

Emergency Power Outage Plans
Mill Valley School District
Mill Valley Middle School
Grades 7 and 8

These plans are designed to engage students in up to three days of independent learning in case of an **emergency** power outage. Students may choose to complete a variety of activities in the different subject areas.

Dear Families,

In the event of an emergency power shutdown, please have your child review the activities from the plans below and select those that are best suited to their learning needs. The plans are designed to help students deepen their learning about work they are currently engaged in.

Dear Students,

For each day of the emergency power outage, choose an activity in each of the subject areas that will best support your understanding of the content you are learning in your classes. You may repeat some of the strategies for different content areas.

Language Arts: You can repeat this assignment each day of the power outage to sharpen your insights into the author’s craft and your own deep understanding of literature. (approximately 1 to 1 ½ hours). The steps to completing the assignment are beneath the chart. Be sure to read the chart first.

Signposts: The **6 signposts on the chart below are signals authors provide readers to guide them towards what is most important in the story.** When you are reading, look for these signpost signals. When you see one, ask yourself a question about that signpost. The chart below shows the signpost and the question you might ask yourself.

Take a few minutes to read through the chart below. These signposts will be familiar to many of you.

Beers, Kylene and Robert E. Probst. *Notice & Note – Strategies for Close Reading.* Portsmouth: Heinemann, 2013. Print

Signpost	The Clues to the Signpost	Anchor Question
<p>Contrasts and Contradictions (C&C) A sharp contrast between what you would expect and what you observe the character doing; behavior that contradicts previous behavior or well-established patterns</p>	<p>A character behaves or thinks in a way you don’t expect, or an element of a setting is something you would not expect</p>	<p>Why would the character act (feel) this way?</p>
<p>Aha Moment (AM) A character’s realization of something that shifts his actions or understanding of himself, others, or the world around him.</p>	<p>Phrases, usually expressing suddenness, like: “Suddenly I understood...” “It came to me in a flash that...” “The realization hit me like a lightning bolt...” “In an instant I knew...”</p>	<p>How might this change things?</p>
<p>Tough Questions (TQ) Questions a character raises that reveal his or her inner struggles</p>	<p>Phrases expressing serious doubt or confusion: “What could I possibly do to ...?” “I couldn’t imagine how I could cope with ...” “How could I ever understand why she...?” “Never had I been so confused about...”</p>	<p>What does this question make me wonder about?</p>

<p>Words of the Wiser (WW) The advice or insight a wiser character, who is usually older, offers about life to the main character</p>	<p>The main character and another are usually off by themselves, in a quiet, serious moment. And this wiser figure shares his wisdom or advice in an effort to help the main character with a problem or a decision.</p>	<p>What's the life lesson, and how might it affect the character?</p>
<p>Again and Again (A&A) Events, images, or particular words that recur over a portion of the novel</p>	<p>A word is repeated, sometimes used in an odd way, over and over in the story. An image reappears several times during the course of the book.</p>	<p>Why might the author bring this up again and again?</p>
<p>Memory Moment (MM) A recollection by a character that interrupts the forward progress of the story (flashback)</p>	<p>The ongoing flow of the narrative is interrupted by a memory that comes to the character, often taking several paragraphs to recount before you are returned to events of the present moment.</p>	<p>Why might this memory be important?</p>

Language Arts Assignment:

- Review the *Notice and Notes* chart of the 6 signposts found in literature that help the reader discover deeper meaning of a text.
- For each day that you are without power, read independently for 30 minutes to an hour.
- As you read, look for the signposts that surface in the reading.
- **After you read, choose one or two of the signposts that you noticed and write a paragraph reflecting on what this signpost revealed to you about a character or the themes in the book.** Reference other times in the book when this signpost occurred.

Writing:

- **Do a 20 minute journal write each day.** (20 min/day)
- Choose a prompt from a list you keep in a writing notebook or make up your own prompt!
- Remember, you should be writing for the whole time.

