

Subject or Area of Learning: English Language Arts

Grade Levels: 6-8, 9-10, 11-12

Learning Activity	Instructions	Considerations/ Helpful Tips
<p>Discuss fiction books, articles, television, film, or other texts your child has read or viewed.</p>	<p>Use the following questions to spark a discussion around a text:</p> <ol style="list-style-type: none">1. Why is (event/action of character) important to the story?2. Describe ___ (character) at the beginning of the story and the end of the story. What do you think caused this change?3. What are the strengths and weaknesses of the main character?4. How do the strengths and weaknesses of the character affect the sequence of events in the story?5. Which character is most like you and how?6. How does the author keep you interested in the story?7. What does the author do to help you picture this character/setting?	<p>After asking the question, give your child time to think about their response. Sometimes several seconds are needed.</p> <p>“What makes you say that?” is a good secondary question to encourage your child to add more detail to the response.</p> <p>Wherever possible, have your child point out specific passages or scenes that they are using as evidence or as inspiration.</p> <p>Stretched Learning:</p> <p>Have your child write or draw an alternative ending to the story.</p> <p>Act out your child’s favourite scene from the story and involve other members of the family</p> <p>Have your child write an interview with a character/conduct an interview with your child as he/she is in character.</p> <p>Write a letter to the author with questions about the text.</p> <p>Read another text in the same genre and discuss similarities and differences in plot, setting, and character development.</p>

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Learning Activity	Instructions	Considerations/ Helpful Tips
<p>Discuss nonfiction books, articles, television, film, or other texts your child has read or viewed.</p>	<p>Use the following prompts to spark a discussion around a text:</p> <ol style="list-style-type: none">1. What new information did you learn from reading and viewing this selection?2. Summarize what you have found so far. What key words did you note to help you remember?3. How does the information in this text fit with what you already knew about the topic? What is the same? What is different?4. How do the text features help you understand what you have read?5. Whose viewpoint is presented? Are opposing viewpoints presented or are they missing? Describe the biases and assumptions in this text.6. What are some examples of persuasive language in this text?	<p>After asking the question, give your child time to think about their response. Sometimes several seconds are needed.</p> <p>“What makes you say that?” is a good secondary question to encourage the student to add more detail to the response.</p> <p>Wherever possible, have the student point out specific passages or text features they are using as evidence or as inspiration.</p> <p>Text Features: titles, headings, pictures, captions, maps, graphs etc.</p> <p>Stretched Learning:</p> <p>Have your child prepare a short speech or presentation on the text in which several of these questions are answered.</p>

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Grade Levels: 11-12

Learning Activity	Instructions	Considerations/ Helpful Tips
<p>Understand poetry using the ballad “The Gambler” by Don Schlitz.</p> <p>Follow the TPCASTT method to interpret the poem (e.g., theme).</p> <p>Find the lyrics for “The Gambler here.</p> <p>We will look at:</p> <ul style="list-style-type: none">• Title• Paraphrase• Connotation• Attitude• Shift• Title• Theme	<ol style="list-style-type: none">1. Before reading: Consider the title. What does it mean? What is a gambler? What would you expect a gambler to say or do?2. Read the poem at least once to yourself. Then read it out loud to hear how the rhyme scheme works. You may want to also view Kenny Rogers performing the song. Check-out his performance on The Muppets: https://www.youtube.com/watch?v=kNnrTNFWcsg3. Paraphrase: The first key to understanding poetry is to consider its literal meaning. Paraphrase or put it into your own words lines or stanzas that seem important or are challenging.4. Connotation: Look for words or imagery that seems to have significance. For example, what does the phrase: “knowin’ what the cards were by the way they held their eyes,” mean? Or “if you don’t mind me sayin’ I can see you’re out of aces”? Try to find more examples of imagery (metaphor, in this case) that have deeper meaning.5. Attitude: What is the speaker’s attitude about ‘the gambler’? How do you know?6. Shift: Does the poem change? What word clues do you see suggesting change?	<p>You can find more information about the TPCASTT method of poetry analysis online. Various tutorials and templates are available.</p> <p>Definitions: Ballad: A narrative poem that tells the story of tragedy or love. Metaphor: A comparison between two unlikely things without using like or as. Paraphrase: When you put parts of text in your own words to help your understanding. Connotation: The implied meaning of a word. You may consider word choice or imagery. Shift: The poem’s tone may change with key words (but, yet), new stanza, punctuation or irony Attitude: The tone of the speaker or poet. Word choice and imagery may help you understand this.</p>

