



DISTANCE LEARNING: ELA VIDEO

Ms. Blossom
6th, 7th, 8th Grade

I MISS YOU SO MUCH



IT'S UNBEARABLE!



Contact me

- **Email:**
ablossom@sunflower.k12.ms.us
- **Phone:** 929-429-6921
- **Office Hours via Zoom:** Every Tuesday from 12:00- 1:00 pm. I'll be there to:
 - *Help you with school work*
 - *Check in with how you are*
 - *Support you in any way I can*

ZOOM MEETING OFFICE HOURS INFO:

Ms. Blossom is inviting you to a scheduled Zoom meeting.

Topic: 6th, 7th, 8th Grade ELA

Time: Apr 28, 2020 12:00 PM Central Time (US and Canada)

Every week on Tue, until May 19, 2020, 4 occurrence(s)

Apr 28, 2020 12:00 PM

May 5, 2020 12:00 PM

May 12, 2020 12:00 PM

May 19, 2020 12:00 PM

Join Zoom Meeting

<https://zoom.us/j/93115229640?pwd=Ny9uNzY5cVMxVGthL1lzVWJyWGNxUT09>

Meeting ID: 931 1522 9640

Password: 4ruypq

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- A. Greeting✓
- B. Past Weeks Review
- C. Why keep up with your studies
- D. Creating a schedule
- E. Reading
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- G. Vocabulary
- H. Closing and Contact Info

My home garden!



My cat Spicy helping with some seedlings.

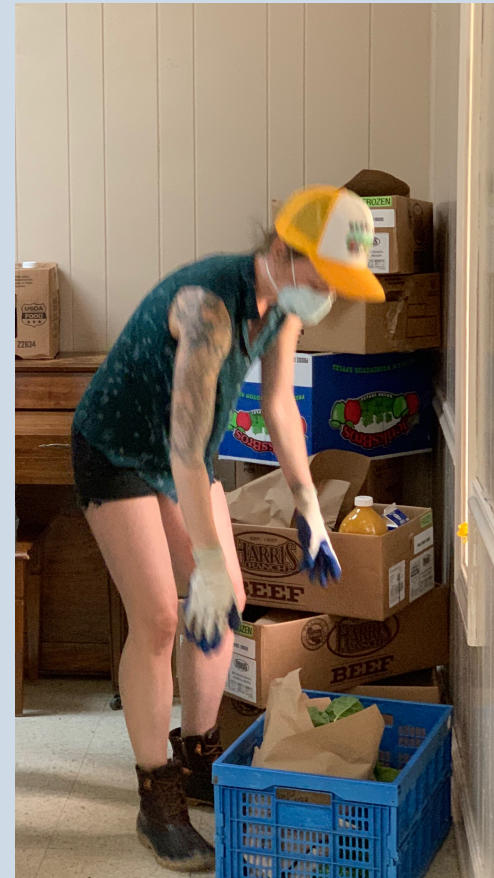




My roommate works for Delta Eats. I am helping her at her gardens in Hollandale and Leland and she is teaching me more about gardening. Currently, Delta Eats delivers the food they grow to families in Washington County and Shaw for free.



So far I have helped work food drives in Indianola, Drew, and Hollandale. Around 800 families have benefited from these drives.

