Current Material: Product Submission/Reflection Form

Week of May 25-29: Looking Ahead

Final Meeting via Google Hangout: Monday 5/25 @ 1:00 (all 8th grade groups)

Meeting ID
meet.google.com/nhb-zqms-edc

Join by phone:
(US)+1 385-393-5198
PIN: 921 449 996#

If you can't make it today because of the holiday (I totally forgot!) I understand. I hope you'll be able to make it to the 8th grade parade next Friday from 5-6!

Here's how you can best prepare for next year:

- **READ- Challenge yourself to get out of your comfort zone. Try new genres, maybe even a few classics! Whatever you read, don't be a passive consumer. Ask yourself about WHY this was written. Is the author biased? Do they want me to learn something? Is that message something I agree with?**
- **WRITE- Seriously. Just write. Even just 5-10 minutes a day keeps you from falling back into those bad habits from the beginning of the year. Be creative, reflective, or analytical. Journal, blog, write letters, or even summaries. Just write.**
    - **Kidblog will remain up all summer. You may use this as a writing platform if you choose. It can be published for the class or just to me to stay in touch. I will post weekly writing challenges and occasionally about what I'm reading as well.**
- **TALK- As silly as it may sound, you need to stay in touch with people- verbally. So many of you improved with your public speaking skills this year. Don't lose it because we're behind screens.**

Week of May 18-22: Final Assessment and Reflection

Conference Support Session: Cancelled due to family emergency - I'll be available via email today, but I might take a bit to respond. I promise I'll get back to you though! I'm also available in office hours the rest of the week between 9-12. I'll see you all next Monday for our final session via Google Hangout so we can ALL chat together :)

What we've read this year:	Other texts that you missed out on :(
• *The Giver* • Banned Book Unit Sister Novel (student choice) • Justice Book Club Novel (student choice) • "Resisting Arrest" • "Ruthless" • "Lamb to the Slaughter" • "Trifles" • "I Have a Dream" • "The Pleasure of Books"	• *Anthem (*discussion) • "Harrison Bergeron" (and mock trial) • "The Lottery" • "The Diary of Anne Frank" (play) • "This is Not a Small Voice" • "Invictus"

• "The Rose That Grew From Concrete" • "Burning a Book" • "Still I Rise" • "I, Too" • "I am the People, the Mob" • *Anthem*	

Learning Target(s) Read each carefully to understand your focus this week	Product Choose how to demonstrate mastery of this skill
• I can relate lessons learned through literature to life experiences. • I can reflect on my own learning through literature from my 8th grade year. • I can explain how art and literature inform life through either a speech or a piece of art.	• Graduation Speech • Ceiling Tile

Infographic Project

Week of May 11-15: Culminating Assignment: Infographic Project

Conference Support Session: Monday 5/11: 12:35-12:55 2O, 1:05-1:25 5O, 1:35-1:55 5E

Digital Bulletin Board

Reading(s) to support this week's learning targets- Choose at least 2

Articles- All use different styles of infographics to support the article's content

- **Arts: Scholar showed how effects of slavery persisted even after it ended**
- **Arts: Drawing West Africa, one emoji at a time**
- **Science: Climate change raising the oceans, making them warmer, new report says**
- **Science: Researchers measure a wild blue whale's heart rate for the first time**

- **Science:** "Too rare to wear" campaign targets tourists to end Hawksbill turtle trade
- **Health:** New list shows why it's important to wash your veggies before you eat them
- **Law:** Election Day this year will see a number of firsts for women

Learning Target(s) Read each carefully to understand your focus this week	Learning Resources These will help you	Product Demonstrate mastery of these skills

• I can plan and research a topic with the intent to share my message with others
 	
• I can summarize research into simple, audience-friendly language
 	
• I can create an infographic that conveys an appropriate tone for my chosen topic and audience. This means:
  ○ Choosing words with an appropriate connotation
  ○ Using colors and images to appeal to target audience
 	
• I can revise and edit my writing to convey a clear message
	• Why Do Infographics Matter? (video)
	
	• 13 Reasons Why Our Brains Crave Infographics (video)
	
	• Infographic ABOUT Infographics (you're welcome!)
	