	<p>7. Title: Go back to the title. Do you see any deeper meaning? Consider what you've learned through paraphrasing and examining connotation. Does the title give any deeper insight into the poem?</p> <p>8. Theme: What is the meaning of this poem? What does it say about the human experience or condition? Try to explain in your own words.</p>	
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Grade Levels: 11-12

Learning Activity	Instructions	Considerations/ Helpful Tips
<p>Create a research paper using MLA format.</p> <p>A research paper is a piece of academic writing that requires an abstract, critical, and thoughtful level of inquiry.</p> <p>Writing a research paper involves:</p> <ul style="list-style-type: none">• familiarizing yourself with the works of "experts" (i.e., through print, Internet and/or personal interviews) to build upon what you know about a subject and• comparing <i>their</i> thoughts on the topic with your own.	<p>For this essay, you may locate information in two different places:</p> <ul style="list-style-type: none">• a novel you have read• the articles you find for yourself <p>You will rely on the research rather than only on your own reflective insights about the topic. Your thoughts and analysis <i>are</i> important, but your primary goal will be to show the connections between the secondary sources you consult so that the essay makes powerful and logical claims about the element of the novel you have chosen to discuss as your topic.</p> <p>You will be required to select relevant information from these expert sources to support the topic you have chosen to explore. The final product will be a unique and appropriate integration of evidence you have located outside yourself and personal insights generated from your own consideration of the topic.</p> <p>How to Use Sources:</p> <p>The inclusion of sources complements your own ideas by providing academic context and credibility to what you are asserting.</p> <p>A mere review of the academic literature in a field (i.e., a summary of the existing body of knowledge on your subject) does not make a research paper. The research paper must reference the secondary sources and draw conclusions based on what is extracted from those works.</p>	<p>Reliable Search Engines/Databases:</p> <p>EBSCO Username: nbed Password: bigchalk2!</p> <p>Google Scholar</p>

Length of the Assignment:

The research paper must be 3-5 pages in length, double spaced and typed in Times New Roman style at 12 pt. font.

How to Cite:

You should include 8-10 direct quotations from four different sources. You should also cite your novel.

You should use OWL Purdue and Citation Machine. The websites are user-friendly and make citing your sources simple.

Citation Machine :

<http://citationmachine.net/>

Owl Purdue: Read the sample paper and the notes that accompany it.

<http://owl.english.purdue.edu/>

When to Cite:

If the information you are including is not common knowledge, you must give your source.

- It is expected that most times, you don't quote directly. Rather, you will paraphrase and then cite your source.
- Because it was not an original idea, and was not common knowledge, even when you have gone to the trouble to re-word, you must cite.

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<p>ReadWorks (K-12)</p> <p>https://www.readworks.org/</p> <p>This American site contains reading passages that focus on reading comprehension.</p> <p>Readers can search by grade, text-type, topic, or by Lexile/difficulty.</p> <p>There is an option to assign reading passages and question sets; to do an "Article-a-Day", and to enable a Student Library for independent work.</p>	<p>Create a parent account following the instructions listed in this form:</p> <p>https://about.readworks.org/uploads/7/9/6/7/79679564/families_and_remote_learning_one-pager_1_.pdf</p> <p>Users have the option to read independently or listen to the texts as they follow along.</p>	<p>Click on the "StepReads" icon at the top of the screen to give you access to an easier version of the same text.</p> <p>Click on the "ebook" version (when available) to open a colourful version of the text.</p> <p>There are collections designed for English Language Learners (ELLs) on this site.</p>

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Grade Levels: 9-10

Learning Activity	Instructions	Considerations/ Helpful Tips
<p>Design, direct, and host your very own talk show (real or imaginary). Plan a detailed script, storyboard, or comic strip of the “live show.”</p> <ul style="list-style-type: none">• What is your purpose (e.g., to inform, to demonstrate, to entertain, etc.)?• Who is your intended audience (i.e., demographic: age-range, general location)?• What are the topics of discussion on your show?• What will encourage your virtual audience to engage with your show (i.e., What will hold their attention)?• What is the anticipated response of your audience?	<p>Consider the following framework to help get your script started:</p> <p>Introduction/Welcome:</p> <ul style="list-style-type: none">• Describe the experience of how the show begins in real time (host).• What is onscreen?• What does the audience hear?• What does the host say? <p>Segments/Content/Virtual Guests:</p> <ul style="list-style-type: none">• What is the duration of the show (i.e., How many minutes)?• How many segments will the show feature? How long will each segment be?• What is the purpose of each segment?• What information can each segment and host offer?• Consider having guests, feature talents, etc.• Decide how you will transition between each segment (e.g., music, lighting change, sign, etc.). <p>Closing/Farewell:</p> <ul style="list-style-type: none">• How will the host communicate that the show is ending?• What is onscreen?• What does the audience hear?• Consider how your audience would react to the show.	<p>Be willing to go along with what your teen has planned for their talk show. Maybe you will be a featured guest!</p> <p>Stretched Learning Options:</p> <p>Low-Tech: Consider performing the talk show “live” (i.e., in front of your family), consider adding music, signs, costumes, etc.</p> <p>High-Tech: Produce your show on video, considering:</p> <ul style="list-style-type: none">• lighting• camera angles• wardrobe/costume/props• music• mini-segment performances

