

# EMERGENCY CLOSING LEARNING PLAN

## ENGLISH/GRADES 6-8

Students can complete two activities a day.

Resources	Activities to Consider
<p><b>Read for 15 minutes a day</b></p>	<p>Teachers may suggest novels, short stories, articles for students or students may choose their own text with teacher guidance.</p>
<p><b><u>Text-Dependent Questions (Nonfiction Text)</u></b></p> <p>Answer one question after reading.</p>	<ol style="list-style-type: none"> <li>1. What words or phrases in the text grab your attention? How do you know this?</li> <li>2. What words or phrases evoke emotion? Explain what makes you feel this way?</li> <li>3. What strong verbs do you notice? How do they help you visualize the author's meaning?</li> <li>4. What did you learn after reading this text? Explain.</li> <li>5. What is the most important point in this text? How do you know?</li> <li>6. What supporting details in the text help you learn about the topic?</li> <li>7. What text structures does the author use (question/answer, problem/solution, description, cause/effect, sequence, compare/contrast)? Why is this a good choice?</li> <li>8. What is the most important point in the text so far? Explain how you know.</li> <li>9. What does the author think about this topic? How do you know?</li> <li>10. What has the author not stated about the topic? Why did the author leave out this information?</li> </ol>
<p><b><u>Text Dependent Questions (Fiction Text)</u></b></p> <p>Answer one question after reading.</p>	<ol style="list-style-type: none"> <li>1. What do you know about the main character? What words does the author use to reveal the character traits?</li> <li>2. What are the main character's strengths? Weaknesses? What words and phrases does the author use for each?</li> <li>3. How does the main character treat other characters? What evidence does the author include?</li> <li>4. How does the main character change throughout the story? What evidence does the author include?</li> <li>5. How does the author show each character's feelings? Provide examples.</li> <li>6. How does the author help you learn about the setting (time, place, season)? What do you learn from the text? From the illustrations?</li> <li>7. How does the character react to the setting? How do you know?</li> <li>8. How does the setting change through the story? How do you know?</li> <li>9. How does the dialogue help you understand interactions between characters?</li> <li>10. If this story took place in Chesapeake, how would the plot be the same? How would it be different?</li> </ol>
<p><b><u>Literature Textbook</u></b></p> <p>Choose any story or reading selection that you have not already</p>	<p>Read the selection and complete at least two <b><i>After Reading</i></b> activities (found at the end of each reading selection).</p>

read this year in class.	
<b><u>Journal It</u></b> Keep a journal for each day you are not in school, describing what your typical day looks like.	<ol style="list-style-type: none"> <li>1. Describe three features your future house will have.</li> <li>2. If you starred in a television show about your life, what would the show be called? What genre would it be? (Examples: comedy, drama, thriller, romance, action-adventure, fantasy, superhero, soap opera, reality, game show, space adventure, Western, tragedy, etc.) Summarize the plot of an episode.</li> <li>3. You get to take one book, one food item, and one famous person (living or dead) to a deserted island. What and who do you take? Why?</li> <li>4. You have been selected to be king or queen of your school. What are five rules that every kid should follow at your school? What should the punishment be for rule breakers?</li> <li>5. Should we fear failure? Explain.</li> <li>6. If you could learn anything about your future, what would you most like to know?</li> <li>7. Write a persuasive essay that will be shared with your principal that describes something you would like to change about your school.</li> <li>8. Think of a pet you would like to own (dog, cat, bird, monkey, snake, lizard, turtle, etc.). Write to persuade your family that this is the perfect pet.</li> </ol>
<b><u>Word Hunt!</u></b> While reading a book or reading selection, find words that you can categorize. Choose from any or as many of the suggested lists.	Find sentences that contain the following grammar concept and write one sentence from your text for each bullet. <ul style="list-style-type: none"> <li>• prefixes or suffixes</li> <li>• plural possessives</li> <li>• quotation marks with dialogue</li> <li>• adjective and adverb comparisons</li> <li>• commas to indicate interrupters, items in a series, and to indicate direct address</li> <li>• coordinating conjunctions</li> <li>• subject-verb agreement with intervening clauses and phrases</li> </ul>
<b><u>Describe and Draw</u></b> Read one of your favorite fictional books. Complete at least one of the activities.	<ul style="list-style-type: none"> <li>• Describe the setting of the story using descriptive words or pictures with captions.</li> <li>• Describe any character in the book. What advice would you give to that character?</li> <li>• Draw the plot of the story and include the conflict and resolution.</li> </ul>
<b><u>Charts and Organizers</u></b> Read one of your favorite nonfiction books or a nonfiction reading selection. Complete at least one of the activities.	<ul style="list-style-type: none"> <li>• Create a graphic organizer (Venn diagram, bubble map, timeline, infographic, etc.) about the information.</li> <li>• Create a KWL Chart about the information: <ul style="list-style-type: none"> <li>○ what you <b>K</b>new already about the topic before reading the text</li> <li>○ what you <b>W</b>ant to know more about</li> <li>○ what you <b>L</b>earned from the text</li> </ul> </li> </ul>