

# SAINT ANGELA SCHOOL

## ALTERNATIVE LEARNING PLAN ASSIGNMENTS

Week of March 30 – April 3, 2020

Teacher Dr. Farina

Grade 7th

*The Alternative Learning Plan Assignments listed below will facilitate continuous uninterrupted learning with assignments based on the academic standards promulgated by the State of Illinois and the Archdiocese of Chicago. Scholars are expected to complete the assignments as described, and submit them when they return to school. That date has yet to be determined. Each Sunday around 5:00 PM, beginning on March 15 until school resumes, your scholar's Alternative Learning Plan Assignments will be posted on our school website. Parents, thank you in advance for your kind and generous assistance in extending learning into the home during this very difficult and trying time. Be safe and God bless!*

### **Reading:**

- **Independent Reading:** I am up-to-date on my scoring your short student written responses for independent reading articles and have released your scores to you. As you did last week, Log into your Commonlit.org. account. Your articles for this week are posted to begin on Monday, March 30th. Again, to assist you this week, I have activated the guided reading questions for this week's article. Complete the guided questions before attempting the assessment questions. As I did last week, at the end of this week, I will be monitoring your progress. As I have been doing all along, I will take your highest scores for a two week period and record your scores in Power School. If you have additional articles that you have not completed on your home page, take this opportunity to complete those articles, too. Be aware that the due date for this week's assigned article is Wednesday, April 1st. Try your best to get the article completed by that time. Remember to apply the It Says, I Say and So reading strategy we have been practicing for the past two months. I want you to note the action and the object in the questions before your search for your evidence in the text to support your answer, then compare your answer to the M/C options. Remember you can follow the same process, minus the comparison component for your short student response. If you do not have a computer available, do all of this on a separate piece of notebook paper that includes your name, date, and name of the article. When you return, you can submit it for a classwork grade. As I have been viewing your short responses and the results of your M/C questions, I have noticed that some of you are not applying the "It Says, I Say and So in your answer choices or your short student written response. Please read the teacher responses that I have included with your scores, so that you can improve your performance for this week's submission.
- **Skill Study - Making Inferences When Reading:** We will continue with the study of the reading skill of making inferences from text.

**Directions:** If you do not have access to a computer, on a separate piece of notebook paper, head the upper right hand side of your paper with your name, date, and assignment name (the title of the article). Answer the questions below in full sentences. If you have the capacity to email me your assignment as an attachment, please do so. Otherwise follow the directions in the March 16<sup>th</sup> teacher comment section of this lesson plan.

### Reading between the Lines

When you read and pick up ideas that are not directly stated in what you are reading. These implies ideas in the writing possess great importance in the reader obtaining full understanding of the author's meaning. As a reader discovering these implied ideas in writing is called making inferences or drawing conclusions.

### Guidelines for Making Inferences in Reading

*Never lose sight of the available information.* As much as possible, base your inferences on the facts.

*Use your background information and experience to help you in making inferences.* The more you know about a subject, the better your inferences are likely to be. So, keep in mind that if your background in an area is weak, your inferences maybe shaky.

*Consider the alternatives.* Don't simply accept the first inference that comes to mind. Instead, consider all of the facts of a case and all the possible explanations.



Look at the cartoon above. What inferences can you make that are most logically based on the information suggested by the cartoon?

Can you identify the two inferences in that are most firmly based on the information given in the following paragraph?

Jim Johnson panicked when he came home from work to find his neighbor's pet rabbit dead and in the jaws of his German shepherd, Fido. Johnson took the filthy, slightly chewed-up bunny into his house, washed it with care, and then used the blow dryer to restore its fur as best he could. A short time later he secretly put the rabbit back into its outdoor cage.

The next day, Jim's neighbor stopped him as they were both doing yard work. "Did you hear that Thumper died?" "

"Uh, no," stammered Johnson.

"We went out a couple days ago and found him dead. What's really weird, though, is that the day after we buried him, we went outside and discovered that someone had dug him up, given him a bath, styled his fur, and put him back into his cage!"

Inference #1: \_\_\_\_\_

Inference #2: \_\_\_\_\_

- **Vocabulary Study:** We are again working with the program Flocabulary. Since we cannot share this lesson in person, I have cut and pasted the lyrics of The Party below, so that you can see the focus vocabulary words in context. Use the lyrics of the rap to help you identify the meaning of the focus words.

### The Party

Wenda is a good kid, I mean, probably,  
Worst thing she ever did was not eat all her broccoli.  
But she would be alone tonight, not supervised,  
Not under adults' eyes, so she's thinking, "You know  
Why shouldn't I have a few of my friends  
In my abode, in my home? It would be no thing."  
So to her friends she gives an oration, a speech,  
Saying, "Come over tonight; we'll watch DVDs."  
Cara asks, "Can I invite my cousin Tito?"  
Wenda says, "Sure, but don't invite too many people."  
As the day goes on, Wenda gets perturbed,  
Bothered by the kids who see her and say, "Word!"  
She asks Cara, "You invite the whole school?"  
Cara begs and implores her to stay cool.  
"So I invited two boys that I knew,  
Don't worry; they're the cutest boys in school."  
After school, Wenda's not negligent,  
She waters all the plants, she's not forgetting it.  
She wants to be hospitable, a nice host,  
So she puts out some Cheetos and Diet Cokes.

