**Mrs. Criswell: ELA and Social Studies Online Learning Schedule for March 30-April 3**

This calendar outlines **ELA and social studies expectations ONLY**. **You will need to visit each teacher’s webpage for directions in other content areas.**

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|  | **Monday 30th** | **Tuesday 31st** | **Wednesday 1st** | **Thursday 2nd** | **Friday 3rd** |
| To-Do  Items | * Fluency - no errors * Boggle * Spelling City - assigned game * Read 2 texts: “Thomas, the doctor’s son,” and “Mogg, the villein’s daughter.” * Use “Theme of Adversity” worksheet to record answers for BOTH TEXTS | * Fluency- errors count * Boggle * Read “Taggot, the blacksmith’s daughter” * Figurative Language Graphic Organizer for “Taggot”   **This is an assessment.** | * Fluency - errors count * Boggle * Read 5 texts: “Jacob Ben Salomon,” “Constance,” “Lowdy,” “Otho,” and Will” * Use “Theme of Adversity” worksheet to record answers for All 5 TEXTS | * Fluency - errors and retell * Boggle * Read “Pask the runaway” * Complete Mid-Unit Assessment   **This is an assessment.** | * Fluency - errors and retell - then submit * Boggle * Spelling City - **jur, jus, jud test** * **Jur, jus, jud test** on Google Classroom * Begin preparing for Final Literary Essay - look at prompt, model essay, and graphic organizers with answers * Read “Simon” * Use “Theme of Adversity” worksheet to record answers   10:30 LIVE on Google Meet for Boggle |
| Instructions | * Spelling City - link on weebly page. * Find a theme/adversity for EACH text and record on the graphic organizer. Include text evidence and explain how this theme of adversity exists today. | * Make sure to tell me what type of figurative language it is (1st column), what it means literally (2nd column), and then your inference as to how it adds to your understanding of character or scene. | * Find a theme/adversity for EACH text and record on the graphic organizer. Include text evidence and explain how this theme of adversity exists today. | * This Mid- Unit Assessment should mirror what you have been working on - finding the theme and supporting it with text evidence, as well as interpreting figurative language. | * Spelling City - link on weebly page * Go to GClassroom and look for assignment post for jur, jus, jud test * Look over the essay prompt to see what you will be writing about, look at model essay to see how the writer set it up - yours should look like this when you write it in a few days, look at Forming Evidence Based Claims document to see how it fits with model essay. **In other words, you are thinking like a writer today.** * Find a theme/adversity for the text and record on the graphic organizer. Include text evidence and explain how this theme of adversity exists today. |
| How to submit | Turn in button in GClassroom | Turn in button in GClassroom | Turn in button in GClassroom | Turn in button in GClassroom | Participate on Google Meet  Turn in button in GClassroom |
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|  | **SOCIAL STUDIES** | | | | |
| To-Do  Items and how to submit | Read the articles “Background to War” and “Military Alliances.” found on our weebly social studies page.  By Thursday, EMAIL the 9 answers to “Military Alliances” to me.  **This is an assessment.** |  | Try and get 7 friends together on a chat or meet. Read through the Readers Theater of “Trouble in the Cafeteria.”  Discuss how it relates to what you’ve read about WW1 so far.  This is NOT an assessment. |  |  |