

Dear 7<sup>th</sup> grade parents and guardians,

March 16, 2020

Due to the school closure at Peakview Middle School, students will be expected to do schoolwork at home.

8th grade will continue to do Amplify assignments on-line every day. They have been using their user names and passwords all year and should have no trouble logging onto Amplify. I am enclosing a letter from Amplify explaining how to do this. If they cannot log-in, please email me at [dmcfadden@huerfano.k12.co.us](mailto:dmcfadden@huerfano.k12.co.us) to get help. I will be monitoring Amplify every day to grade assignments to post on PowerSchool.

I am including the March 16-19 assignments. This is exactly the same format that we have been using for the past 4 months. Students may also email me with questions but I will not be on-line 24/7 so they will get an answer within 24 hours.

Thank you,  
Debra McFadden

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Dear Parents and Guardians,

During the current school closure, we will be continuing language arts instruction for your student(s) through our regular ELA program, Amplify ELA.

Amplify ELA provides an engaging digital program with comprehensive print materials for grades 6–8. The lessons follow a structure that is grounded in regular routines but flexible enough to allow a variety of learning experiences. Lesson structures vary from day to day, ensuring that students are always engaged.

Amplify ELA is also offering downloadable student components for temporary use at the following website:

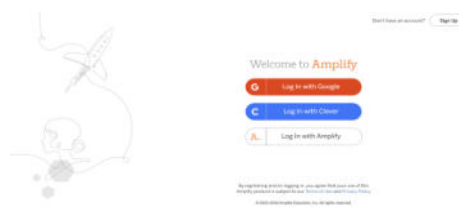
- <https://amplify.com/remoteteaching/ela1e/resources/>
- Password: ELAtempHome2019
- Select your grade level to download the Student Edition and Writing Journal for use during this time of school closure.

Your child can also access Amplify ELA's digital curriculum at home if s/he is unable to attend school. Please use the login information and instructions given to your student to access Amplify ELA online.

We will continue to communicate with you and your child through *phone* in the coming days. Thank you for your support of this process!

### Accessing Amplify ELA Online

- Navigate to **learning.amplify.com**
- Enter Manuel-provided **username** and **password**



**Device**

### Requirements

- **Desktops and Laptops** (Windows 9+, Mac OS 10.11+) - *Suggested browsers: Chrome & Safari*
- **Chromebooks** (ideally touchscreen or with mice)
- **iPads that support iOS11.3+** (iPad5+) - *Suggested browser: Safari*

Best,

The Amplify ELA Team  
Grade 7 Writing

Lesson plans for March 16-19		Students will be able to	DOL
Monday	Amplify 7D; sub-unit 1; Lesson 1; Activity 1-3	Do 2 vocabulary Read poem and answer questions	Finish questions on Amplify
Tuesday	Amplify 7D sub-unit 1; Lesson 1; Activity 4-5		Finish questions on Amplify
Wednesday	Amplify 7D sub-unit 1; Lesson 1; Activity 6-7	Answer questions and write your own poem	Finish questions and write a poem on Amplify
Thursday	Amplify 7D sub-unit 1; Lesson 1; Activity 8	Do solo	Finish analysis

Take SEL survey: [https://docs.google.com/forms/d/1Nqc7M5p5-y06bvuyq9M407cit\\_KKD100R6r7gQhqmvBE/viewform?edit\\_requested=true](https://docs.google.com/forms/d/1Nqc7M5p5-y06bvuyq9M407cit_KKD100R6r7gQhqmvBE/viewform?edit_requested=true)

Lesson plans for March 16-19		Students will be able to	DOL
Monday	Grammar SU 3 Lesson 1; Activity 2-5	Recognize pronouns	Finish lesson
Tuesday	Grammar SU 3 lesson 2; Activity 2-5	Subject pronouns	Finish lesson
Wednesday	Grammar SU3 Lesson 3; Activity 2-5	Object pronouns	Finish lesson
Thursday	Grammar SU3 Lesson 4 ; Activity 2-5	Possessive pronouns	Finish Lesson

7D; sub-unit 1; lesson 1; activity 2

1. to the Amplify Library.
2. If you have not set up your PIN, enter four letters or numbers when prompted.
3. for: *Silence* and *The Works of Edgar Allan Poe*
4. Download each of these texts.
5. you have not bookmarked the library, open the [Amplify Library](#) and bookmark the page that opens.
6. of the time, when we talk about what we have read, the teacher asks the questions: "What does it say?" "What does it mean?"
7. the poems and stories we will read in this unit, I will often ask the question: "What do you see?"
8. practice reading like movie directors, deciding on the best visuals, experimenting with storyboards, considering the best type of person to cast as a particular character, and critiquing how real movie directors choose to film these texts.
9. of this means that we'll need to keep asking ourselves: "What was the writer trying to make me see?" Often, making a clear picture of the specific things the writer is describing is the key step to understanding.
10. I'll show you what I mean with a little experiment and practice.

