

**Hello ELD 9<sup>th</sup> and 10<sup>th</sup> grade students! Attached is the work for our first week (April 20-April 24) of Distance Learning. It is a short story from StudySync titled Love at First Sight. We think you will really enjoy it. Please contact your teacher (Mr. Alford, Ms. Harding, or Ms. Welk) through email or Google Voice if you have any questions during their daily office hours listed below.**

Teacher	Email, Google Voice	Office Hours
Mr. Alford	<a href="mailto:halford@tusd.net">halford@tusd.net</a> (209) 597-8589	9 am to 11 am
Ms. Harding	<a href="mailto:lharding@tusd.net">lharding@tusd.net</a>	10 am to 12 pm
Ms. Welk	<a href="mailto:cwelk@tusd.net">cwelk@tusd.net</a> , (209) 565-0272	10 am to 12 pm

**Getting Started: Please fill out the following:**

**Step 1: Circle your Teacher and Class Period**

<b>Mr. Alford</b>	<b>Mr. Alford</b>	<b>Ms. Harding</b>	<b>Ms. Welk</b>
<b>ELD 9</b>	<b>ELD 9</b>	<b>ELD 10</b>	<b>ELD 10</b>
<b>Period 1</b>	<b>Period 2</b>	<b>Period 1</b>	<b>Period 3</b>
<b>Assignment 1</b>	<b>Assignment 1</b>	<b>Assignment 1</b>	<b>Assignment 1</b>

**Step 2: Identify Yourself (Please print clearly)**

**Your Name:**

**Week 1 Assignment Directions:** You are not required to annotate or highlight the text but we recommend you do so to do a close read and help with your assignments. Please do the following three assignments in the order they are listed. The directions for assignments 1 and 2 mention working in partners but you will need to complete them individually. Let your teacher know during their office hours if you have any questions.

Assignment #1: First Read: Love at First Sight: “Meaningful Interaction”

Assignment #2: Re-read 1: Love at First Sight: “Meaningful Interaction”

Assignment #3: Skill: Character

**How to turn in:**

You may turn in this packet by either taking a picture of this cover page and completed assignments and emailing it to your teacher any time on or before May 8<sup>th</sup>, or by dropping it off completed at school on May 8<sup>th</sup>.

First Read: Love at First Sight

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Read

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Jacob and Amanda met in class. They spoke briefly, but as time passed, they started texting. At first they simply exchanged information about classes and homework. Then, one day, Jacob decided to tell the truth.

JACOB: We haven't texted in 30 minutes. You OK?

AMANDA: I had to go to the library for a book. Mrs. Edmunds assigned a research paper. I **loathe** research papers. So much time in the library and online. I hardly find anything, and my paper usually stinks. Nightmare!

JACOB: What are you writing about?

AMANDA: Shakespeare. I'm supposed to analyze a relationship in a play. Boring!

JACOB: What play?

AMANDA: *As You Like It*

JACOB: Why is it boring?

AMANDA: Because I can't understand what's going on. I'm looking at the relationship between Rosalind and Orlando. They fall in love almost immediately.

JACOB: Don't you believe in love at first sight?

AMANDA: No.

JACOB: Do you believe in "like" at first sight?

AMANDA: Like?

JACOB: Well, I liked you the first time I saw you in history class. Remember when a bunch of us got together to talk about a hard chapter? You sat there so quiet, like a frightened bunny.

AMANDA: I am terrified of world history!

JACOB: But you smiled when I explained the events leading to World War II. You smiled at me! And the clouds of my soul lifted, and your smile was like the sun after a heavy storm.

AMANDA: WOW! That's poetic. Did you really feel that way?

JACOB: Yep.

AMANDA: Do you still feel that way?

JACOB: Yep.

AMANDA: Paisley was there. She's really pretty. You like her too?

JACOB: Never! She isn't that pretty. She's **superficial**. She giggles and doesn't have a thought in her head about anything but herself. For her, life is about **popularity**.

AMANDA: She's my best friend.

JACOB: I'm sorry. I don't mean that. I'm sorry I said that. I'm sorry she's your best friend. You can do better.

AMANDA: She says you're a dork, an arrogant know-it-all. She'd stop being my friend if she knew I was texting you.

JACOB: Do you care? You want a friend who judges you and **dictates** what you can or cannot do?

AMANDA: Everyone likes Paisley ...except you.

JACOB: Amanda! Today is National Honesty Day. I honestly think you are the most **fantastic** girl in school. When I see you in the hall, I feel like I swallowed a flock of butterflies. If you glance at me, I feel like I won the grand prize on a gameshow. I think I'm falling in love with you.

AMANDA: Oh... um...

JACOB: Aren't you going to reply?

AMANDA: My bad. I'm not sure I understand.

JACOB: I'm saying that I love you.

AMANDA: Sorry. No idea what you're talking about. Awkward. So much for text, but even Paisley says it's the best way to communicate.

JACOB: I am communicating with you. Are you going to tell Paisley about our communications?

AMANDA: NO! She'd stop being my friend. She doesn't like you, and I could never ever tell her about you.

JACOB: If this makes you uncomfortable, I won't tell you how I feel. But the greatest thing in life is to love and be loved. Do you like me even a little?

AMANDA: I don't know. Maybe. I have to think about it.

JACOB: We can start with like ...maybe someday you might move on to love.

AMANDA: Maybe I will. But I won't tell Paisley. She thinks you're a know-it-all, but I think you're smart.

JACOB: Thank you. Honestly, you would be a lot happier if you thought your own thoughts instead of Paisley's. Listen to your heart instead of Paisley's words.

