

**Crabapple MS
Digital Learning Day Plans**

Science

Grade Level	Teacher	Lesson Materials
6 th	Mrs. Jennings	Students will complete a student paced virtual reality Nearpod on Natural Disasters. Nearpod link: https://nearpod.com/student/ Join Code: TFXOI
	Mrs. Harlow	Students will complete a student paced virtual reality Nearpod on Natural Disasters. Nearpod link: https://nearpod.com/student/ Join Code: GHJIO
	Mrs. Speaks	Students will complete a student paced virtual reality Nearpod on Natural Disasters. Nearpod link: https://nearpod.com/student/ Join Code: LKXIY
7 th	Ms. McMahon	Students will complete a Legends of Learning session called "Unit 4 Playlist: Reproduction" Legends of Learning link: www.login.legendsoflearning.com Teacher Code: MCMAH12
	Mrs. Nolan	Students will complete a Legends of Learning session called "Unit 4 Playlist: Reproduction" Legends of Learning link: www.login.legendsoflearning.com Teacher Code: NOLAN5
	Mr. Shaw	Students will complete a Legends of Learning session called "Unit 4 Playlist: Reproduction" Legends of Learning link: www.login.legendsoflearning.com Teacher Code: SHAWD2
	Mrs. Speaks	Students will complete a Legends of Learning session called "Unit 4 Playlist: Reproduction" Legends of Learning link: www.login.legendsoflearning.com Teacher Code: SPEAK
8 th	Ms. Davidson	Gizmos or Legends of Learning relating to current topic of study. See teacher's website for specific directions.
	Ms. Lee	Gizmos or Legends of Learning relating to current topic of study. See teacher's website for specific directions.
	Ms. Carter	Gizmos or Legends of Learning relating to current topic of study. See teacher's website for specific directions.
	Ms. McMahon	Students will complete a Legends of Learning session. Legends of Learning link: www.login.legendsoflearning.com Teacher Code: MCMAH12

World Language – all languages & grades

Each teacher will drop activities from our Vhlcentral site that are appropriate to the chapter they are working on at that time. All kids have accounts and now how to access the work. All teachers have the vhl site. Teachers will put the information on their websites as well so students will know to access the vhl site.

Math	
Assignment will be posted to each teacher's website along with a mass email to parents	
6 th On level & Advanced	Milestone Review Quizizz for 1 st day and iReady Lessons for 2nd day
7 th On level & Advanced	USA Test Prep & iReady
8 th On level & Advanced	iReady lessons specific to current content
Algebra I & Acc Alg/Geo	Quizizz specific to current content

Language Arts & Reading	
6th	<p>Theme Schaffer Paragraph - Formative Assessment</p> <p>Question: What is a theme of the story?</p> <p>Directions: Listen to the read aloud story of "Pete and Pickles" by Berkeley Breathed Use one of the following links: Pete & Pickles Pete and Pickles Pete and Pickles read aloud</p> <p>Write a Schaffer paragraph explaining a theme of "Pete and Pickles"</p> <p>Some things to consider: • Pattern of paragraph = TS, CD, CM, CM, CS • Reasoning (in your TS) and Commentary should include relevant parts of the plot that prove your choice of theme and help connect your CD to your TS. • CD can come from Words of the Wiser, Aha Moment, Again & Again or another signpost • Use your notes in your composition book to help you</p> <p>Below is an example paragraph:</p> <p>Question: What is a theme of the story?</p> <p>One theme of the story "The Mission" is that people should not be afraid to face their fears, demonstrated through the main character Philip, who changes and decides to stand up for himself even though he is embarrassed. In the story, Blythe gives Philip advice to not live in fear, and she says, "...it's better to fail than to never try at all." Blythe gives Philip this advice when they are discussing how everyone has seen an embarrassing video of him getting rejected for prom, and Blythe is encouraging Philip face his fears and make a powerful response video. This advice is important because it gives Philip the courage to stand up for himself, and instead of feeling awkward, he makes a video to tell the world that everyone can learn from their failures. To conclude, when Philip chooses to overcome his embarrassment by making a response video, he demonstrates a theme of the story, which is to not live in fear.</p> <p>Rubric for Schaffer Paragraph about Theme 4 -Exceeds Standard 3 -Meets Standard 2 -Approaching Standard 1 -Did Not Meet Standard</p> <p>TS -Clearly restates the question -Names the book and/or character -States an obvious theme, and includes reasoning that tells a relevant part of the plot to prove the theme</p>

Restates the question, states a possible theme, and includes reasoning
Restates the question, but theme and/or reasoning is unclear or missing
Does not restate the question; unclear what the paragraph will argue
CD -Gives credit to the type of text (In the story/book) -A direct quote or paraphrase is punctuated correctly -Evidence relates to a signpost (Words of the Wiser, Aha Moment, or Again and Again) Evidence strongly relates to the claim.
-Gives credit to the source (in the text) -A direct quote or a paraphrase relates to the claim
-The source of the evidence is unclear and/or the evidence loosely relates to the claim
-The source of the evidence is unclear and/or evidence does not relate to the claim.
CM (Counts double)
-The argument is easy to follow as well as thoughtful and insightful -The writer works to bring out relevant parts of the plot that prove the theme -The writer works to connect the CD to the TS by explaining how the advice, aha, or repeated ideas relate to the events of the story and how these reveal the life lesson