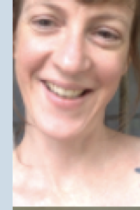


My sister in San Francisco

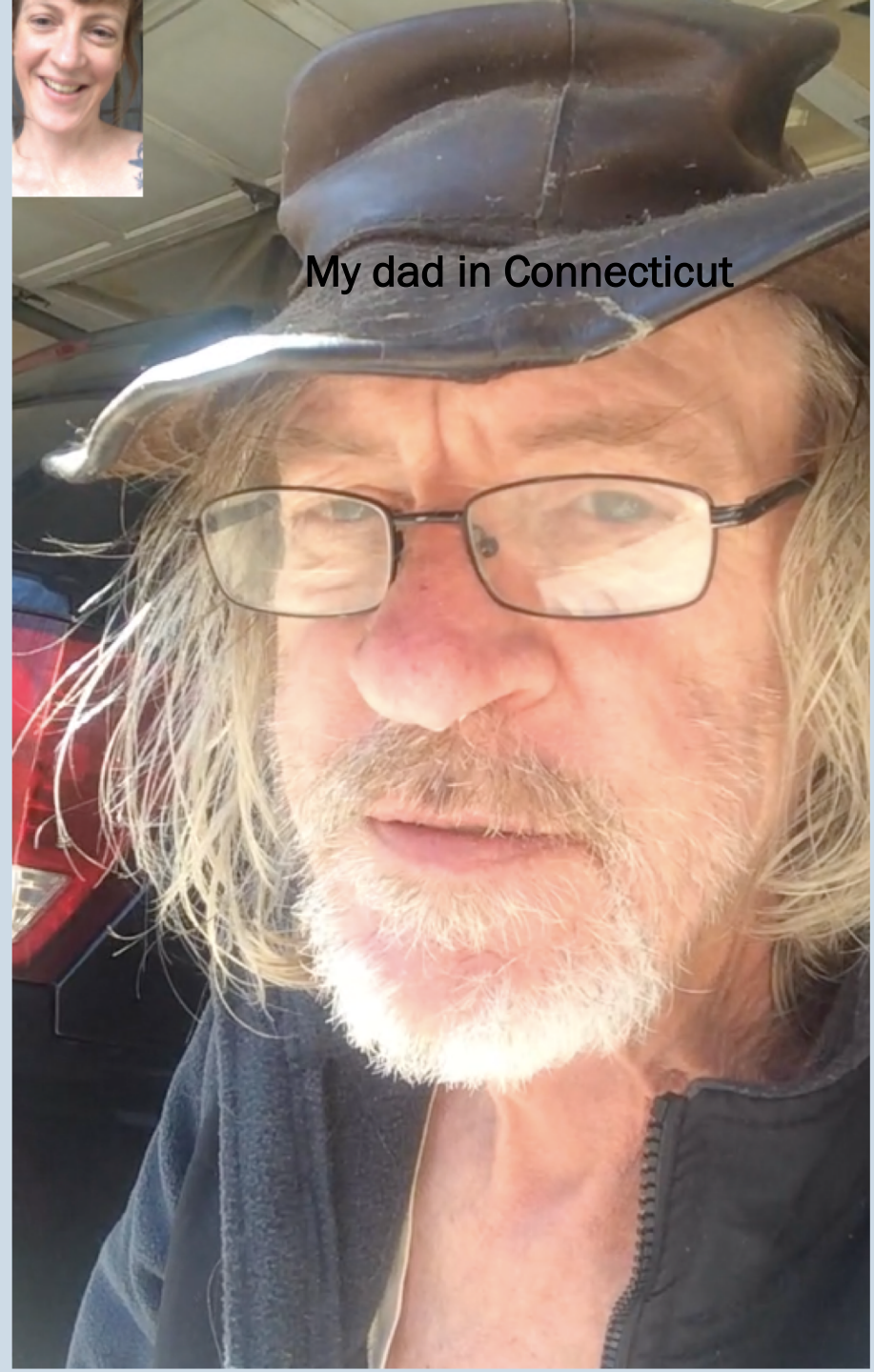


I have been talking to my family almost every day and my friends here and around the world often.

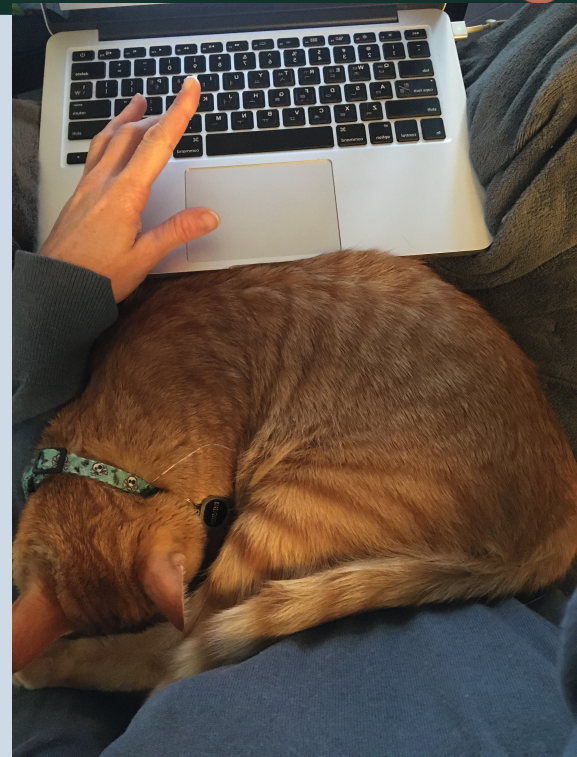
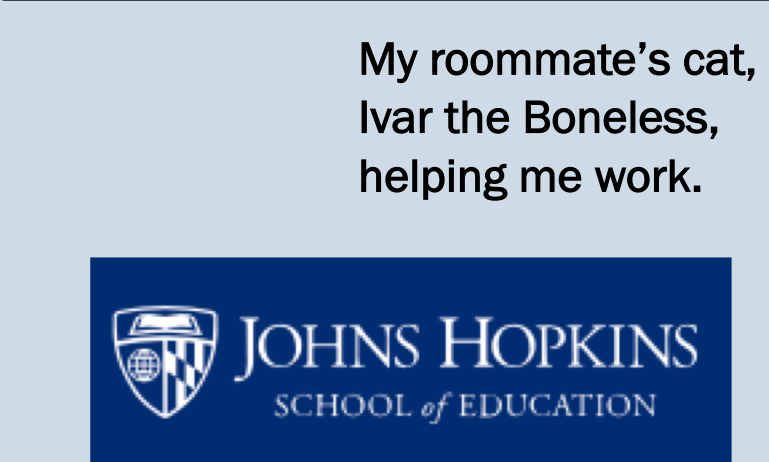
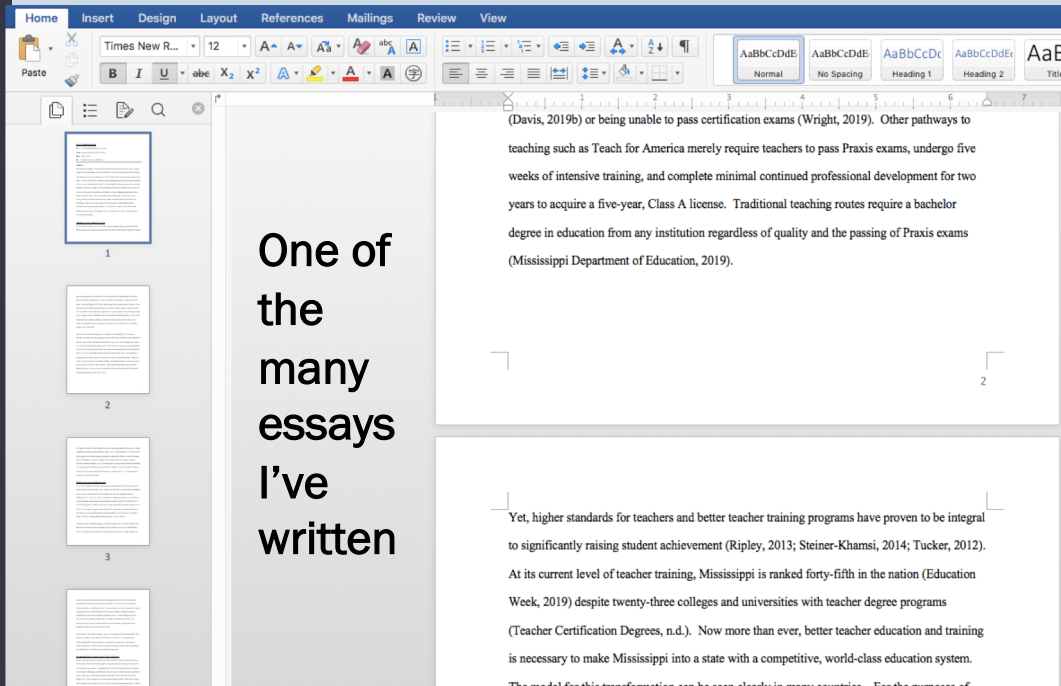
My best friend and her daughter in Moscow, Russia