AMANDA: Maybe I do like you...

JACOB: Perfect! I am happy with "like." Maybe the bud of "like" will blossom into the bloom of love.

AMANDA: Maybe it will...

## Annotations

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# Access 1

## First Read: Love at First Sight

### Meaningful Interaction

In the story "Love at First Sight," a boy and girl have a text-message conversation about their feelings for one another. In groups, discuss your first impressions of the characters, and any questions you still have about them. Use the sentence frames to practice asking and answering relevant questions about the text. Then, use the self-evaluation rubric to evaluate your participation in the discussion.

#### Discussion Sentence Frames:

- At the beginning of the text, I thought that Jacob was \_\_\_\_\_  
\_\_\_\_\_.
- At the beginning of the text, I thought that Amanda was \_\_\_\_\_  
\_\_\_\_\_.
- What made you think \_\_\_\_\_  
\_\_\_\_\_ about Jacob / Amanda?
- Do you think Jacob / Amanda will \_\_\_\_\_  
\_\_\_\_\_?
- I think Jacob / Amanda will \_\_\_\_\_  
\_\_\_\_\_.
- What do you think about Paisley?
- I think Paisley is \_\_\_\_\_  
\_\_\_\_\_.
- What questions do you still have about \_\_\_\_\_  
\_\_\_\_\_?

\*ELD.PI.9-10.1.Em - **Exchanging information and ideas** Engage in conversational exchanges and express ideas on familiar current events and academic topics by asking and answering *yes-no* questions and *wh-* questions and responding using phrases and short sentences.

**Self-assessment Rubric**

	4 I did this well.	3 I did this pretty well.	2 I did this a little bit.	1 I did not do this.
I expressed my ideas clearly.				
I supported my ideas using evidence from the text.				
I asked and answered relevant questions about the text.				
I helped to keep the conversation relevant and on-topic.				

\*ELD.II.9-10.1.Em - **Exchanging information and ideas** Engage in conversational exchanges and express ideas on familiar current events and academic topics by asking and answering *yes-no* questions and *wh-* questions and responding using phrases and short sentences.

# Access 1

## Re-read 1: Love at First Sight

### DAY 1

#### Meaningful Interaction

Based on what you have read in “Love at First Sight,” debate the pros and cons of texting in relation to the teens’ dialogue. Work with partners in small groups to practice sharing your opinions and negotiating with others while using the discussion prompts. Then, use the self-evaluation rubric to evaluate your participation in the discussion.

#### Discussion Sentence Frames:

- In general, I think one positive aspect of texting is \_\_\_\_\_  
\_\_\_\_\_.
- In my opinion, one negative aspect of texting is \_\_\_\_\_  
\_\_\_\_\_.
- In relation to Jacob and Amanda’s dialogue, I think texting is \_\_\_\_\_  
\_\_\_\_\_.
- One piece of textual evidence that supports my reasoning is \_\_\_\_\_  
\_\_\_\_\_.
- I believe Jacob and Amanda’s conversation would have been better / worse if they had used another mode of communication because \_\_\_\_\_  
\_\_\_\_\_.
- One piece of textual evidence that supports my reasoning is \_\_\_\_\_  
\_\_\_\_\_.
- I think \_\_\_\_\_ made a good point about \_\_\_\_\_  
\_\_\_\_\_.

\*ELD.PI.9-10.3.Em - **Exchanging information/ideas** Negotiate with or persuade others in conversations using learned phrases (e.g., *Would you say that again? I think . . .*), as well as open responses to express and defend opinions.

**Self-assessment Rubric**

	4 I did this well.	3 I did this pretty well.	2 I did this a little bit.	1 I did not do this.
I discussed the pros and cons of texting.				
I expressed my opinions clearly.				
I appropriately negotiated with and tried to persuade others to accept my ideas.				
I supported my ideas using evidence from the text.				

\*ELD.PI.9-10.3.Em - **Exchanging information/ideas** Negotiate with or persuade others in conversations using learned phrases (e.g., *Would you say that again? I think . . .*), as well as open responses to express and defend opinions.



# Access 1

## Skill: Character

### DEFINE

Choose the correct answer from the Word Box to complete each sentence below.

#### Word Box

animals  
antagonists  
character traits  
creatures  
minor characters  
people  
protagonists

1. The most important characters in a story are the \_\_\_\_\_.
2. Characters are the \_\_\_\_\_, \_\_\_\_\_, or other \_\_\_\_\_ in a story.
3. \_\_\_\_\_ provide support for the protagonists or antagonists.
4. \_\_\_\_\_ reveal the nature of characters.
5. \_\_\_\_\_ are the characters that work against the protagonists and usually add conflict in a plot.

\*ELD.PI.9-10.5.Em - **Listening actively** Demonstrate comprehension of oral presentations and discussions on familiar social and academic topics by asking and answering questions with prompting and substantial support.

**MODEL**

Complete the sentence frames to brainstorm examples of character traits and the textual evidence that supports your inferences.

In my opinion, one character trait that can describe Jacob is \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

One piece of textual evidence that supports this inference is \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I believe Amanda can be described as \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Some textual evidence that supports this inference is \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\*ELD.PI.9-10.1.Em - **Exchanging information/ideas** Engage in conversational exchanges and express ideas on familiar current events and academic topics by asking and answering *yes-no* and *wh-* questions and responding using phrases and short sentences.

\*ELD.PI.9-10.6.a.Em - **Reading/viewing closely** Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, evidence-based argument) based on close reading of a variety of grade-appropriate texts, presented in various print and multimedia formats, using short sentences and a select set of general academic and domain-specific words.