*She told one person, one became two,  
Two became four, what's she gonna do?*

*She thought she had a plan, but things got bad,  
Now what's she gonna say to her mom and dad. (x2)*

At seven o'clock come Cara and Tito,  
Tito's like, "This party is going to be unequalled!  
We had a party last year, this is going to be the sequel ,  
The one that comes after,  
Anyway I'm going into the other room to practice my laughter."  
So Wenda turns to Cara,  
"I don't want this house to be flooded and inundated ,  
With people I don't know and guys you never dated."  
Ding-dong! It's the two cute dudes from school,  
Only they brought four more who are not cool.  
Ding-dong! It's seven girls laughing it up,  
And five guys who came in the back of the truck.  
And four more who came in a four-door cab,  
Wenda's feeling dismal , oh so bad.  
It's getting out of hand, and Wenda wants to quit,  
You have to acknowledge , you have to admit,  
That it's crazy.  
I mean, guys and ladies open the fridge  
Eating turkey and gravy.  
Wenda sees a guy spill juice on her dad's shirt,  
Now she's getting agitated and disturbed.  
The party gets more serious, intensifies ,  
When one guy tries to light a plant on fire.  
Then a dude comes up to Wenda and says,  
"Yo, this party is the dopest!  
I just ate most of your mom's Speed Stick deodorant,  
Now I have to go to the hospital! See ya!"  
And someone takes apart and dismantles  
Two chairs plus Wenda's dad's piano.  
Wenda tries to reprimand them,  
Tell them what they're doing is bad, and they just laugh.  
But Tito sees Wenda crying, has an idea,  
He steps out the house into the clear air.  
He busts back in yelling, "Someone called the cops!  
They'll be here soon, y'all better get out!"  
The people leave quick, and Tito and Wenda  
Clean up, and put the piano back together.

*She told one person, one became two,  
Two became four, what's she gonna do?  
She thought she had a plan, but things got bad,  
Now what's she gonna say to her mom and dad. (x2)*

**Directions:** The new focus words below are from the rap, The Party. Either on Word document or on a sheet of notebook paper with the usual heading number from 1 – 15. Using context clues from the text and the table below, match the focus word in the textbox to the accurate meaning, part of speech, synonym, and antonym.

agitated	negligent	supervise	perturb	implore
hospitable	dismantle	intensify	inundate	acknowledge
oration	dismal	reprimand	sequel	abode

Row	Meaning	Part of Speech	Synonym	Antonym
1.	A home: a place where someone lives	noun	house, home, residence	annex, office
2.	To admit that something is real or true; to express that you know someone or something	verb	annex, office	deny, reject
3.	To disturb either physically or emotionally; to shake up.	verb	disturb, trouble, upset	calm, lull, soothe
4.	Causing sadness or gloom.	adjective	bleak, dreary, joyless	bright, cheerful, happy
5.	To take apart, often making something useless.	verb	break up, demolish, destroy	assemble, build, construct
6.	To beg for something, or to ask very seriously.	verb	beg, beseech, plead with	disgust, refuse,
7.	Being nice and generous to strangers or guests.	adjectives	accommodation, friendliness	aloofness, coolness
8.	To make or become more intense; to strengthen.	verb	grow, increase	calm, weaken
9.	To flood.	verb	deluge, overflow	underwhelm
10.	Being careless; not paying attention to the things you have to do.	adjective	inconsiderate, indifferent	attentive, careful, mindful
11.	A speech, especially one in public for a special occasion.	noun	address, speech	print, writing
12.	To bother or disturb greatly.	verb	disturb, upset, unsettle	calm, please
13.	To scold in a very strong or serious way.	verb	castigate, chastise, rebuke	compliment, praise
14.	Something that comes after something else, especially a book or movie that continues the story of an earlier work.	noun	sequence, series	original
15.	To be in charge of something or someone; to manage.	verb	handle, control, oversee	mismanage; neglect

### **Teacher Comments:**

- Week of March 30<sup>th</sup> – April 3<sup>rd</sup> – As we continue on in the Stay in Place mode, I am hoping that you all have received the email that I sent at the beginning of the week. I have received responses from some of you. I am hoping to hear from more of you soon. I have also received some completed work through email attachments. I am hoping that more of you will begin to be able to submit your completed work through the email of your guardian or parent. If you are communication with me through your student St. Angela account and it is working well, please continue to do so. However, using the parent or guardian account has worked better for

communication for me, so I will continue to communicate through those emails. I have been responding to the emails that I have been receiving. Please look out for a Zoom email invitation. This is a video classroom. If you have the capability to participate, please do so. It is not required. It will not affect your performance in any way. I just want to visit and see if I can answer any questions or concerns face to face. I will have three separate classes for reading only. One for 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade. For Sixth and Eight graders, I will discuss religion and social studies during your reading meeting. Hope you and your family members are well.

- Week of March 23<sup>rd</sup> – 27<sup>th</sup>: As I have seen from your responses to Commonlit, most of you has access to some sort of electronic device, so communication can be a little easier. In addition to posting this week's lessons on St. Angela's school website, I will be sending out individual emails to all of you with this week's lessons attached. It would make it easier for grading, if you could possibly send me your completed work as an attachment to an email to me. If it is not possible then follow the directions I posted below for the Week of March 16<sup>th</sup> -20<sup>th</sup>.
  
- Week of March 16 – 20<sup>th</sup>: I know that the current situation is a little scary and somewhat confusing, but we will work together to keep on learning. I need you to follow the directions I have posted above for all the assignments. Please put all your completed work in a large envelope, or folder of some kind with your name, grade, and subjects. For example, at the top of the large envelope or the flap of the folder, print your name, 6<sup>th</sup> grade, and Reading/World History. Make sure you properly head your paper with your name, date, and subject. This way, it will make it easier for me to grade when we return to school. As we have done since October, your work on Commonlit.org will be submitted online and I will be able to view your progress through Commonlit.org. As is my usual practice, I will score your student short responses and give your feedback that you will be able to view on your performance page. If you have any questions, please email me, as I will be looking at my St. Angela email several times a day while the campus is closed.