-The writer works to explain how the advice, aha, or repeated ideas relate to story events and show the life lesson

-The writer attempts to support the claim, but it's not clear how advice, aha, or repeated ideas relate to the story events or theme
-Ideas are not connected to the claim
CS -Transition words indicate conclusion -The writer works to restate the claim and reasoning in a different way that reminds readers of the life lesson
-Transition words indicate conclusion -Claim, reasoning, and theme restated
-No transition words to indicate conclusion and/or -Only the claim is restated without the reasoning and/or theme
-No conclusion

Type your paragraph in the box below:

Check your paragraph:

Highlight your paragraph using the Schaffer colors: • TS - Blue • CD - Red
• CM1 - Green • CM2 - Green • CD - Blue

If your paragraph has more than 5 sentences, it MUST be revised to only have 5 sentences.

TS: Underline your REASONING. If you can't underline anything, your TS is missing reasoning, so you must add it.

REMEMBER: THEME and REASONING are NOT the same thing. Refer to the example below. Theme is highlighted pink, and the reasoning is underlined.

Example: One theme of the story "The Mission" is that people should not be afraid to face their fears, demonstrated through the main character Philip, who changes and decides to stand up for himself even though he is embarrassed.

	<p>CD: Is your CD related to a SIGNPOST (Aha Moment, Words of the Wiser, Again & Again, etc.)?</p> <p>Example of Words of the Wiser in the CD: In the story, Blythe gives Philip advice to not live in fear, and she says, "...it's better to fail than to never try at all."</p> <p>CM1&2: Is your commentary telling the parts in the story that are connected to the theme that you stated in your TS? Is your commentary connected to the theme and reasoning stated in your TS?</p> <p>Example: Blythe gives Philip this advice when they are discussing how everyone has seen an embarrassing video of him getting rejected for prom, and Blythe is encouraging Philip face his fears and make a powerful response video. This advice is important because it gives Philip the courage to stand up for himself, and instead of feeling awkward, he makes a video to tell the world that everyone can learn from their failures.</p> <p>CS: Have you restated the theme AND your reasoning? Example: To conclude, when Philip chooses to overcome his embarrassment by making a response video, he demonstrates a theme of the story, which is to not live in fear.</p> <p>If needed, fill in the blanks below to improve your paragraph.</p> <p>One theme of the story " ____ TITLE _____ " is ______ THEME _____, demonstrated through ______ REASONING _____. In the story, _____ CONCRETE DETAIL THAT SHOWS A SIGNPOST _____. CM 1 STATE THE PART OF THE PLOT THAT EXPLAINS HOW YOUR CD SUPPORTS YOUR THEME. This is important because ____ CONNECT THE PLOT TO THE REASONING FROM YOUR TS _____. To conclude, _____ STATE THE CHARACTER AND SITUATION THAT DEMONSTRATED THE THEME (REASONING) _____ demonstrates a theme of the story, _____ RESTATE THEME _____.</p>
7th	<p>Learning Targets:</p> <ul style="list-style-type: none"> • I CAN WRITE A NARRATIVE BY STARTING WITH A PROBLEM OR AN OBSERVATION • I CAN WRITE A NARRATIVE WITH DIALOGUE WITH AND VIVID DETAILS • I CAN WRITE A NARRATIVE WITH A CONCLUSION THAT SOLVES A PROBLEM OR REFLECTS UPON AN OBSERVATION <p>Write a 200-300 word narrative original story by choosing one of the following prompts. Your narrative must include dialogue with proper use of punctuation, transitions, and a conclusion. You should map out your story first by thinking about which details to include in your beginning, middle, and end. Your story should be submitted below or on notebook paper. Have fun!</p> <ol style="list-style-type: none"> 1. Write a story about trading places with your favorite TV, movie, or rock star. 2. Write a story about yourself as a hero. What did you do to become a hero? Tell your story.
8 th & 9 th Lit	<p>Learning Targets:</p> <ul style="list-style-type: none"> • I CAN WRITE A NARRATIVE WITH A CLEAR BEGINNING, MIDDLE, AND END. • I CAN WRITE A NARRATIVE WITH DIALOGUE AND DESCRIPTION.

	<p>Directions: Write a narrative that tells the story of what is going on in this picture. Be creative and use the picture as inspiration. I should see this moment somewhere in your story. Your narrative should have a clear beginning, middle, and end, and it should have examples of both dialogue and descriptions. Underline your examples of dialogue and description.</p> <p>(picture of elephant – wouldn't copy onto this document but is included in PDF that will be uploaded to teacher websites)</p>
Reading – 6, 7, 8th	<p>Visit the following link: https://docs.google.com/document/d/1CpMwI51_S_lhn2lCqvWzsyM79emxFzdrJTh_tnMNQP4/edit?usp=sharing</p>

Social Studies	
6th	<p>What is Decision Making lesson. Students answer questions from their ebook with the information on the teacher's website.</p>
7th	<p>Students will compare the constitutions of the United States and Iraq. On the teachers' websites there'll be the constitutions for the students to examine with guiding questions on a word document (also on the website).</p>
8th	<p>Students will be given a Nearpod on Checks and Balances within the 3 branches of government in Georgia. The link to the Nearpod is: https://nearpod.com/s/social-studies/8th-grade/checks-and-balances-system-L35355792</p>