My dad in Connecticut



I have finished 14 assignments since I saw you last (most of them essays)!



Hi **Graduation!!**

A friendly reminder to act so you can fully participate in **The School of Education Virtual Graduation Ceremony on Wednesday, May 20 at 9:00 a.m.** but we need your input.

Like my gardening and volunteering, **try picking up a new hobby** during this time!

While I want you first and foremost to **be healthy and support your family** during this time, as well as keep learning on **iReady**, through the **packets** provided at school, and via the **other resources** I have posted for you on the MCS website, I also think **learning new skills beyond the classroom is important.**

Try cooking with your folks, working out, developing your photography or movie making skills on your phone, or another hobby you are interested in!



If you would like to start your own home garden, Delta Eats can deliver materials (potting soil, seedlings, etc.) to get you started. They also have tutorial videos to show you what to do.

If you are interested, use the contact info I provided earlier to contact me. Delta Eats or I will drop off supplies to get you started!



How are you? What have you been up to?

Shoot me an email or pop in during my Zoom office hours to let me know! I would LOVE to hear from you!!



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WHY KEEP UP WITH
YOUR STUDIES?



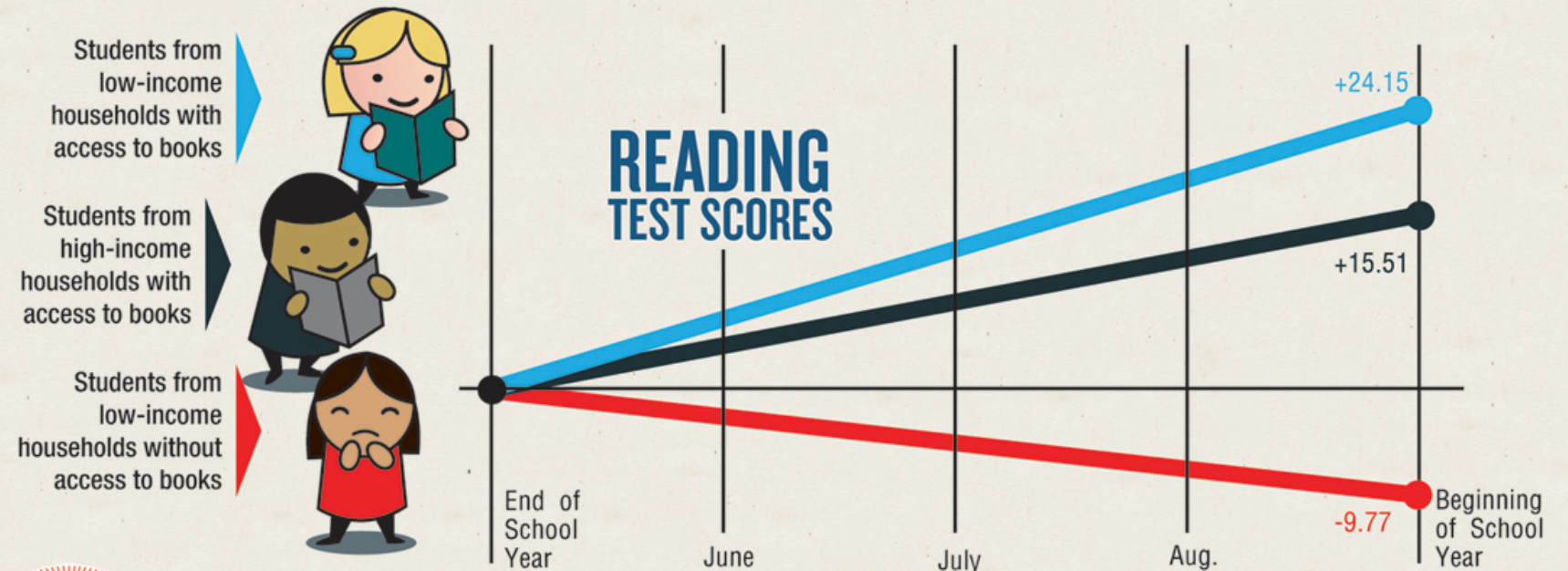
Why keep up with your studies?

Students who don't read during the 2 months of summer lose a lot of reading skills.

Since the Coronavirus has forced schools to close, it will be 5 months of no ELA classes. Look at the chart to the right. How much learning will you lose if you don't take a little time each week to practice your reading?

KIDS WHO READ BEAT SUMMER SLIDE

Studies show that access to books during the summer prevents a drastic loss in reading skill – especially for kids in need.



SOURCES: 1. Change in scores between end-of-year and following year testing as shown by the California Aptitude Test. (Slates, S. L., Alexander, K. L., Entwisle, D. R., & Olson, L. S. (2012). Counteracting summer slide: Social capital resources within socioeconomically disadvantaged families. *Journal of Education for Students Placed at Risk*, 17(3), 165.)

Everyone has a lot on their plate right now..

