

INTERNATIONAL COMMUNITY SCHOOL OF ADDIS ABABA

Off Campus Disrupted Internet Personalized Learning Plan



Introduction

In the event that ICS is required to close its campus due to security concerns, and that there is an Addis-wide internet shutdown, resulting in restricted communication between home and school, all ICS students should follow this Personalized Learning Plan. This is designed to engage students for 4 hours of independent and self-directed learning every day.

There are divisional plans specific to Early Years, Lower Elementary G1-3, Upper Elementary G4-5, Middle School and High School students. The Learning Plans utilize the ICS Learning Process and give students a model for learning on their own.

REFLECTION

Q3: What will I do if I am not learning?

Q4: What will I do if I already know it?



INQUIRY

Q1: What do I want to know, understand and be able to do?

ACTION

Q2: How will I demonstrate that I know it?

Below are links to each Learning Plan. Please download and print the relevant Plan so that it is easily accessible when needed. If you have any questions, please reach out to your divisional principals.

- [Early Years Personalized Learning Plan](#)
- [Lower Elementary EY5 - G2 Personalized Learning Plan](#)
- [Upper Elementary G3-5 Personalized Learning Plan](#)
- [Middle School Personalized Learning Plan](#)
- [High School Personalized Learning Plan](#)

We hope we don't ever have to use these plans, but want to be sure we are prepared and learning can continue. Please print this document and make it easily available.

Thanks for your partnership and support.

Early Years (EY2-4) Personalized Learning Plan

The following information is provided for you in order to support your child for a short period of time if school is closed and there is no internet for us to provide an online program. We hope we will not need this sheet, however, take a moment now to read through it carefully to gather any resources you may need.

Schedule of the day

Developing a routine for your child is important for your child's wellbeing.

Your child's daily schedule should be made by you, adjusting for your circumstances. We suggest that you include these time periods in your child's day:

- 30 minutes reading - maybe a mixture of book browsing on your own and certainly a good chunk of time reading to your child. (It may be in one or more different books, please keep a log of what your child reads)
- 10-15 min minutes drawing/writing/painting (based on age and readiness) in a daily journal (this may include how they feel, writing about what they read, writing about events, and if wanted it may be fictitious).
- 1 hour or more of daily movement, at least 15 min of concentrated movement such as outdoor games, PE activities, jump rope, hopscotch etc. and active outside time or physical exercise
- 1-2 creative activities (see the list provided)

If possible, also include time for:

- A family meeting, such as at dinnertime, where your child can interact with you and share their feelings and thoughts.
- Daily chores or assignments to support the family or community

Remember: Frequent breaks and free play are important for your child during the day to process and for their emotional wellness.

Creativity Activities:

Below are some ideas and to extend your child's daily activities with creative and imaginative activities.

- General creative arts, such as; artwork, gardening, photography, creating their own stories or picture books, playdoh and sensory activities (slime, cooking, mudcakes!)
- Cooking and reading recipes together → meal planning (math focus)
- Board games or puzzles as a family
- Active activities such as Yoga, active games
- Games to promote communication: (20 questions, I spy, Would you rather)
- Simple science experiments (baking soda and vinegar, or invisible "lemon juice" ink)
- Build a fort, play area, obstacle course, have a family dance party or musical jam
- Expressing gratitude, such as making a card for someone to let them know they care

General Guidance:

This time is a time of change for your child. Our counselors suggest that you make sure that when talking with your child you acknowledge feelings - how does it feel to be without internet access? Not being able to go to school or work? Allowing open dialogue is essential to monitor and support your child.

Lower Elementary EY5-G2 Personalized Learning Plan

The following information is provided for you in order to support your child for a short period of time if school is closed and there is no internet for us to provide an online program. We hope we will not need this sheet, however, take a moment now to read through it carefully to gather any resources you may need.

Schedule of the day:

Developing a routine for your child is important for your child's wellbeing.

Your child's daily schedule should be made by you, adjusting for your circumstances. We suggest that you include these time periods in your child's day:

- 30 minutes independent reading (it may be in one or more different books, please keep a log of what your child reads)
- 20 minutes writing in a daily journal (this may include how they feel, writing about what they read, writing about events, and if wanted it may be fictitious)
- 30 minutes of daily movement, active outside time or physical exercise
- 1 math activity ([EY5](#), [G1](#), [G2](#))
- 1 creative activity

If possible, also include time for:

- A family meeting, such as at dinnertime, where your child can interact with you and share their feelings and thoughts.
- Daily chores or assignments to support the family or community

Remember: Frequent breaks are important for your child during the day to process and for their emotional wellness.

