Hello Students! Hope this finds you all doing great---or at least healthy! It is a trying time; just remember to give yourself some room: I don’t expect perfection!

This is our third flex-learning lesson plan. I know none of this is easy, just keep giving this your best try (that means you still have to try!) We will get through this because we are South Dakotans, but more importantly, Miller Rustlers!

English II—I am sending out the rest of the Vocabulary Packet—even including the Unit Test. I think it will be easier if I just say that the packet is due April 30 (this date is moveable, just let me know if you have an issue), and you are able to work on it as you see fit. I will send home lesson 25 next Tuesday in the packet from school. On the vocab, I am sending it as a PDF—I am also sending a converted to Word PDF—here’s the problem: when converted to Word, the document is almost perfect; when saved to the file, the document becomes really weird! You pick and use as you see fit. I am befuddled by it!

So this week is solely for working on the grammar worksheets. Let me know if you have questions over the notes and/or worksheets. The worksheets will be due on Tuesday. Happy Grammaring!

Applied English IV—sending home the vocab for this week. Lesson 27 will be due on Tuesday. I am going to be sending out The Greatest Generation stories for you to read. My plan now is to do a reading for each packet period and a vocab lesson until done.

I am scrapping the senior research paper (I think the height of my inabilities would be teaching MLA research over e-mail!). I hope that some of you (or at least maybe with the help of parents) are looking at the Memory Book.

My plan is to keep this pretty simple from here on out—I’ll sprinkle some “shat is she doing now” in there every now and again to keep you on your toes!

Spanish I—Open your book to page 162. The lesson to be learned is Possessive adjectives. Open up your pronoun charts (should be in your steno books) and look at what we have

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| --- | --- | --- |
| Yo=I | me | Mi, mis=my |
| Tu=You | te | Tu, tus=your |
| Ud, El, Ella= You, He, She | se | Su, sus=your, his/hers |
| Nosotros-as=We | nos | Nuestra-oNuestras-os=ours |
| Uds., Ellos, Ellas= you plural, they | se | Su, sus= yours, theirs |

This is what the new pronoun chart will look like. We are dealing with the last column—the possessive adjectives. There is one simple rule to remember: the possessive adjective matches the noun it possesses in number (all of them) and gender (in the “We” forms)—in singular/plural and masculine/feminine.

In English –my grandma=mi abuela------my grandmas=mis abuelas

My brother=mi hermano------my brothers=mis hermanos

Do not pay more attention to the subject than the noun that follows. The subject can give you which form you need, but the noun will give you singular/plural.

I need my mom.-----Necesito mi mama.

I need my books.-----Necesito mis libro*s*.

They have their car.---Ellos tienen su coche.

They have their cars. Ellos tienen sus coches.

The problem possessive is going to be su and sus because they can stand for your, yours, his, hers, and theirs. This is where the subject can help determine. With nuestra, nuestro, nuestras, and nuestros, the fact that there are four forms means that there is a form for each: singular feminine=nuestra; singular masculine=nuestro; plural feminine=nuestras; and plural masculine=nuestros.

Our sister=nuestra hermana

Our cat= nuestro gato

Our houses=nuestras casas

Our grandparents= nuestros abuelos

The assignment for this lesson is to do activities 7 and 9 in the book. Write them on a word document or in an e-mail and send to me. You can practice the two assignments in the on-line book first, if you would like. This is all that is due for Thursday’s work.

Spanish II—Please open your books to page 352. The gramatica lesson is a review of the preterite tense. Thank goodness! Please read the repaso, remember that reflexive verbs must be split/kicked/and conjugated---don’t leave the reflexive pronoun off is what I am reminding you. Please do Exercise 8 in the book—page 353. That is all for this lesson—due Thursday.

7th Grade Reading—We are still on Evaluating Arguments. Last packet you read “Sticks and Stones,” which presented an argument using and anecdote and evidence (facts, statistics, and experts’ quotes). We will continue today. Please read pages 452-454, “Debate on Bullying.” The focus is on identifying and evaluating evidence: is the evidence adequate (enough of), accurate (factual), and appropriate (relevant to the topic). You will need to assess each author’s evidence and fill in the graphic organizer for the reading. If you download the GO (meaning save it to your computer with a new name, you should be able to type on it. The graphic organizer is due Thursday.