- While it is vitally (extremely) important to keep up with your studies, this is a challenging time for many of you and your families.
- With that in mind, the most important thing to do right now is to keep yourself and your families healthy and safe.
- Help your loved ones out and when you have time, try to do what work you can.

TO HELP KEEP UP WITH
YOUR SCHOOL WORK,
MAKE YOURSELF A
SCHEDULE.



Why create a schedule for yourself?

- Adds structure to your day
- Helps you accomplish more
- Can make your day more interesting
 - *When you know what to expect or have something to look forward to, it can cut down on boredom.*
- Can reduce any anxiety you might be feeling
- Can help you remember what you have already learned so that you will be more ready for the next school year
- Can help you learn new things
- Can help you pick up new hobbies or perfect old ones 😊

6 Tips for creating a schedule for yourself

- 1) Identify activities you will do each day
- 2) Make sure to include special things that you like to do throughout your schedule *(i.e. games, talking on the phone with your friends, playing with you dog, etc.)*
- 3) Set up expectations for yourself
 - i. *Will this activity be done in a silent space or not?*
 - ii. *Where will you do this activity?*
 - iii. *Can a family member help?*
- 4) Work with your parents or siblings to create your schedule
 - i. *Can you include a half hour to tutor a younger sibling?*
 - ii. *Can you schedule time to help your folks in the kitchen? With chores, etc.?*
- 5) Set time limits
 - i. *For example, I will read for 30 minutes. Then I will take a break and play a game on my phone for 10 minutes before I start writing.*
- 6) Make your day productive AND FUN!

Example Schedule

Make your
schedule
work for
YOU!

Learning at Home Daily Schedule

8:00	Morning Routine
8:30	Breakfast
9:00	Outdoor/ Sport Time
10:30	Snack
11:00	Academic Time
12:00	Lunch
1:00	Quiet Time
2:00	Science/STEM/Art Project
3:00	Academic Time
3:30	Snack
4:00	Free Time
5:00	Prepare for Dinner
5:30	Dinner
6:30	Evening Routine

Academic Time Daily Schedule

Time A Day	Monday	Tuesday	Wednesday	Thursday	Friday
40 min	ELA: Reading	ELA: Writing	ELA: Reading	ELA: Writing	Math
40 min	Science	Social Studies	Science	Social Studies	Science
40 min	ELA: Reading	ELA: Writing	ELA: Reading	ELA: Writing	ELA: Reading

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READING



SPECIAL SHOUT OUTS

–To all those who have been working on their iReady!

On the right are the top 8 students who have spent the most time on iReady in April.

–To all those who have picked up packets from the cafeteria and are working on those at home!

Thank you for being responsible for your learning!

Conrod, Johnesia	7h 38m
Blissett, T'asia	7h 17m
Webb, Kayla	5h 19m
Robinson, Kyra	5h 19m
Blackmon, Makheal	5h 10m
Rodgers, Aniyah	5h 6m
Huey, Zacchaeus	2h 41m
Simmons, Tre'shawn	2h 34m

Reading Skills Review

Every time you read an article, story, book, etc., consider thinking and writing down the following in a special notebook:

- Theme (+ citing text evidence)
- Main Idea (+ citing text evidence)
- Inferences

Reading materials to practice these skills can be found in:

- Books you have checked out from me (according to my class library app, 91 books to be exact) or the school library
- Online resources (see my [Resource list](#) at the end of this PPT/PDF).
- iReady or school packets



**READING
COMPREHENSION
SKILLS REVIEW:
THEME**

What is a THEME?

- A theme is the **message or underlying meaning** the author wants to convey in **a fictional story**.
- The theme drives the characters and the plot.
- To find the theme, remember to read the whole text. The theme often relates to how a character changes throughout a story.



To find theme....

1. First, brainstorm topics that relate to the text!

Theme vs. Topic

We're often told that **topics** are themes.

For example,

- love
- family
- loyalty
- the struggle of good vs. evil

However, these are topics! They are too simple to be the theme of the text.

A good theme will *contain* a topic, but be more complex.



THEMES

Common topics for themes can be....

- Good vs. evil
- Facing adversity
- Loyalty/ betrayal
- Courage
- Love
- Inner beauty
- Personal sacrifice
- Friendship/ family
- Heroism
- Hope
- Loyalty

To find theme....

1. Now, let's brainstorm topics that relate to the text!
2. Then, write a sentence about what the author believes about that topic using, "The author believes that..."
 - ❑ *To do this, consider the conflict (problem) and the main character's experience overcoming the conflict. Thinking about the following questions can help you:*
 - How did the protagonist (main character) solve the problem or conflict?
 - What lesson the protagonist learned or should have learned (lesson, moral, message)?
 - What lesson in the story can relate to everyday life?
3. Lastly, cross out ~~"The author believes that..."~~

The turtle and the hare

Do you know the story of the turtle and the hare? What is the general **topic**?

What is the **theme** of the story?



TOPIC	vs.	THEME
- Slow and steady wins the race		-The author believes that being persistent in what you do will lead you to success.

The turtle and the hare

Do you know the story of the turtle and the hare? What is the general **topic**?

What is the **theme** of the story?




TOPIC	vs.	THEME
- Slow and steady wins the race		The author believes that Being persistent in what you do will lead you to success.

Challenge yourself!


Support your theme with text evidence.

- A) What “quotes” from the text support your theme?
- B) What events or dialogue support your theme? Paraphrase it (write it in your own words).

THEME	TEXT EVIDENCE
Being persistent in what you do will lead you to success.	A) “The Hare lay down in the sun and fell asleep. The Tortoise kept going. Slowly, steadily he moved across the field and by evening time he was getting close to the finishing tree. Still the Hare slept on and now the animals started to get excited. “
	B) Though the turtle is slower than the hare, he never stops during the race and wins as a result. In contrast, the hare stopped to take a nap and lost.