Activity 3 Directions

1. Think of something very quiet. Now, try to describe the sound of the very quiet thing.
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2. Turn your tablets over, close your eyes, cover your ears, and think about all the things you hear right now—even when people are trying to be quiet. What does silence look like?
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#### Activity 4

##### 1. Introduce Poem -

Now, let's read a very short poem in which the poet does some things you were just trying to do.

A halter is used for walking—not riding—a horse.

##### 2. Read Aloud - The White Horse

The youth walks up to the white horse, to put its halter on  
and the horse looks at him in silence.

They are so silent, they are in another world.

##### 3. Introduce Visualizing -

This poem is short. It doesn't rhyme. It doesn't say many things.

In order to more deeply understand this poem, let's practice a key skill of reading—the ability to visualize what you read. Sometimes when a text is difficult or strange, a way to get started is to visualize.

"Visualize" means *To make a mental image*.

Read the poem again, and I invite you to make a mental image this time—see the boy and see the horse. It's like creating a "movie" in your mind.

#### Activity 5

##### DISCUSSION POINTS

Notice the "so silent" (3) and all the other sibilance.

Note the absence of language—the boy doesn't say anything as he approaches the horse, and the horse doesn't make any noise as the boy puts the halter on. Even though they are interacting with one another, they use silence, not words, to communicate.

Discuss what kind of world they are in at the end and how the poem got there so simply. (*A quiet world, a dream world, an imaginary world, a non-physical world, a world where animals and humans communicate*)

What are the different colors described in the poem? (*There are no colors.*)

No detail in the physical description/no setting/no strong verbs/no plot/a single action and image with no beginning, middle, end/no meter/the poem is not doing a lot of the other things—it is intentionally not making a lot of the familiar sounds.

What does he mean when he says they are in another world?

By trying to make a mental movie of exactly what is being described, we get a clear picture, *but* we also get a sense of the stillness that the poet is trying to recreate.

Question 1 Write down a description of the mental movie you have in your mind when you read this poem (or draw some pictures illustrating it).

Question 2 What is one adjective you might use to describe the world this boy and horse are in?

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#### Activity 6

##### 1. Introduce Poem -

Now, let's look at another poet who wrote about silence. Federico García Lorca is a Spanish poet who wrote in the middle of the 20th century. He was interested in presenting some very traditional parts of Spanish life (folktales, gypsy life, religious symbols) in his poems, but in a way that would give his readers a new (and sometimes surprising) view of these things. He wrote in Spanish, so this is a translation.

##### 3. Read Aloud - Read the poem aloud.

The Silence

Listen, my son, to the silence.

It's a sinuous silence,

A silence,  
where valleys and echoes slip,  
and foreheads bend  
toward the group

**4. Discuss Poem: Confirm Accurate Understanding -**

Who is talking? To whom? (*An adult to a son.*)

How is the silence described in the poem?

**POSSIBLE ANSWERS**

"sinuous" (2) "the world also disappears into it" (4) (as in "The White Horse") "makes foreheads bend" (5)

**5. Read Aloud** - Read the poem aloud again.

**6. Discuss Poem: Connect and Explain -**

Ask students to observe what sound stands out to them. (*The "s" sound.*) Note this sibilance (tell students what it means), and connect it to the same sound in "The White Horse."

Poets often are purposeful about the sounds in the words—this has a whispering quality.

Let's consider one way in this poem Lorca tried to answer that question I gave you at the beginning of class: What does silence look like?

To do this, I need you to close your eyes and listen really hard...try to hear the sound of the person on the opposite side of the room breathing.

Without opening your eyes, raise your hand if you notice that your head is bent forward more than usual.

**7. Read Aloud** - Read the final 4 lines of Lorca's poem:

A silence,  
where valleys and echoes slip,  
and foreheads bend  
toward the ground.

**8. Connect two poems -**

So Lorca, just like Lawrence, is trying to create a visual way of describing something that is not just about that image.

His words describe something we can see, and, when we really concentrate on what he wants us to see, then his words can take us to another world.

**Question 1**

Listen to the poem and make a mental image of what is being described.

When you have your mental image, describe two details in your mind ("movie").

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**Activity 7**

**Directions** Write your own "Silence" poem.

- Think back to the image you had in your mind when you pictured what silence looks like.
- Describe what you are picturing, trying to capture the look, sound, and feeling of your silence.

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**Activity 8 Solo**

Finish your "silence" poem.

Answer the multiple choice questions about "The White Horse" and "The Silence."

Read "A narrow fellow in the grass."

Highlight two details that you could picture, and describe what you picture.

Write about who or what you think the narrow fellow is.