After your journal writing, choose one of the following activities to complete over the course of the 3 days. (20 min a day)

- Write a letter- you could write to a friend or family member or the superintendent or the principal of your school about something you would like changed at school.
- Write a news article for the school newspaper. Be sure to include the important information: who, what, where, when, why. Give your article a catchy headline. Send it to Ms. Palmer.
- Create a plan for a fiction story and begin writing it. Be sure to begin with a story map identifying the characters, setting, the problem and the solution!

Social Studies, Science and Math

While the power is out, you will focus on **deepening your understanding of the topics you are learning in school** by choosing from the list of summarization techniques*. Summarizing helps you reflect on and process information, so you can see the big ideas and the key parts.

Do one summarization activity a day until you have completed at least one summary technique for each subject: social studies, science, math.

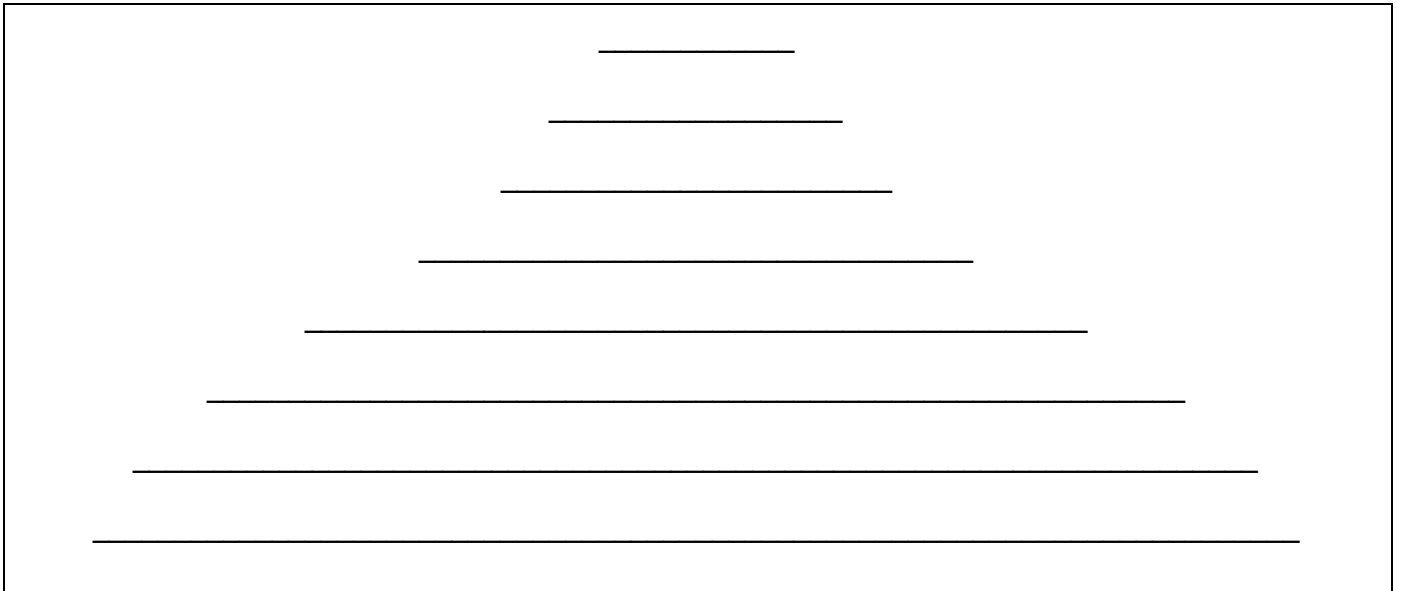
(Each activity should take you about 45 minutes to complete.)

There are 5 different activities to choose from. You can repeat an activity for different subjects.

1. Summarization Pyramid

Use the pattern of lines in the box to create a summary of one of the topics you are learning in class. Your final summary should be 8 or more lines long.

Choose 8 ideas from the list below the example to help you construct your summary.



3.14

a constant number

Ratio circumference diameter

What's your favorite pi? Mine is cherry.