**READING
COMPREHENSION
SKILLS REVIEW:
CENTRAL IDEA**



What is a CENTRAL IDEA?

- The Central Idea of an informative passage is **what a passage is all about**-- stated in a one broad sentence. In past years, you may have called this the “Main Idea.”
- Central Ideas are the **most ESSENTIAL ideas** to help you understand an informative text.
- An informative passage **may have more than one central idea** (just like a short story may have more than one theme).



To find the central idea...

- 1. Use basic text features:** One of the central ideas of a text will be conveyed in the **HEADING (title)** of the passage. Other central ideas will be conveyed in the **SUBHEADINGS**. *Although some subheadings convey supporting details, so be careful!*
- 2. Determine the Text Structure:** Transition words show you the text structure; text structure helps indicate the writer's purpose. Does the text use **chronological** (time) order to explain a historical event? Does the text **compare and contrast** 2 items? Does the text describe a **problem** and explain ways to **solve** it?

To find the central idea...

- 3. Ignore supporting details:** Central ideas are **GENERAL topics** stated in a word or two. Do not look at very specific details found in body paragraphs of the text. These ideas are too specific to be what the **ENTIRE** article is about. Instead, those details **SUPPORT** the central ideas of the text.
- 4. If all else fails, find the Thesis Statement:** Introduction and conclusion paragraphs often have a **THESIS STATEMENT**, which is a **main idea sentence** that shows what the entire passage is about (similar to a persuasive essay). However, some articles do not contain specific thesis statements because the central idea is something you should **INFER**.

Let's try it together.

- Heads up, I am going to go through an example. To get the most out of this part of the video, **feel free to pause it and read the article**. You may also want to **rewatch it** a few times.
- Remember, I will have office hours every Tuesday until the end of school so feel free to pop in and ask me questions.

PROFILE

Michaela, Triumphant

Heading (the title of the article)

Orphaned by a war, abandoned by her family, despised by her caregivers—this amazing teenager overcame it all to become the ballerina she dreamed of being.

BY KATHY SATTERFIELD



Subheading

Life in the Orphanage

It was a windy day in Sierra Leone, where 3-year-old Michaela was standing by the fence of the orphanage.

Like so many other children in this war-torn country in West Africa, Michaela had lost everything. Her father had been shot. Her mother had died of starvation. And although the orphanage where she was living provided shelter, it didn't provide much love.

A magazine blew against the fence. The cover showed a beautiful, smiling dancer in pointe shoes. **Mesmerized**, Michaela ripped off the cover and hid it under her clothes.

That photograph became her most treasured possession.



Civil war ravaged Sierra Leone from 1991 to 2002. Tens of thousands of people died. (The country is still **plagued** by violence today.) One of those victims was Michaela's father. After her mother died as well, an uncle took Michaela to the orphanage, which offered little comfort. The "aunties and uncles" charged with caring for the children despised her. They called her "devil child" because she suffers from a rare skin condition called *vitiligo*, which had caused white freckles on her neck and chest. They told her that no one would ever want her.

Of the 27 children at the orphanage, Michaela was known as "No. 27"—the least favorite. She received the smallest amount of food and the fewest pieces of clothing. She



Another subheading (There can be many in an informational text.)

was forced to share a sleeping mat with another girl, Mia, who ultimately became her best friend. Michaela and the other children lived in fear. Their lives were surrounded by violence. The only teacher who ever showed Michaela kindness was murdered in front of her.

Through it all Michaela clung to the photograph of that dancer, which soon grew tattered and dirty. She would later say that the photograph saved her from giving up.

A New Life

In 1999, a kind American couple named Elaine and Charles DePrince came to the orphanage. They had traveled all the way from New Jersey to adopt a little girl. They chose Mia, but when they heard about Michaela's plight, they decided to adopt her too.

Michaela was in bad shape—she had tonsillitis, swollen joints, and a disease called *mononucleosis*,

“She had this expression on her face that said she wasn’t going to take any nonsense.”

—Michaela’s adoptive mom, Elaine

which makes you extremely tired—but her spirit was strong. “She arrived in the U.S. with attitude,” Elaine says. “She had this expression on her face that said she wasn’t going to take any nonsense.”

Once Michaela was healthy, Elaine enrolled her in ballet classes. It was clear right away that Michaela was extremely gifted. Still, the memories of her ordeal in Sierra Leone haunted her.

“It took a long time to get it out of my memory,” she says. “But my mom helped me, and I wrote a lot of stuff down so I could recover from it. Dance helped me a lot.”

Today, Michaela, now 17, has blossomed into a confident, skilled dancer. She has starred in a documentary, performed on ABC’s *Dancing With the Stars*, and appeared in *Teen*

Vogue. She was recently hired by Dance Theatre of Harlem, a famous ballet company in New York City. One day, she hopes to return to Sierra Leone and start a ballet school for girls.

“My life is proof that no matter what situation you’re in,” says Michaela, “as long as you have a supportive family, you can achieve anything.” ●



Example: "Michaela, Triumphant"

Step 1: Use Text Features

- What is the heading? → Michaela, Triumphant
- What big idea does this express? → a girl who has overcome a great struggle
- What are the subheadings? →
 - Life in the orphanage
 - a new life
- Do the subheadings give general ideas or specific supporting details? → These are GENERAL ideas related to Michaela's victory—not specific details.

Example: "Michaela, Triumphant"

Step 2: Determine Text Structure

- Choose from the 5 structures you have studied previously:
- chronological order
- compare / contrast
- statement & support
- problem & solution
- cause & effect

We can determine the text structure of "Michaela, Triumphant" by looking at the transition words used at the beginnings of paragraphs:

"Civil war raged Sierra Leone from 1991 to 2002."

"After her mother died..."