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Grade Levels: 6-8

Learning Activity	Instructions	Considerations/ Helpful Tips
<p>10 Writing Ideas:</p> <ol style="list-style-type: none">1. Encourage your child to flip through a magazine or newspaper, and cut out one photograph. Ask them to write an essay to explain what they feel that image means in today's society.2. Ask your child to talk to you about why you chose their name. Then, have them write a journal entry about what their name means to them.3. Give your child a year in the future (such as 2025 or 2050) and ask them to write a story about what they think their life will be like then.4. Have your child write about a family story or memory that has become legendary. Make sure that they explain when this situation happened, and that they discuss how it impacted the family.5. Assign your child a persuasive essay. For the assignment, they must persuade you, the parent, to allow them to do something they haven't been able to do yet.6. Ask your child to compose a letter to a family member or friend who lives far away.7. Have your child imagine that they have a summer job on a farm. What responsibilities do they have? What is the average day like? Do they like their job?	<p>Provide these instructions to your child:</p> <ol style="list-style-type: none">1. Choose an idea from the list.2. Make some notes, a plan, or brainstorm ideas before you get started.3. Use complete sentences and try to group your ideas into paragraphs.4. Read your writing out loud to make sure it makes sense.5. Look over your writing for spelling.6. Share your writing with someone from your household!7. Repeat 😊	<p>Choose the frequency with which your child will write. It can be daily, weekly, or every other day.</p> <p>Encourage your child to read their writing to you and have a conversation about their writing.</p> <p>These ideas have been chosen/modified from the following website: https://www.journalbuddies.com/writing-grade-level/writing-ideas/</p>

8. After reading or viewing a news article/segment, your child needs to take a position on an issue and write an essay arguing their points.

9. Tell your child that they have to interview a sibling, a parent, or someone else from their household, and then write a news article based on that interview.

10. On a nice day, have your child take a walk outside and collect three items from nature. Then, they must write a poem about what they collected.

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<p>Write a letter of encouragement to someone. Perhaps the person is alone, a senior, an essential services worker, a friend, or a relative.</p> <p>Consider someone who is of particular importance to you, and you may not have communicated with them in a while.</p>	<p>Think about who your audience is as you consider your message.</p> <ul style="list-style-type: none">• What message would make them feel cared for and supported?• What message would show your appreciation to this person?• What would you tell them that is interesting about your thoughts and experiences?• What would you like to ask them about their experiences? <p>Include the date, an appropriate greeting, paragraphs, closing, and signature.</p>	<p>Low Tech:</p> <ul style="list-style-type: none">• Make a phone call to your intended recipient and tell them that you would like to read them a letter you wrote, especially for them. <p>High Tech:</p> <ul style="list-style-type: none">• Type your letter or take a photo of your handwritten letter and share it with your intended recipient.• Digitally record your video letter and send it to your intended recipient.• Read your letter in live video call format to your recipient.

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Learning Activities	Instructions	Considerations/ Helpful Tips
Acrostic Poems	Students create their own acrostic poems using a topic of their choice. http://www.readwritethink.org/files/resources/interactives/acrostic/	Adobe Flash is required.
Video Writing Prompts	Choose a video based on your grade level then respond to the writing prompt. http://www.teachhub.com/video-writing-prompts/cat/24	
Narrative and Descriptive Writing Prompts	Choose a writing prompt from the list. http://poster.4teachers.org/worksheet/view.php?ID=1309	
Comic/Graphic Novel Creator	Pixton is an easy-to-use comic maker that works on Chromebooks, PCs, Macs, iPads, and Android tablets. https://edu.pixton.com/solo	Google Chrome or Apple Safari are needed to access this program. Sign in requires using a Facebook, Google, or Microsoft account.
Levelled Articles Online	Time For Kids provides levelled articles on a range of topics appropriate for middle school students. http://www.timeforkids.com	