Creativity Activities:

Below are some ideas and to extend your child's daily activities with creative and imaginative activities.

- General creative arts, such as; artwork, gardening, photography, creating their own stories or picture books.
- Cooking and reading recipes together → meal planning (math focus)
- Board games or puzzles as a family
- Active activities such as Yoga
- Games to promote communication: (20 questions, I spy)
- Simple science experiments (baking soda and vinegar, or invisible "lemon juice" ink)
- Build a fort or play area
- Expressing gratitude, such as making a card for someone to let them know they care

General Guidance:

This time is a time of change for your child. Our counselors suggest that you make sure that when talking with your child you acknowledge feelings - how does it feel to be without internet access? Not being able to go to school or work? Allowing open dialogue is essential to monitor and support your child. This document will provide guidance in supporting your child in their wellness and basic academics, until such a time as online, or in-person school can be resumed.

Upper Elementary G3-5 Personalized Learning Plan

The following information is provided for you in order to support your child for a short period of time if school is closed and there is no internet for us to provide an online program. We hope we will not need this sheet, however, take a moment now to read through it carefully to gather any resources you may need.

Schedule of the day:

Developing a routine for your child is important for your child's wellbeing.

Your child's daily schedule should be made by you, adjusting for your circumstances. We suggest that you include these time periods in your child's day:

- 1-hour independent reading (it may be in one or more different books, please keep a log of what your child reads)
- 45 minutes writing in a daily journal (this may include how they feel, writing about what they read, writing about events, and if wanted it may be fictitious)
- 30 minutes of daily movement, active outside time or physical exercise
- 1 math activity ([G3](#), [G4](#), [G5](#))
- 1 creative activity

If possible, also include time for:

- A family meeting, such as at dinnertime, where your child can interact with you and share their feelings and thoughts.
- Daily chores or assignments to support the family or community

Remember: Frequent breaks are important for your child during the day to process and for their emotional wellness.

Resources:

Below are some ideas and to extend your child's daily activities with creative and imaginative activities.

- General creative arts, such as; artwork, gardening, photography, creating their own stories or picture books.
- Cooking and reading recipes together → meal planning (math focus)
- Board games or puzzles as a family
- Active activities such as Yoga
- Games to promote communication: (20 questions, I spy)
- Simple science experiments (baking soda and vinegar, or invisible "lemon juice" ink)
- Build a fort or play area
- Expressing gratitude, such as making a card for someone to let them know they care

Creativity Activities:

This time is a time of change for your child. Our counselors suggest that you make sure that when talking with your child you acknowledge feelings - how does it feel to be without internet access? Not being able to go to school or work? Allowing open dialogue is essential to monitor and support your child. This document will provide guidance in supporting your child in their wellness and basic academics, until such a time as online, or in-person school can be resumed.

Middle School Personalized Learning Plan

In the event of a 1-5 day emergency Addis-wide lockdown where the Internet is cut off and communication with teachers is interrupted, all ICS students will engage in the following Personalized Learning Plan. This plan will help engage students for 4 hours of independent and self-directed learning each day.

Reflection/Review (2.0 Hours)

Students will engage in a review of all the learning targets of their courses.

- Q1 - What was important for me to know and be able to do? (English, Social Studies, Math, Science, Electives)
- Q2 - Can I still demonstrate that I have learned it?
- Q3 - What can I do if I did not learn it? What resources are available to me to get unstuck?
- Q4 - What can I do to push myself beyond what I already learned?

Reading/Writing (1 hour)

Pick a book and read between 30-45 minutes a day. Then complete a reading response. After reading you may choose one of the following options: [First Chapter Sketchnotes](#), [One pagers/journaling](#), [Any of the reading task cards](#).

- Q1 - What do I want (or need) to learn about? What do I want to read?
- Q2 - How can I demonstrate that I have learned it?
- Q3 - What could I do if I did not understand the reading? What resources are available to me to get unstuck?
- Q4 - What should I read next?

Creativity (0.5 hour)

Students will engage in one-half hour of a creative pursuit of their choice.

- Q1 - What did I want (or need) to know and be able to do? What can I create?
- Q2 - How can I demonstrate that I have learned it?
- Q3 - What can I do if I am stuck and not learning? What resources are available to me to get unstuck?
- Q4 - What can I do to push myself beyond if I already know it?

Physical Activity (0.5 hour)

Students will engage in one-half hour of an active pursuit of their choice.

- Q1 - What did I want (or need) to know and be able to do? What physical activity can I engage in?
- Q2 - How can I demonstrate that I have learned it?
- Q3 - What can I do if I am stuck and not learning? What resources are available to me to get unstuck?
- Q4 - What can I do to push myself beyond if I already know it?