"Through it all...."

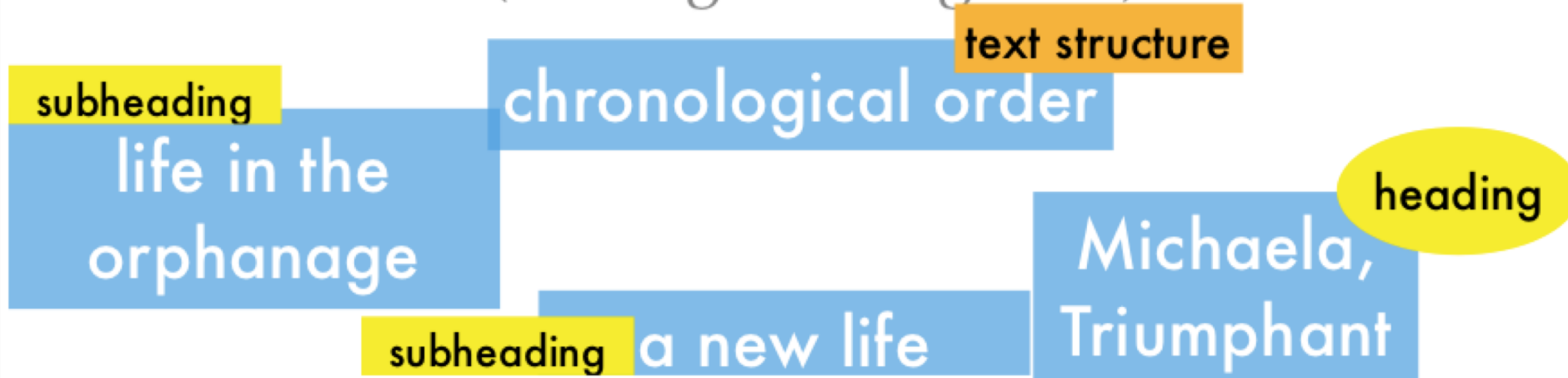
"In 1999....."

"Today..."

This article uses
Chronological Order to tell
the story of Michaela's life

Example: "Michaela, Triumphant"

- So....what have we determined about this article's central idea? (Putting it all together)...



Now put these ideas all together in a sentence (you don't have to use every word as long as the big ideas are conveyed):

Michaela overcame the great difficulty of being orphaned to achieve a new life.

Example: "Michaela, Triumphant"

So....what would we choose in a multiple choice question?

Q: What is the Central Idea of this article?

- a) how the war in Sierra Leone affected its citizens
- b) why a girl from Sierra Leone was featured on *Dancing with the Stars*
- c) how an orphaned girl overcame difficulties to achieve her dreams
- d) why a girl in an orphanage was called a "devil child"

THINK: Which answer choice expresses what the OVERALL article is about--not just a section or two? Also remember what you've learned from the article's HEADING, SUBHEADINGS, and TEXT STRUCTURE.

ANSWER: C

Example: "Michaela, Triumphant"

In addition to finding Central Ideas in an entire article, you can also find a Central Idea in a particular section of a text, such as a subheading.

What is the Central Idea of the section "Life in the Orphanage?"

- a) Michaela was the favorite child at the orphanage.
- b) There are thousands of orphans in Sierra Leone.
- c) Orphanages don't provide much love for children.
- d) Michaela experienced many difficulties as an orphan.

THINK: Which answer choice expresses a general statement of what the OVERALL section is about--not just a particular paragraph or sentence?