For 4000 years from Babylon to Egypt people tried to solve it

Use it to find the area of a circle by multiplying it to radius squared

Pi matters because it links number theory to circles and geometry

Archimedes using polygons and more polygons proved it to be 3.14 and more

It is completely irrational like the universe it has no end and does not repeat but is perfect

Ideas to choose from for building your pyramid summary

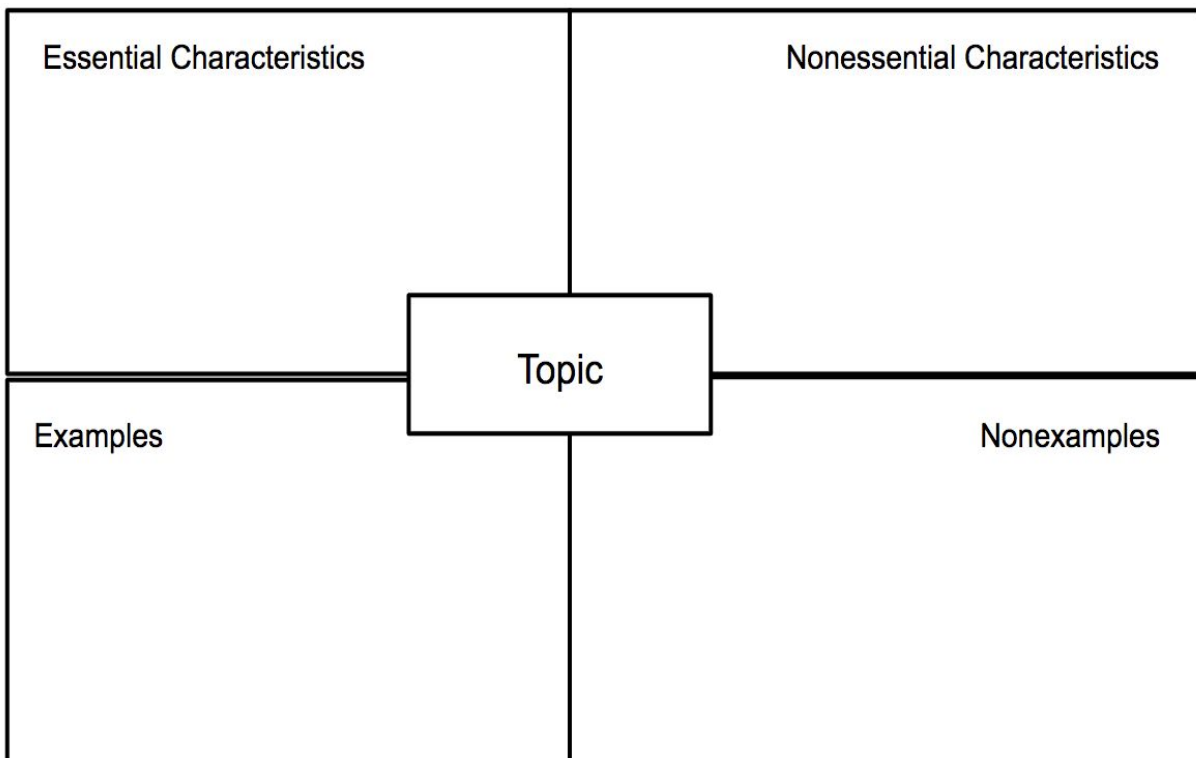
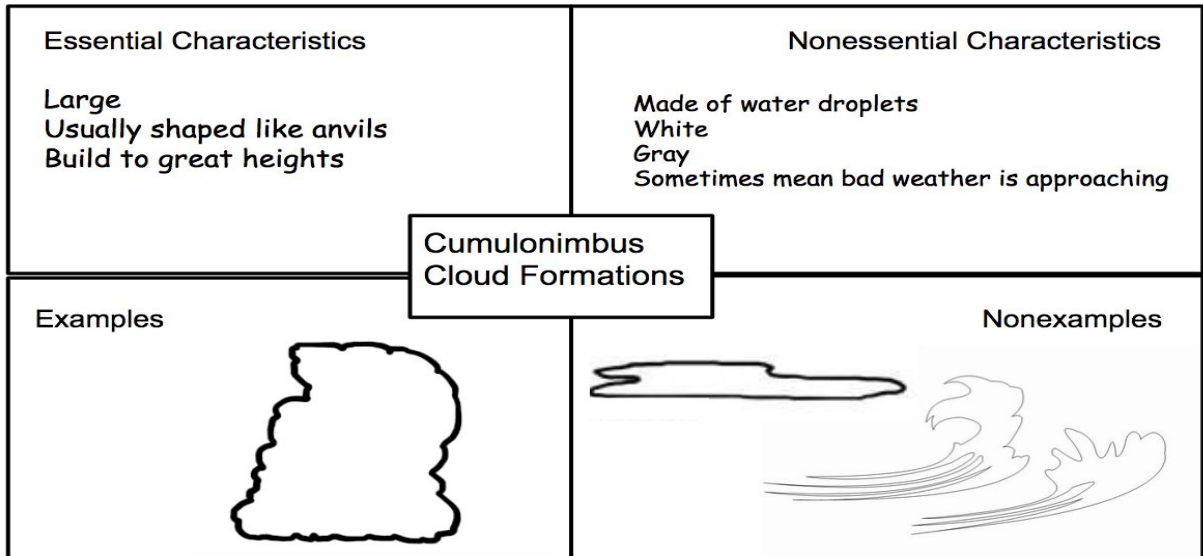
- A synonym for the topic
- An analogy between the topic and a sport or other concept
- One question it sparks in you
- Three attributes or facts about the topic
- Three words that best describe the topic
- A book title or news headline that would capture the essence of the topic
- One or two other topics related to this topic
- Causes of the topic
- Effects of the topic
- Reasons we study the topic
- Arguments for the topic
- Ingredients of the topic
- Personal opinion on the topic
- Demonstration of the topic in action
- The larger category from which this topic comes
- A formula or sequence associated with the topic
- Insight gained from studying the topic
- Tools for using the topic
- Three moments in history of the topic
- One thing we used to think about the topic that we've discovered to be incorrect
- Samples of the topic
- People who use the topic
- What the topic will be like in 25 years
- Your idea _____