High School Personalized Learning Plan

In the event of a 1-5 day emergency Addis-wide lockdown where the Internet is cut off and communication with teachers is interrupted, all ICS students will engage in the following Personalized Learning Plan. This plan will help engage students for 4 hours of independent and self-directed learning each day.

Reflection/Review (2.0 Hours)

Students will engage in a review of all the learning targets of their assessed courses.

- Q1 - What was important for me to know and be able to do?
- Q2 - Can I still demonstrate that I have learned it?
- Q3 - What can I do if I did not learn it? What resources are available to me to get unstuck?
- Q4 - What can I do to push myself beyond what I already learned?

Reading/Writing (1 hour)

Pick a book and read between 30-45 minutes a day. Then complete a reading response.

- Q1 - What do I want (or need) to learn about? What do I want to read?
- Q2 - How can I demonstrate that I have learned it?
- Q3 - What could I do if I did not understand the reading? What resources are available to me to get unstuck?
- Q4 - What should I read next?

Creativity (0.5 hour)

Students will engage in one-half hour of a creative pursuit of their choice.

- Q1 - What did I want (or need) to know and be able to do? What can I create?
- Q2 - How can I demonstrate that I have learned it?
- Q3 - What can I do if I am stuck and not learning? What resources are available to me to get unstuck?
- Q4 - What can I do to push myself beyond if I already know it?

Physical Activity (0.5 hour)

Students will engage in one-half hour of an active pursuit of their choice.

- Q1 - What did I want (or need) to know and be able to do? What physical activity can I engage in?
- Q2 - How can I demonstrate that I have learned it?
- Q3 - What can I do if I am stuck and not learning? What resources are available to me to get unstuck?
- Q4 - What can I do to push myself beyond if I already know it?

Supporting Documents

The following pages are Math worksheets for EY5 - G5 students.

- [EY5](#)
- [G1](#)
- [G2](#)
- [G3](#)
- [G4](#)
- [G5](#)

The following pages are Middle School documents.

1. [First Chapter Sketchnotes](#)
2. [One Page Journaling](#)
3. [Reading Task Cards](#)

EY5: Math

Go on a shape hunt around your house. How many different types of shapes can you find?	Trace your hand with a pencil. Count your fingers.	Name two things bigger than a car. Name two things smaller than a car.	Write your first name.	Count by ones to ten.
Count the windows in your home (or wherever you are staying). What shape are they?	Set the table for dinner. Count the knives and forks.	Name four things taller than you. Name four things shorter than you.	Use sidewalk chalk to write all the numbers (in order) that you can. Next to each number draw that many suns. (Use paper and pencil if you do not have chalk.)	Write the numbers one to five.
Go for a walk then draw a picture of five things you remember seeing.	Count the steps from your front door to the back door.	Read a counting book or talk about counting with someone and then make a counting book of your own. Did you decide to make it counting forward or backwards?	Do ten hops on each foot? Can you do more?	Put your hand above, behind, and under a chair. Say each word as you do it
Show the numbers 1 to 10 using coins , buttons, or cereal, etc.	Draw a circle, square, triangle, and rectangle. Color them neatly	Touch your right foot with your left hand. Touch your left foot with your right hand.	Build shapes using toothpicks and marshmallows	Find 5 items. Show two different ways to split them into groups. How many are in each group?
Practice saying the days of the week.	Count the letters of your first and last name	Sort objects by color such as, m&m's, skittles, fruit loops, etc.	Touch your right hand to your left knee five times. Touch your left hand to your right knee five times.	How high can you count? ____ Practice counting items around your house.