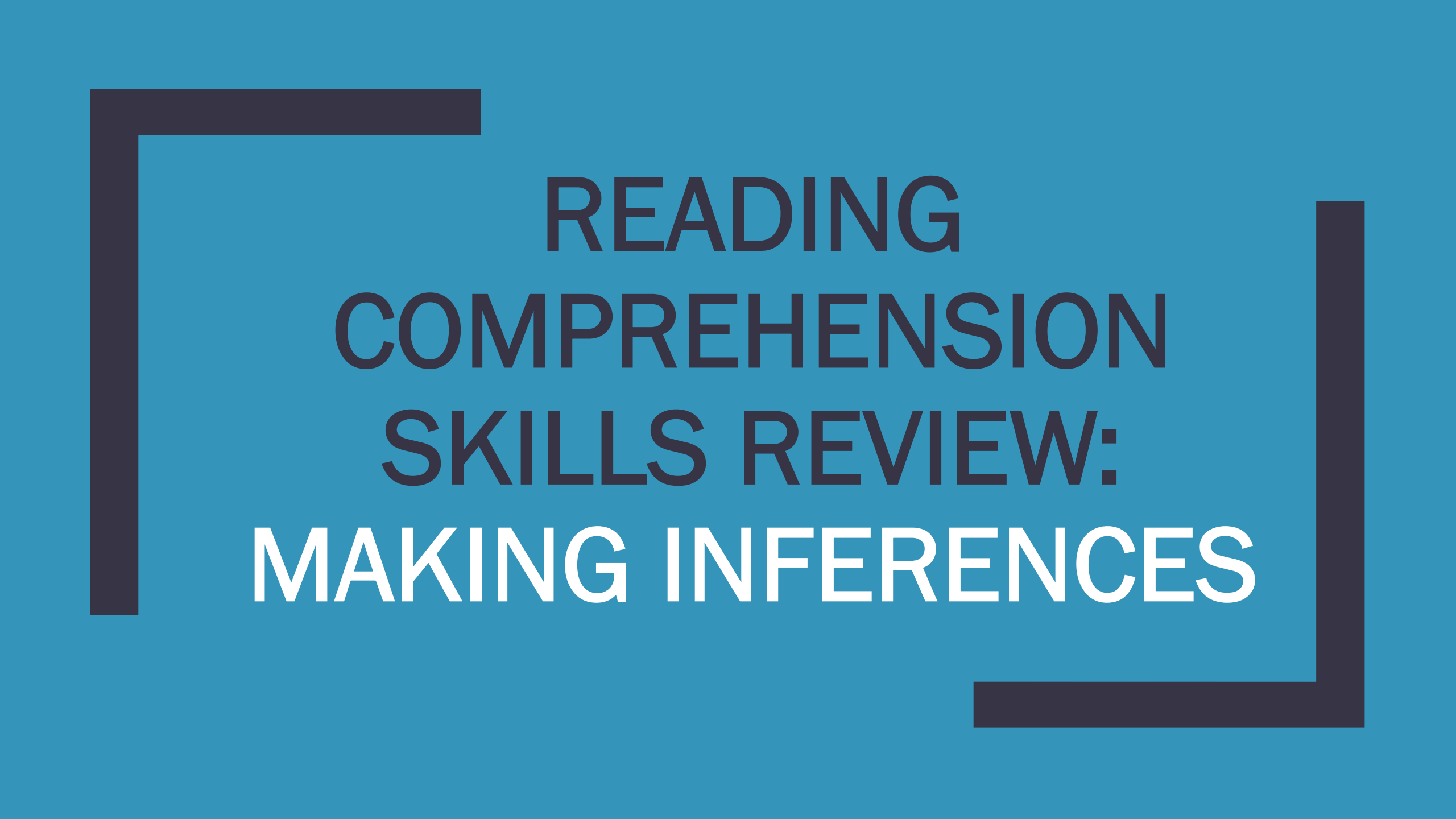
ANSWER: D

Challenge yourself!

Support your central idea with text evidence.

- A) What details from the text support your central idea? You can use quotes (“”) or paraphrase (say it in your own words).

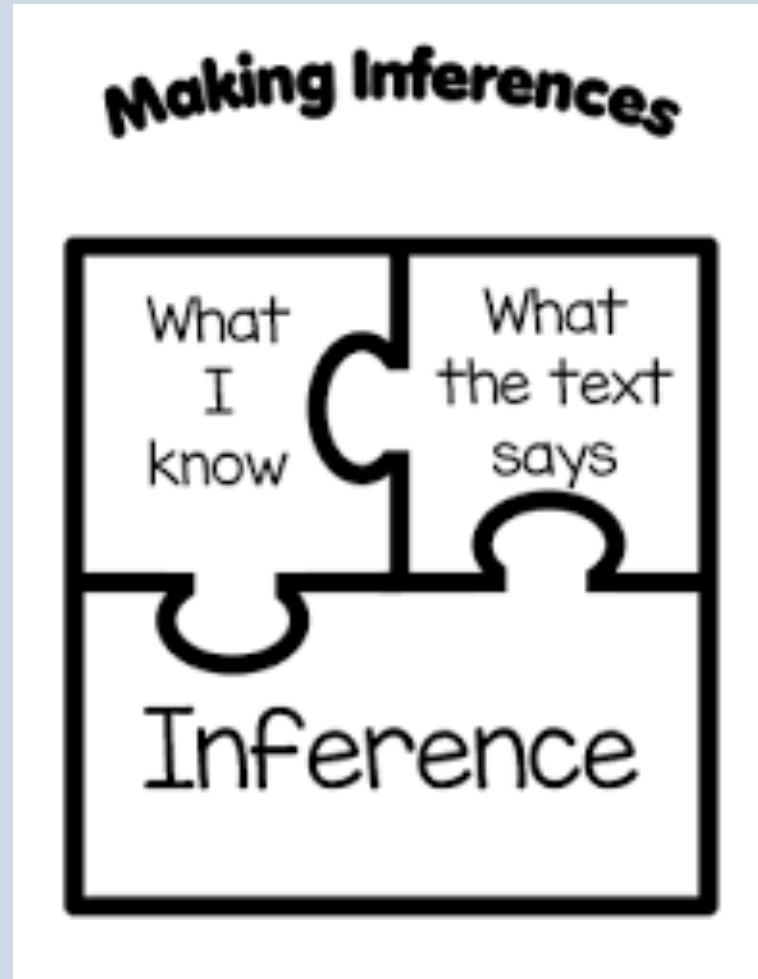
CENTRAL IDEA	TEXT EVIDENCE
Michaela overcame the great difficulty of being orphaned to achieve a new life.	She survived a civil war, in which both her parents died, in her home country of Sierra Leone.
	She had a condition known as <i>vitiligo</i> that made most people at the orphanage dislike her and which made her life even harder.
	She was adopted by an American couple who supported her and helped her “recover from it.” She became a skilled dancer that appeared on <i>Dancing with the Stars</i> .



**READING
COMPREHENSION
SKILLS REVIEW:
MAKING INFERENCES**

What is an INFERENCE?

- Making an inference involves **using what you know to make a guess** about what you don't know or reading between the lines.
- Readers who make inferences use the **clues in the text** along with their **own experiences** to help them figure out what is not directly said, making the text personal and memorable.

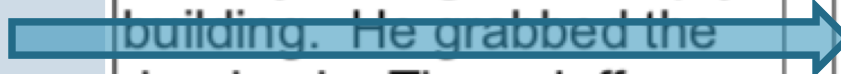


Use inferences to infer:

1) How a character feels or why the character does something



2) To predict what will happen next in a story



MATCHING

This type of inference asks a reader to find the details that show someone is nervous, joyful, etc.

Example: How does the reader know Jeff was afraid?

Sample Passage

Jeff looked in all directions and trembled as he made his way through the empty building. He grabbed the doorknob. Then, Jeff walked inside a room.

Answer:

Jeff looked in all directions and trembled as he made his way through the building.

PREDICTIVE

This type of inference requires a reader to think about details that show what will most likely happen next.