	• 20 Great Infographics and How to get their look (article)
	
	• 40 Complex Topics Explained by Infographics (article)
	
	• Infographics in Adobe Spark (video)
	
	• Design Planning: Ms. Martin's Conference Session
		Create an infographic about an issue that is important to you.
		1. Brainstorm topics, audience, and means of sharing your information with others
		
		2. Narrow down to 1 topic
		
		3. Research the topic using at least 3 credible sources
		
		4. Plan design elements with tone and audience in mind
		
		5. Create your infographic!
		
		Click here to get started

Week of May 4-8: Shades of Meaning/Nuance of Language

Conference Session- Mini Lesson: Monday 4/27: 12:35-12:55 2O, 1:05-1:25 5O, 1:35-1:55 5E

Digital Bulletin Board

Reading(s) to support this week's learning targets- Choose at least 2

Newsela Articles

- **Arts:** Oxford Dictionary will include more local words from around the globe
- **Law:** Lawmakers in Hawaii want to protect cultural names and words
- **US History:** The woman whose words inflamed the American Revolution
- **War and Peace:** When an old language needs new words, people come together
- **Science:** New system can get a person's speech directly from their brain
- **Kids:** What's the word? Next Spelling Bee champ must handle hardest list yet

PBS Stories

- **What Happens When Languages Die?**
- **Evolutionary Roots of Language**

Learning Target(s) Read each carefully to understand your focus this week	Learning Resources Choose at least 3 sources you will use to learn the material	Product Choose how to demonstrate mastery of this skill

• I can differentiate words based on both their denotative and connotative definitions.
• I can identify patterns and trends across word groups.
• I can utilize complex vocabulary in a variety of ways.
	• Mini Lesson
	  ○ Slideshow
	  ○ Video
	• VisuWord
	  ○ Type any word and see visual connections to word parts, parts of speech, and related words
	• Connotation/Denotation Review Examples and Jeopardy
	• Connotative Meaning: A BRIEF explanation!
	• Literary Devices: Connotation (an article)
	• Connotative Words: Examples and Exercises
	• Shades of Meaning Game
		For any of these choices, use this SAT word list to complete the product
		• Word Triangles
		  ○ Directions (Written)
		  ○ Directions (Verbal)
		  ○ Task Template
		• Vocabulary Menu: Food Truck Edition
		  ○ Directions
		  ○ Menu Options
		• Affix Organizer
		  ○ Directions
		  ○ Task Template

Roots/Etymology

Week of April 27-May 1: Roots/Etymology: Connecting Languages

Optional Conference Support Session: Monday 4/27: 12:35-12:55 2O, 1:05-1:25 5O, 1:35-1:55 5E

Reading(s) to support this week's learning targets- Choose at least 2

- **Short Fiction (Commonlit)**
  - **Excerpt from "Portrait of the Artist as a Young Man"**
  - **"The Devil"**
    - **There is some VERY interesting word choice in these pieces worth exploring- both in how the words develop character and mood, but also how archaic some are!**
- **Poem (Commonlit)**
  - **"Languages"**

- **Articles (all on Newsela): All explore different facets of language**
  - **Emojis Get a Big (Thumbs Up Emoji) From Linguists**
  - **What is love, actually? World's languages describe emotions differently**
  - **Students who share their language with others feel less alone**

Learning Target(s)	Learning Resources Choose at least 3 sources	Product Choose how to demonstrate mastery of this skill

• I can define unfamiliar words by identifying familiar word parts as context clues.
• I can discover relationships between words based on shared word parts.
	• Where Did English Come From? A TED-Ed video- for my History buffs :)
	• Etymology: What does it mean? (brainpop)
	  ○ Username: jlmartin252
	  ○ Password: Kings1Men
	• Mini Lesson from Ms. Martin
	• Exploring Etymologies
	  ○ Online Etymology Dictionary
	  ○ Wiktionary
	• It's All Greek to Me- A game to practice associating roots to words.
		• Option 1: Root Attack Poster
		  ○ Create a polished digital poster that can be used to teach ELL (English Language Learner) students about the connection between words- Using pictures will also support newer learners
		  ○ Awesome posters will be given to Robious teachers with ELL students to support language acquisition!
		  ■ Example (also discussed in mini lesson video)
		• Option 2: Root Game
		  ○ Create your own game- digital or print- that could be used in a middle school classroom to practice with word parts. Don't make it TOO easy!
		• Option 3: Etymology of…
		  ○ Research the etymology of 2 different words (your choice which words)
		  ○ For each word, create an interesting visual representation for the word's origin and changes over time.