G1: Math

Count how many shoes YOU have. Write down the number. Count how many shoes another family member has. Write down the number. Who has more/less?	Talk with someone about things you might find Outside (rocks, leaves, sticks). Go outside on a nature walk and collect small items you find. Sort them by color, shape, or size and count them.	Use sidewalk chalk to write all the numbers (in order) that you can. Next to each number draw that many suns. (Use paper and pencil if you do not have chalk.)	Find 10 coins . Toss the ten coins. How many land heads up? How many land tails up? Record your numbers. Did you get the same result? Keep repeating! What are you noticing?	Let's go shopping! In my cart I have 12 eggs, six apples, and 3 cans of soup. Draw a picture of my cart and what is inside. What do I have the most of?
How many jumping jacks can you do in one minute? Is it more or less than 20? How do you know?	Ask your family and friends "Do you like sharks or lions better?" Record everyone's answers. Which animal did people like the most/least or were they the same?	Count backwards how long it will take you to put on your shoes. For example when you start putting them on count 20, 19, 18...	Grab a handful of objects (pennies, beads, marbles...) Guess how many there are. Count your objects. Were you close to your estimate? Try it again.	Keep track of the weather for one week. How many sunny days? Rainy days? How many more rainy days or sunny days were there? Were there any windy days?
Count the people who live in your house with you. How many toes do they have altogether? How many fingers? Draw a picture and label it.	Write your name on a piece of paper. How many letters are there in your name? Write each family member's name on a paper too. How many letters are there in their names? Write the number beside each name.	Walk around the house. How many steps does it take you to get around your house? Then try giant steps. Which used more steps? Make sure you start and stop at the same spot!	Hop on your right foot and count how many hops you can do. Hop on your left foot and count how many hops you can do. Which foot could you hop on more? Which foot could you hop on less? Compare.	Read a counting book or talk about counting with someone and then make a counting book of your own. Did you decide to make it counting forward or backwards?
Make a picture using 2 circles, 3 triangles, 1 square, and 5 rectangles. Explain how you made it to someone! Have them count all the shapes.	Look at some of your toys. Try to sort them into groups. (by color, by size, by shape, by type) How many are there in each group?	Count backwards starting at 10... Then starting at: 15... Then starting at: 20...	Make numbers or shapes out of play-dough. If you don't have play-dough draw shapes and numbers. Count how many numbers you drew. Count how many sides your shapes have.	Pick a room in your house? How long is it? Measure with blocks or toys. Measure with your feet. Which was more? Which is less? Why?

G2: Math

If Mary has 18 cents and Jacob has 2 cents, how much money do they have together? What is another way to make 20 cents? (15 and 5, etc.) Record your thinking.	If you save two cents (or two of your local currency) every day in the month of December, how much money will you have saved at the end of the month? Draw a picture or equation to show your thinking.	Sort the laundry into categories (owner, color, item type (pants/shirt). Make a bar graph and compare the categories. If by owner: Who has more clothes? Who has less? If by color: Who has more ___ colored clothes? etc. Record your graph.	Go on a Shape Hunt around your home. Look for items shaped like a square, rectangle, and a triangle. Draw and label the items. These are all 2D shapes. Do you remember any 3D shapes? Hint: a cylinder is one but there are more!	Blow a marble, a bottle cap and a pencil across a table or 3 similar objects. Measure using inches, cm, or pennies how far they go. Which goes the farthest? By how much? Why do you think they went different distances?
Add 10 to the following numbers. (18, 37, 40, 79) What do you notice? What changes? The ones or tens? Show your work.	Write down all of the doubles you know. ($2+2=4$, $8+8=16$, etc.) Try and learn two more if you don't know all of them 0 to 10.	Terique has 57 video games and his friend has 20 less than Terique. How many video games does his friend have? Show your work and write an equation. What if his friend had 10 more?	Roll two dice. Practice addition and subtraction by adding or subtracting the two numbers. If you don't have dice, have an adult give you two numbers at a time to add or subtract! Show your work	Are the equations "true" or "false"? Explain. Work them out to be sure! $3+4+2=4+5$ $5+3=8+1$ Can you think of your own?
7 children watch a parade. Then 4 children walk away. How many children are still watching the parade?	Write the number made by the tens and ones listed: 2 tens and 3 ones = 23 5 ones and 8 tens; 1 ten and 0 ones; 3 tens and 3 ones. Can you make your own?	Start with the following numbers: 24, 66, 11, 30, and count by 10's to 100. Record your answers for each number. For example if I started with 72: 72, 82, 92, 102	Do the following equations. Can you do them on a number line? $40 + 80 =$ $30 + 50 =$ $23 + 60 =$ Record your work.	I went to the park and I saw 18 rabbits playing in the grass. When I came back from lunch I only saw 10 rabbits. How many left while I ate lunch? Show your thinking with pictures and an equation.
Tell the time that you go to bed to the closest hour or half hour. Draw a picture of the clock's hands for that hour. Can you draw it on a digital and analog clock?	Jump rope and count by tens to 100. Try counting backwards. If you don't have a jump rope, just hop or jump and count by 10's. Can you count backwards by 10s from 100?	Jump 3 times: once like a bunny, once like a frog, and once like a child. Measure each jump. Which was the longest? Shortest? What is the difference?	Jahniya has 7 dolls, 20 necklaces, and 12 games. How many things does she have in all? Show your work.	50 is the answer. What could the question be? Come up with 4 more equations. For example: $60-10=50$