Example: What will the scientist likely do next?

Sample Passage

The scientist knew that if she left the plants in the outside tank, they would most likely freeze. She made her way out of the building.

Answer:

The scientist will most likely grab the plants from outside.

Use inferences to infer:

3. To explain a character's motivations (why they do something)

4. To connect different parts of a passage

RANKING

Of all of the text details, choose the one that has the greatest effect, will help the most, etc.

Example: Why did Kena most likely want to leave?

Sample Passage

Kena liked to watch the team practice. She also knew if she stayed in the locker room, she would see Hattie. Kena tried her best to stay out of Hattie's path. Kena decided to leave.

Answer:

Kena most likely wanted to avoid seeing Hattie.

CONNECTING

A reader has to use information from different parts of a passage to infer.

Example: Why are there fewer monarchs today?

Sample Passage

Monarchs are picky eaters that only eat milkweed.

Each year, thousands travel to warmer areas. When they return home months later, there is less food to eat. Many perish.

Answer:

Monarchs only eat one kind of food. When that food is gone, there is nothing for them to eat.

WRITING



Challenge yourself: Start a journal

- This is an unprecedented time in history. Never in my lifetime or the lifetime of your parents or grandparents or even great grandparents (i.e. since the 1918 Spanish flu) have we ever had a global pandemic. Never has society been shut down. **Keep a daily journal and record history.**

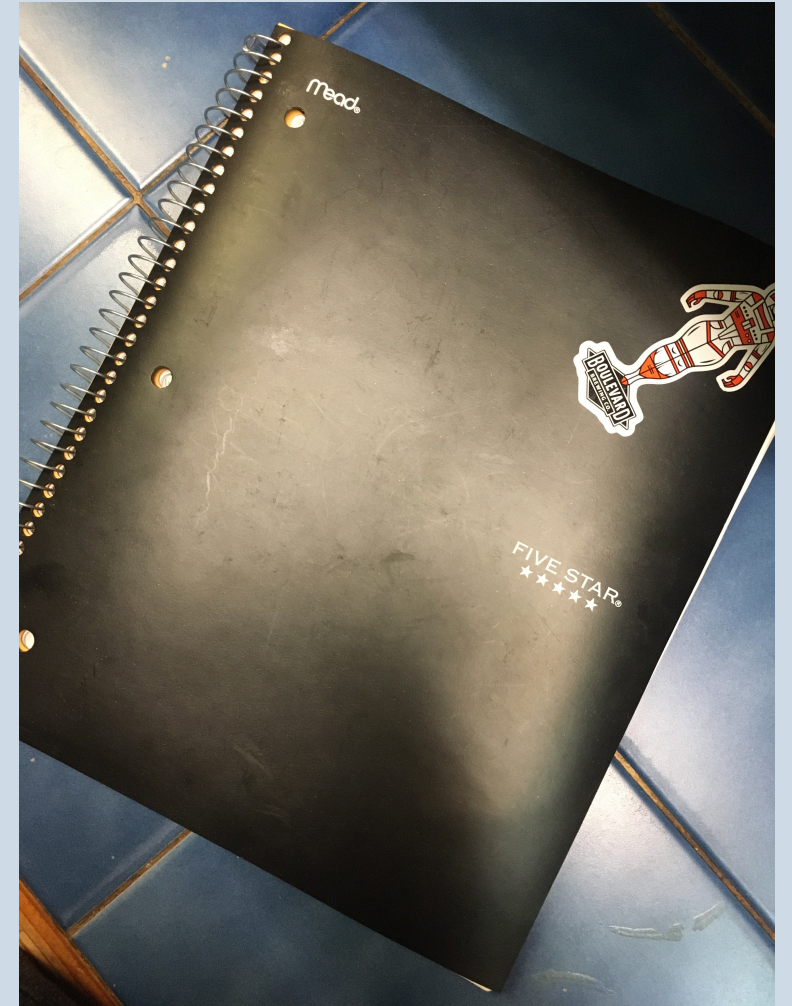
This thing we are all a part of, it's living history. Our children are all a part of this, and it will be talked about for generations to come. Schools are closed; sports are cancelled; people are quarantined... on a GLOBAL level. The best thing your children can do is to keep a journal over the next 5+ weeks. Handwritten, typed, in photographs or drawings... record events, day to day activities, fears and feelings. Let them make a video journal if that's the media they prefer. As parents, let them interview you, be a part of it. When it's all over, save it/store in a safe place for them. They will share this with their children and grandchildren. Help them create a tangible, primary source of their own history.

I've started my own daily journal...

While I drink my morning coffee (you all know how much I love my morning coffee 😊), I write **three pages** in my journal.

For me, I write stream of consciousness style, which basically means **I free write** (7A, you know what I mean!). I write non-stop and don't worry so much about my punctuation or grammar. **You can free write in your journal or choose to do it differently. It's your journal.**

Lately, I have found it hard to fill 3 solid pages. However, instead of giving up, I make myself another cup of coffee and sit until I've finished. I think that even with the small things, **it's important to show persistence.**





CLOSING



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Ms. Blossom

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Meeting ID: 931 1522 9640

Password: 4ruypq

I love and miss
you all! Stay
healthy and
safe!

Meeting.

6th, 7th, 8th Grade
Spring 2020

ELA RESOURCES

- <https://www.khanacademy.org>
- <https://www.activelylearn.com>
- <https://mpb.pbslearningmedia.org>
- <https://classroommagazines.scholastic.com/support/learnathome.html>
- <https://www.ixl.com>
- <https://classroommagazines.scholastic.com/support/learnathome.html>
- <https://www.nytimes.com/section/learning>
- <https://www.123homeschool4me.com/home-school-free-printables/>
- <https://academy4sc.org>
- <http://teacher.scholastic.com/writewit/index.html>