2. Frayer Model for Summarization

Use the graphic organizer below to reflect on a unit you are studying in school.

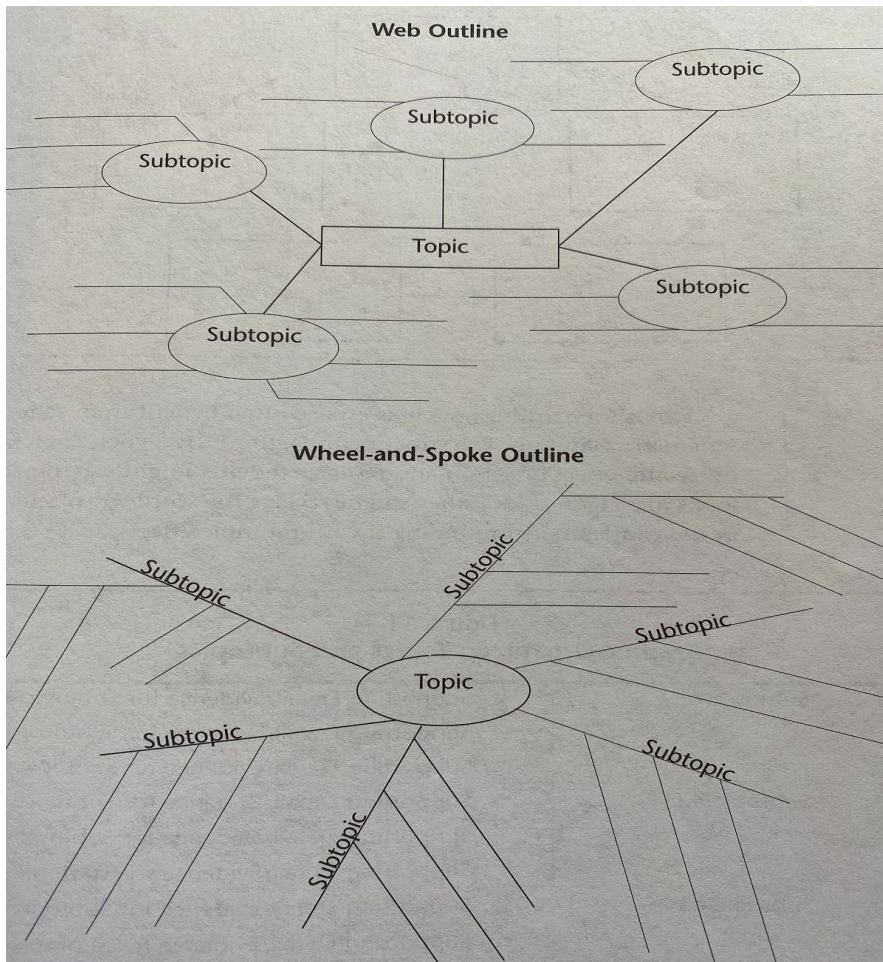
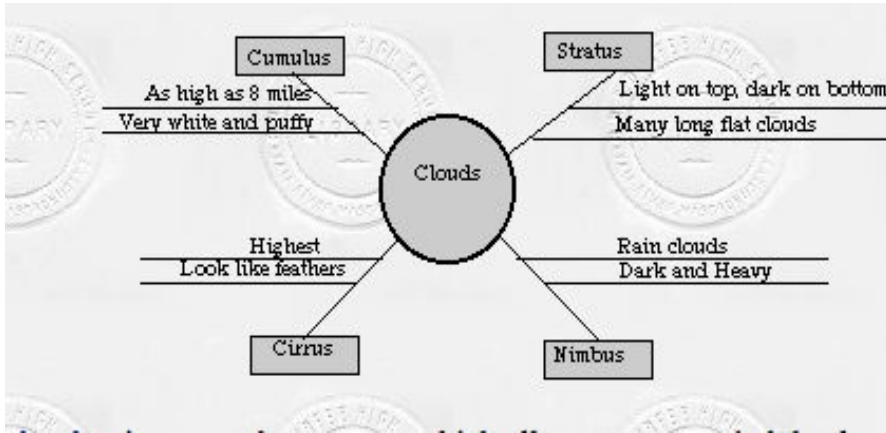
Here is an example filled in. Notice that the essential characteristics are those that are critical for understanding the topic. The nonessential characteristics are interesting but less important and may be characteristics shared with other things related to the topic.

In the examples and nonexamples section you can draw pictures, write words and/or explanations, mathematical formulas, numbers, etc.



3. Create a Graphic Organizer

You have used graphic organizers throughout your years in school. Today, make a graphic organizer for a topic you are learning about in school. Use the models below or create your own.