G3: Math

Write all the addition facts that equal 10.	How many different ways can you cut a sandwich to show fourths?	Set out 4 bowls. Put 5 objects in each bowl. Write an addition sentence to show how many objects are in the 4 bowls.	Skip count by 2s, 5s, and 10s to 100. Write each pattern on your paper.	One way to make 12 is $8 + 4$. Write 4 other addition facts for 12.
Look in your refrigerator. Categorize the items as dairy, fruit, vegetable, meat and other. Make a tally chart to explain your findings. Use words to summarize the tally chart.	Go on a Shape Hunt around your house! Look for items shaped like a square, rectangle, and triangle. Draw and label the items.	Using the numbers 63, 18, 30, 49, Which two numbers would you add to get the greatest sum? Add them together. Which two numbers would you add to get the smallest sum? Add them together.	What number is one more than 87? What number is one less than 87? What is 10 more than 87? What is 10 less than 87? What is 100 more than 87?	Jason swims in the pool from 1:10 p.m. to 1:45 p.m. Draw a clock to show the time at which he began to swim. How long did he stay in the pool?
Find many different coins. Sort the coins into groups of the same kind. What is the value of each group?	Draw a picture of the windows in your house. Describe their shape. Are they partitioned into equal shares? If so, how are they partitioned?	Draw a rectangle. Partition the rectangle into 3 rows and 4 columns.	What time did you go to bed last night? What time did you get up this morning? Draw 2 clocks and show these times. BONUS! How many hours did you sleep?	Create a timeline for yesterday beginning at the time at which you woke up and ending at the time you went to bed. Include at least 8 events on your timeline.
Using coins, show 2 ways to make 25¢, 40¢, and 78¢.	Jessica spent 82¢ on a milk shake. She gave the cashier \$1.00. How much change will she get back?	Solve the problems below. Then write a story problem to match the equations. $18 + 26 =$ $29 + 17 =$	Write the missing numbers on the lines below to continue the patterns: 12, 15, 18, _____, _____, _____, 8, 12, 16, _____, _____, _____	Write these numbers from least to greatest: 7, 49, 3, 98, 59, 22