Impact of Dialogue on Tone, Mood, and Character Development

Week of April 20-24: Impact of Dialogue on Tone, Mood, and Character Development

Optional **Conference Support Session: Monday: 2O @ 12:35-12:55, 5O @ 1:05-1:25, 5E @ 1:35-1:55**

Reading(s) to support this week's learning targets- Choose at least 2

- **Short Fiction:**
  - **"An Uncomfortable Bed"**
    - **Think about how the character's point of view impacts your reading**
  - **"Tell Tale Heart"**
    - **Decide if the narrator's (un)reliability and tone impacts the mood of the story and what you can believe**

- **Drama:**
  - **Excerpt from "Three Sisters"**
    - **Think about how the different characters' perspectives/tone of speaking impact how you feel about/sympathize with them**
- **Nonfiction:**
  - **"Last Diary Entry of John Wilkes Booth"**
    - **Think about the reliability level of this narrator**

Learning Target(s) Read each carefully to understand your focus this week	Learning Resources Choose at least 3 sources you will use to learn the material	Product Choose how to demonstrate mastery of this skill

• I can analyze a character's tone based on dialogue.
• I can determine the impact of a character's dialogue on a text's mood.
• I can accurately punctuate dialogue.
	• No Red Ink Punctuation Practice
	  ○ Period 2 Odd
	  ○ Period 5 Odd
	  ○ Period 5 Even
	• Brain Pop Video (Dialogue)
	  ○ Username: jlmartin252
	  ○ Password: Kings1Men
	• Developing Character
	  ○ Mini lesson with Ms. Martin
	  ○ Slideshow
	• Character Motivation
	  ○ (Un)reliable Narrators
		• Option 1: Select a meaningful excerpt from one of the reading selections about to perform in a dramatic reading. You want to convey the conflict, motivation, and feelings of the character to the audience, so think about how this character would deliver these lines.
		  ○ Record using any platform you choose
		• Option 2: Create a short (max 3 minutes) video demonstrating how our world right now might be viewed from the perspective of a historical figure. You're trying to capture this person's voice, so think about what tone they would use to express their thoughts. Be sure to include the name and time period of your historical figure in the title of your work.
		• Option 3: Turn a scene from a novel of your choice into a dialogue. You should include stage directions to indicate the tone of the speakers. Additionally, include a copy of the original text by including a PDF link or taking a picture of the excerpted page.

Tone and Mood Overview

Week of April 14-17: Analyzing Speaker's/Author's Tone and Impact on Mood

Conference Support Session: N/A: Watch this video for document explanation

Reading(s) to support this week's learning targets- Choose at least 2

- **Short Fiction:**
  - **"Home"**
    - **Focus on speaker's tone**
  - **"The Last Leaf"**
    - **Focus on the literary devices used on how they impact the mood of the story**

- **Poetry:**
  - **"We Real Cool"**
    - **Focus on speaker's tone**
  - **"The Soldier"**
    - **Focus on speaker's tone and how that impacts the feel of the poem**
- **Nonfiction:**
  - **"Ain't I a Woman?" Speech**
    - **Think about the speaker's tone and how it impacts the message. How might it have been received at the time?**

Learning Target(s) Read each carefully to understand your focus this week	**Learning Resources** Choose at least 3 sources you will use to learn the material	**Product** Choose ONE option to demonstrate mastery of this skill

• I can determine the impact of the author's word choice on mood
 	
• I can determine an author's tone based on word choice
	• PBS Learning Media Lesson
	
	• YouTube video mini lesson
	
	• Tone and Mood in music and movie
	
	• Grammarly Blog Post
	
	• Terms to use:
	  ○ Tone
	  ○ Mood (top bullets are fabulous- scroll down for chart)
		• Option 1: Find a piece of art (any medium) that speaks to you. For that piece, write 2-3 sentences that explain:
		  ○ The mood that the piece conveys
		  ○ How the artist developed the mood
		Then, create your own piece of art (again any medium) that depicts the same mood.
		
		• Option 2: Create a blog post for our Kidblog page about any topic you choose. No matter what you write, you must have a tone and mood that DO NOT match. For example, you might talk about a nightmare you had in a way to make your reader laugh.
		
		• Option 3: Create a playlist with a minimum of 4 songs, each that convey a different mood. For each song chosen, write 2-3 sentences that explain:
		  ○ The mood that the song conveys
		  ○ How the artist developed the mood

- Anthem (3/16-4/3)