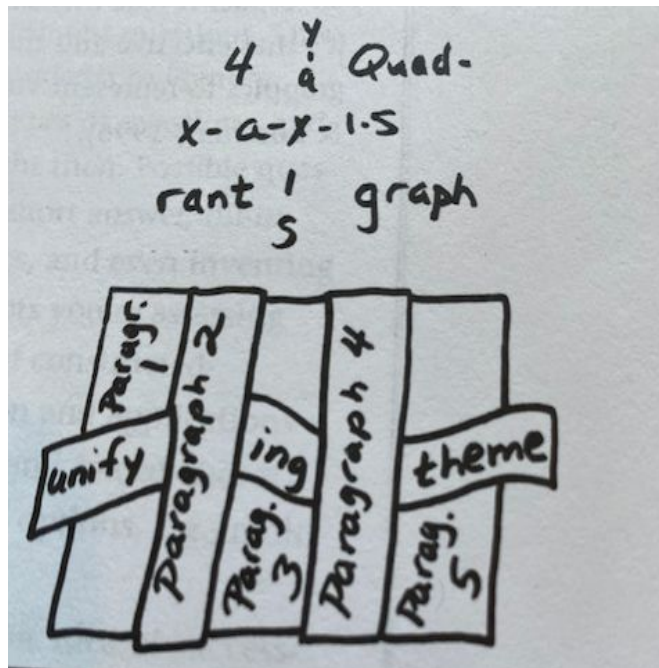
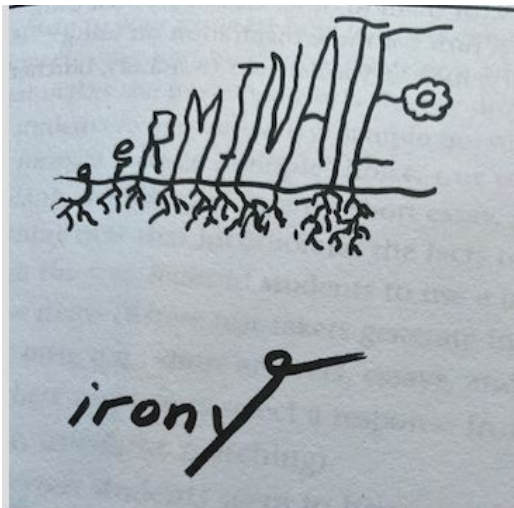
4. Concrete Spelling of Vocabulary

Do this activity to help you understand essential vocabulary you are learning in one of your classes. This works for science, social studies, math, art, P.E., etc.

Write key content words in the shape of their meaning.

Choose 4-5 essential words for a unit you are studying and make these concrete spellings. In concrete spelling, you spell words using letters that form the shapes to express the words meanings.

Here are 4 examples



5. Create a Quiz

One way to deepen your understanding of what you are learning in school is to think like a teacher and create a quiz students could take on the topic you are studying. Create a 15 point quiz on the unit of study you are working on in math, science, or social studies.

Create the questions and then write the expected answer for each question.

* Resource: *Summarization in Any Subject* by Rick Wormeli

Self Care/Physical Education (choose 1 a day)

Make a list of all of the things in your home that make you feel grateful.

Create a gratitude poem.

You may write a concrete poem, a haiku, an acrostic, or free verse poem.

concrete	haiku	acrostic
<p>This poem is one that takes the shape of the word. You write the words of the poem into a shape.</p>	<p>This poem has 3 lines Each line has a different number of syllables. Line 1- 5 syllables Line 2- 7 syllables Line 3 - 5 syllables</p>	<p>Write the word horizontally on a piece of paper. Think of a word or a phrase that includes something you are grateful for and write it on each line of the poem.</p>
<p style="text-align: center;"> <i>Trees.</i> <i>The trees</i> <i>Keep me free,</i> <i>As I walk around</i> <i>To let my soul flow</i> <i>f</i> <i>R</i> <i>E</i> <i>E</i> <i>L</i> <i>y</i> <i>In the breeze.</i> </p>	<p>My dog "B" runs fast We play tag along the path She is my best friend</p>	<p>Getting a hug from mom Relaxing in front of the T.V. A T</p>

Share your poem with someone in your family.

Even without power, you can make sure you are taking care of your physical health.

Take 30 minutes during your day to go on a hike, ride your bike, dance to music, walk the dog, or do another sustained physical activity. Reflect on your mood before you exercise and again afterward. How did focusing on your physical well being affect your mental state of being.

Record what activity you did each day and how it affected your mood in a chart like the one below.

Mood Meter for physical activity

Mood before physical activity	What physical activity did you engage in?	Mood after physical activity	Reflection: How did the physical activity engage your mind as well as your body?

Environment: Optional

- Living in an ever changing environment requires us to be adaptable. What are some ways you have had to adapt because of our changing environment?
- What are some things you could do to prepare for unexpected environmental events like a power outage?
- Make a poster showing ways people can prepare for a power outage.
- Write a slogan to go with your poster.

Don't forget your electives.

Practice your instrument, learn your lines, study your Spanish or French.