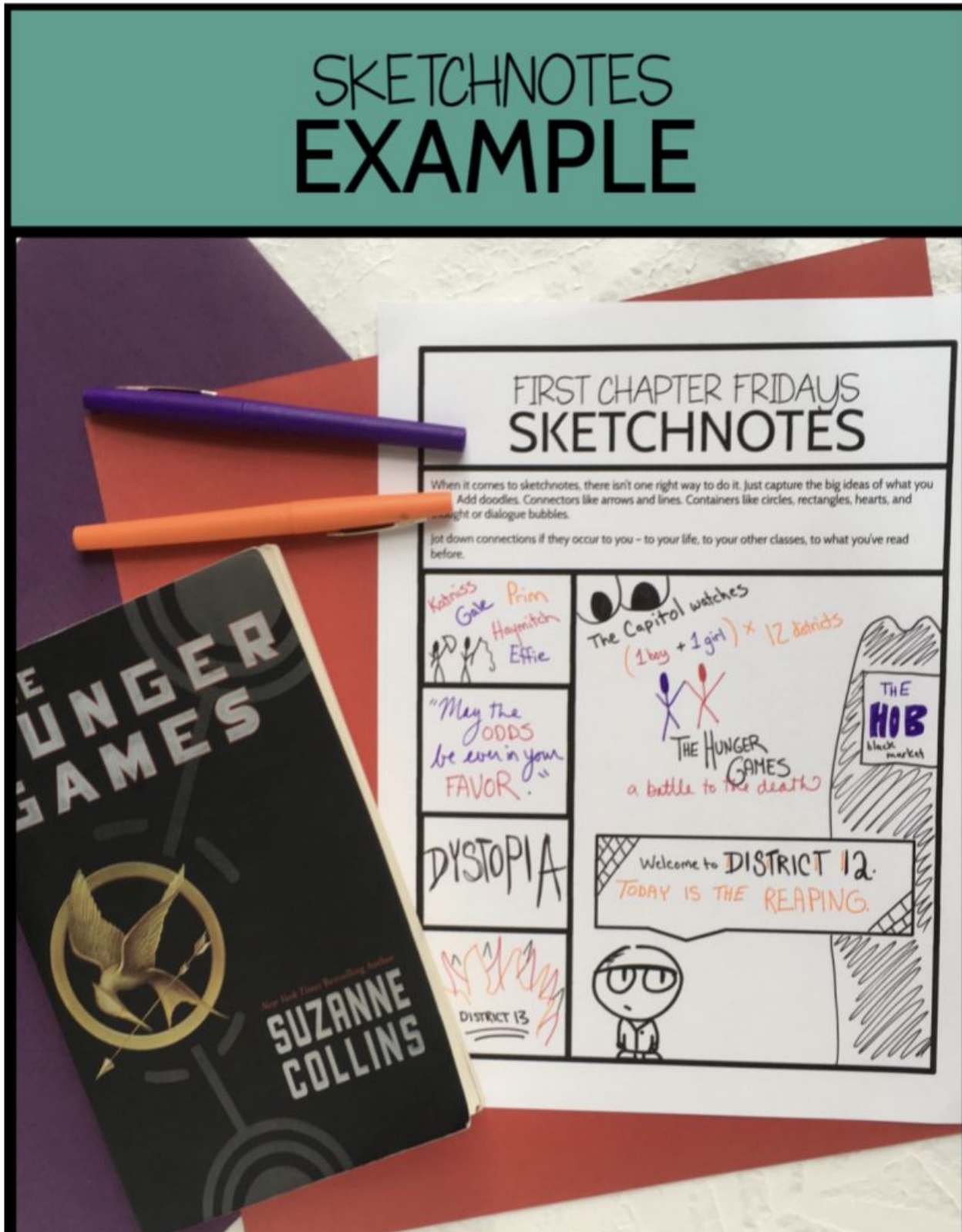
G4: Math

There are 6 tables in Mrs. Potter's art classroom. There are 4 students sitting at each table. Each student has a box of 10 colored pencils. How many colored pencils are at each table? How many colored pencils in total?	What is the rule in this pattern? 3, 7, 11, 15, 19, 23 Make your own number pattern.	When rounding to the nearest ten, what is the smallest whole number that will round to 50? The largest? How many different whole numbers round to 50?	Compare the fractions below. Use the symbols $>$, $=$, or $<$ to record your comparisons. Draw a picture to illustrate your answer. $\frac{2}{6}$ and $\frac{5}{6}$ $\frac{1}{2}$ and $\frac{1}{3}$	Draw a 10 centimeter number line that begins with 0 and ends with 1. Roll a die. Divide your number line into this number of equal segments. Label the segments. Explain your thinking.
Rosa made 56 cupcakes. She put 8 cupcakes into each box and sold the boxes for \$3.00 each. How much money did Rosa receive?	Write a story problem for the expression 9×3 .	I am a number between 20 & 30. When you divide me into 6 equal groups, there is an even number in each group and 2 are left over. What number am I? Write your own division riddle.	Arrange the fractions in order, beginning with the least. Explain your answer with a picture. ,,	Use the numbers 3, 5, and 15 to write a multiplication number story. Write a related division story. Write a number sentence for each story.
Find a newspaper and cut the articles or pictures out. Organize them by area from least to greatest.	Which is larger, or ? How do you know? Prove it.	Roll 2 dice and multiply to find the product. Record the products. Do this 25 times. Create a bar graph with the results. What do you notice?	Draw a picture of a quadrilateral. Draw a picture of a rhombus. How are they alike? How are they different?	Find 4 numbers larger than 1,000 in a book or newspaper. Put them in order from least to greatest. What is the difference between the smallest and the largest?
A farmer has chickens and cows. What combination of animals could total 24 legs? Is there more than one combination?	Select ten items from a grocery flyer or an online ad and find the total cost of the items. Calculate how much change you would receive from a one hundred dollar bill.	The product of two numbers is 30. The sum of the two numbers is less than 20. What might the two numbers be? Show all possible solutions and explain your thinking.	Write multiplication and division combinations for 6, 7, and 42. Can you write a word problem to go with these equations?	Masha had 120 stamps. First, she gave her sister half of the stamps and then she used three to mail letters. How many stamps does Masha have left?

