbook, complete with actual memorabilia, awards, letters, photos, mementos, ticket stubs, report cards, etc. Include the book title or the character's name on the book. Label each item (at least ten) and explain its significance.
- D. Create a book jacket description for the story. Pretend you are trying to "hook" readers' interest in the story by explaining its contents on the back of the book. How would you tell people what the book is about and persuade them to pick it up and read it?
- E. Design a CD cover (front, back, and insides) that is 8" x 8". The back cover should list the soundtrack for the novel (title and artist) that includes at least 10 well-known songs. On the inside, write at least 2-3 sentences (per song) explaining how it relates to the story events or character(s). The look of the front cover is up to you!