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<p>Gumdrop Books Canada offers e-books and interactive learning experiences for children in grades K-12.</p> <p>You'll find books and activities that are cross-curricular and meet a wide-range of interests.</p>	<ol style="list-style-type: none">1. Fill out the form to receive a free subscription with 1021 K-12 Lightbox Interactive eBook titles. https://mailchi.mp/openlightbox.com/freesubscription_gumdrop2. <u>Click on this link to gain free access to Big Timber Media ebooks.</u> https://www.bigtimbermedia.com/distance-learning-bundles/?utm_medium=email&utm_source=subscribers&utm_campaign=free-bundles	<p>The subscription access is valid until August 1st, 2020.</p> <p>The books are sorted by grade level and subject.</p>

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Grade Levels: 11-12

Learning Activity	Instructions	Considerations/ Helpful Tips
<p>Identifying tone and understanding its purpose in non-fiction.</p> <p>Read Russel Baker’s “A Nice Place to Visit”:</p> <p>https://www.nytimes.com/1979/04/17/archives/observer-a-nice-place-to-visit.html</p> <p>Baker uses <i>tone</i> to make a point about Toronto in his comparison between the Canadian city and New York City.</p> <p>Can you identify his tone?</p>	<p>Before Reading:</p> <p>Consider the saying: “A nice place to visit, but I wouldn’t want to live there.” What does this mean? If you’ve heard it before, to what place was it referring?</p> <p>During Reading:</p> <p>Read through twice. Read quickly on the first read-through. On the second read-through, actively read by taking time to make notes in the margin (paraphrase where necessary to enhance your understanding), ask questions, define terms, and identify literary devices. Please see the definitions in the next column.</p> <p>After Reading:</p> <p>Make a T-Chart and compare at least three things that Baker says about Toronto vs. New York City. What conclusion can you make about which city he believes is superior?</p> <p>What is the tone of this essay? Support your answer with evidence from the text. (Remember: This essay is fairly light and humorous, but some people may find the tone and purpose of this essay confusing at times.</p> <p>Creative Prompt: Using Baker’s essay as a model, choose something you like and write a brief essay comparing your preference to a competitive alternative that other people may prefer. Make sure you use a satirical tone</p>	<p>Active Reading:</p> <p>Remember that good readers read actively by thinking, asking questions, and making connections to increase their understanding and spark analysis.</p> <p>Definitions:</p> <p>Persuasive essays: This type of essay uses logical reasoning to make a point.</p> <p>Literary Devices: Techniques used in literature such as use of irony, metaphor, allusion, etc.</p> <p>Tone: The attitude of an author or speaker towards the subject. Tone is developed through word choice.</p> <p>Hyperbole: Extreme exaggeration to make a point (i.e., “I ate a tonne of turkey for Easter.”)</p> <p>Verbal Irony: When what is said is not what is meant. Sarcasm is an example of verbal irony.</p> <p>Satire: The use of humour, irony, or exaggeration to mock the mistakes of a person, institution or decision (e.g., often used in politics, especially in political cartoons, etc.)</p> <p>Metaphor: A comparison between to unlikely things without using “like” or “as.”</p> <p>Allusion: A reference to history, literature, pop culture or mythology that most would recognize. Allusions often stand out in text as capitalized term(s).</p> <p>Connotation: The implied or extended meaning of words.</p>

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Learning Activity	Instructions	Considerations/ Helpful Tips
<p>Writing Activity</p> <p>Your child will write three different texts based on the following scenario to work on writing for different purposes and audiences:</p> <p>Imagine that you witness a miraculous event no one would believe, an accident, or a burglary (circle one).</p> <p>You are the only witness to the event.</p>	<p>Your child will follow the instructions below:</p> <p>1. Read the following writing prompts:</p> <p><u>Writing Assignment # 1:</u> You are called in to the police station to give a formal witness statement. Write out your formal statement.</p> <p><u>Writing Assignment # 2:</u> Imagine now that you describe what you saw to your best friend. Write out your description.</p> <p><u>Writing Assignment # 3:</u> A local television network contacts you for an on-air interview. Write a description of the interview and your responses.</p> <p>2. Think about the three prompts and how you would write each one. Would they sound the same? Would they use the same type of language? Would they have the same tone? Would they include the same information?</p> <p>3. Write out your response to all three writing assignments. Remember your audience.</p> <p>4. After you are finished, use highlighters to highlight words/phrases that are the same in all three responses. Use different colors for words/phrases that are unique to each writing piece.</p>	<p>You may choose to adjust this, so that your child writes one or two texts, instead of all three.</p> <p>You can space this activity over the span of a few days, or a week. It is up to you and your child.</p> <p>Feel free to write down your child's ideas if that is easier. This is useful for reluctant writers.</p>

	<p>5. What are some things you noticed about the differences/similarities between the assignments? Why?</p>	
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