G5: Math

Write three facts about the number 28. Is this number prime or composite? How do you know? Round this number to the nearest 10.	A lawn water sprinkler rotates 65 degrees and pauses. It then rotates 25 more degrees in the same direction. What is the total degree rotation of the sprinkler? To cover a full 360 degrees, how many more degrees will it move?	Draw a square, and then draw all lines of symmetry for that square.	Solve the riddle: I have 5 in the tenths place. I have 7 in the thousandths place. I have 4 in the ones place. I have 2 in the hundredths place. What decimal am I? Write your own riddle.	Skip count by 5's starting at 1. What patterns do you notice? Explain why you think these patterns are happening.
Identify, record and classify angles: acute (less than 90°) obtuse (greater than 90°), right (90°) in everyday things (buildings, bridges, furniture...)	A cake recipe calls for you to use $\frac{3}{4}$ cup of milk, $\frac{1}{4}$ cup of oil, and $\frac{2}{4}$ cup of water. How much liquid was needed to make the cake? Is this more or less than a pint? How do you know?	15 friends want to order pizza for dinner. They predict that each person will eat $\frac{1}{3}$ of a pizza. How many pizzas should they order? What if there were 9 friends and they each ate $\frac{1}{3}$ of a pizza?	The sum of two mixed numbers is 5. What might the two mixed numbers be? Show as many different solutions as you can. Explain your strategy.	At her job, Mrs. Miller works 7 hours a day, Monday through Friday. How many hours does she work in 2 weeks?
Write 2 fractions that are equivalent to ?	Find all of the factors of 48	Jacob is making a stew. The stew calls for $\frac{1}{2}$ cup of rice. If he triples the recipe, how much rice will he need? Write an addition or multiplication problem to show your answer.	Solve the division problem below. $467 \div 9 = \underline{\hspace{2cm}}$	Put the fractions in order from least to greatest. $\frac{1}{2}, \frac{3}{4}, \frac{2}{3}$
List the first 5 multiples of 8.	In the number 37,832 what is the value of the 8?	What is the perimeter of a square with sides that measure 4 meters?	Order the numbers from least to greatest: 0.3, 0.13, 0.19, 0.31	Estimate the product and then solve the problem. $62 \times 82 = \underline{\hspace{2cm}}$

First Chapter Sketchnotes



FIRST CHAPTER SKETCHNOTES

When it comes to sketchnotes, there isn't one right way to do it. Just capture the big ideas of what you hear. Add doodles. Connectors like arrows and lines. Containers like circles, rectangles, hearts, and thought or dialogue bubbles.

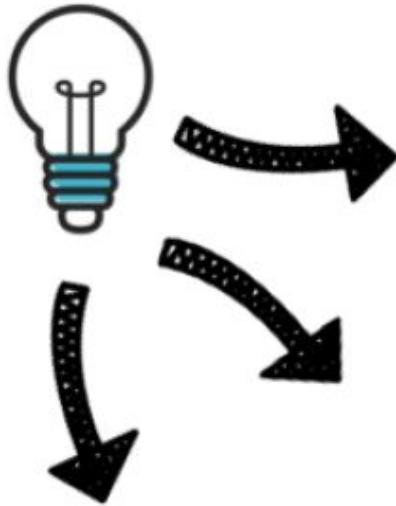
Jot down connections if they occur to you – to your life, to your other classes, to what you've read before.



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One Page Journaling

A one pager is a way to visually share key ideas and information about what you have learned. When you create a one pager, you are trying to use both visual symbols and important words to clearly and concisely share your most important takeaways with someone else.

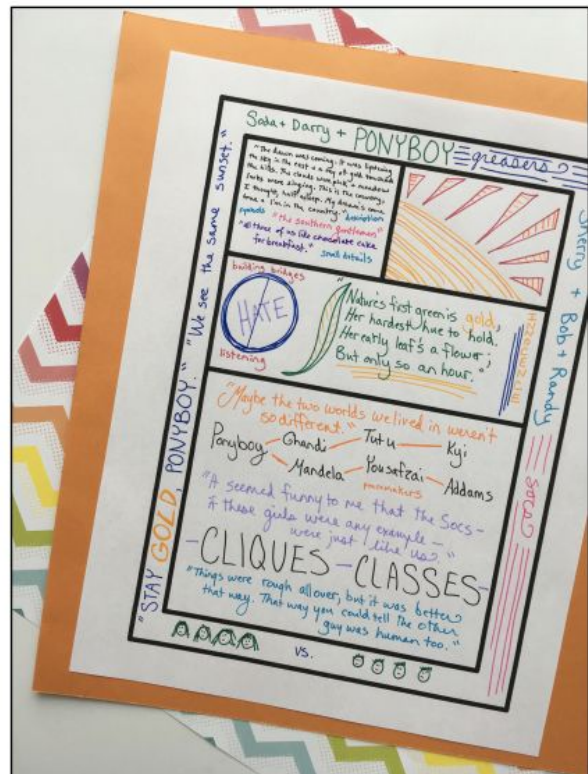
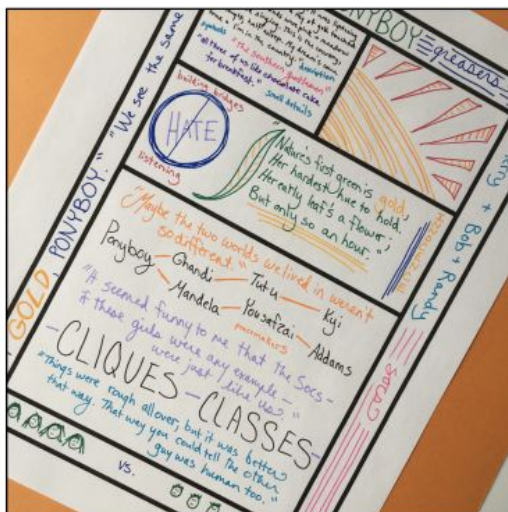
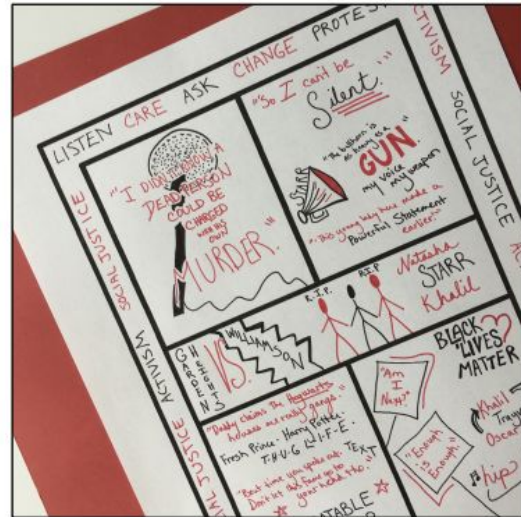
Here's what it MUST INCLUDE:

- A border of key quotations from the text
- The top half should focus on symbolism and themes from the text, including both words and images.
- The bottom half should focus on key characters from the text and how they develop, change, and interact. It should also include both words and images.

In this document, I have provided a template that you can print or you can create your own in your notebook.

You may also add other symbols, drawings, and words that represent the reading as you wish.

Examples



Off Campus Disrupted Internet Personalized Learning Plans

A large square frame with a thick black border. Inside this frame is a smaller square, also with a thick black border. This inner square is divided into four equal quadrants by a circle. The circle is centered within the square, and its diameter is equal to the side length of the square. The four quadrants are empty, providing space for a personalized learning plan.

Reading Task Cards

READING TASK CARDS

Getting Started:

Think back over the most recent reading you completed.

1. Review the different task cards - each card asks you to reflect on your reading in a different way.
2. Choose the one of the activities to demonstrate your understanding of the reading you did last night.
3. Complete the task as per the instructions on the task card.
4. Share your work with a peer.
5. Allow your peer to ask questions about your book and your work.



READING TASK CARDS

Directions: Complete these task cards to develop a better and deeper understanding of the book you're reading.

Poetry

Write a poem (10 lines minimum) from the perspective of one of the characters in your book. Then, write a brief explanation of the poem's meaning. Be sure to use creative language and imagery for the reader!



Tweet it

In exactly 140 characters (including letters, punctuation marks, and spaces), summarize what you've read so far. Then, share your tweet with two other people in the classroom to see how they react..



Extension

Add another chapter to the novel from the perspective of the protagonist.
perspective.
3-5 paragraphs minimum. Be sure to use detailed language.



Review It

You've been hired to write a book review of the novel, for the New York Times. In one paragraph, describe your opinion of the book and why readers should or should not read the book. Rate the story on a scale from 1 to 10 (ten being the best)! Be creative!

READING TASK CARDS

Directions: Complete these task cards to develop a better and deeper understanding of the book you're reading.

Illustrate

You've been hired to design the new front cover of the book.. Using a sheet of paper, create an alternative cover. Think about the story and the lessons learned throughout before your design!



Write

Create a list of 10 character traits of your protagonist. Create a list of 10 of your own character traits. How are you similar to the protagonist in your book / how are you different? Then, if you feel comfortable, share those differences with your peers!



Comic

Choose your favorite scene from your novel so far.. Then, create a 5 frame comic that accurately depicts the scene in its entirety. Be sure to use graphics, words, and colors to fully illustrate the scene for your readers! Be creative!

Music

You've been selected by the author to produce a musical soundtrack to the book you are reading. Choose 5 songs that you think would be fitting for the film version. Then, explain your choices!

READING TASK CARDS

Please Leave a Message

Imagine one of the characters in your book got a call from another character from the book to talk about last night's reading. What would your chosen character want to tell the other? Write down the message she or he would leave below.

Message From:

Message To:



READING TASK CARDS

Live from the Scene

Imagine you are a reporter, reporting the events of last night's reading to a live audience. Summarize the most important aspects of the reading in a short speech below (or in your notebook).

