Thursday, August 6, 2015

- First Day Forms due August 14, 2014 (1st Period)
- Handout/go over Syllabus (extra credit due August 13, 2013)
- Handout Remind 101 information and allow student to sign up in class
- Policies and Procedures PWPT
Friday, August 7, 2015

- Continue Policies and Procedures PWPT
- Discuss requirements for high school placement
- Power Writing activity
- “Who I Am” Organizer
## Power Writing Activity

Put these items in order of most familiar/favorite to least familiar/favorite

<table>
<thead>
<tr>
<th>Books</th>
<th>Hobbies/Interest</th>
<th>Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Harry Potter</em></td>
<td>Academics</td>
<td>Math</td>
</tr>
<tr>
<td><em>Holes</em></td>
<td>Arts</td>
<td>Science</td>
</tr>
<tr>
<td><em>Hunger Games</em></td>
<td>Athletics</td>
<td>Social Studies</td>
</tr>
</tbody>
</table>

Mrs. Atcheson’s Example:
1. Language Arts
2. Arts
3. *Holes*
4. *Harry Potter*
5. *Hunger Games*
6. Academics
7. Social Studies
8. Athletics
9. Science
10. Math
Step 1: You will need a full sheet of paper and a pencil.

Step 2: This is a timed competition. Therefore, you WILL NOT begin writing until the teacher has instructed you to do so.

Step 3: Pick your least favorite (#10 on your list) and begin writing about that topic. You have 90 seconds.
Step 4: After 90 seconds draw a horizontal (left to right) line directly under your writing.

Step 5: Now count your words. (Punctuation and spaces do not count as words)
   Example: I went to the mall. (5 words)

Step 6: See who has the most words.

Step 7: Repeat steps 3-6 two more times.
Now, we will do this all over again. We will now do it with our favorite (#1 on your list) topic.
Step 1: You will need a full sheet of paper and a pencil.

Step 2: This is a timed competition. Therefore, you WILL NOT begin writing until the teacher has instructed you to do so.

Step 3: Pick your most favorite (#1 on your list) topic and begin writing about that topic. You have 90 seconds.
Step 4: After 90 seconds draw a horizontal (left to right) line directly under your writing.

Step 5: Now count your words. (Punctuation and spaces do not count as words)
   Example: I went to the mall. (5 words)

Step 6: See who has the most words.

Step 7: Repeat steps 3-6 two more times.
Do the data....

<table>
<thead>
<tr>
<th>Round</th>
<th>Least Favorite (#10)</th>
<th>Most Favorite (#1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Class Discussion

What is the pattern?
What do you notice when analyzing the data?
What can you do this year to improve your writing skills?
Monday, August 10, 2015

- Seating Charts
- FLEX Choices (1st period ONLY)
- Label dividers
- Finish Power Writing Activity
- Begin distributing textbook and workbooks
- HOMEWORK: Bring back signed syllabus AND first day forms
Tuesday, August 11, 2015

- Finish Power Writing (1st and 2nd period)
- notes on p. 27
- Plot Diagram
- Level Up: Plot Stages
#1 Exposition

The exposition sets up your story (i.e. time, setting, background, and characters). This is **NOT** the same thing as the introduction. Conflicts will also be introduced here.
#2 Rising Action

The rising action is when the conflict starts to build and includes the events which lead to the climax.
#3 Climax

The climax is the point of most intensity, or the most dramatic parts of the story.
#4 Falling Action

The falling action is the events that take place after the climax, the conflict gets less intense, and leads to a resolution. This shows the conflict’s effects.
#5 Resolution

The resolution is how the story ends and can tell the final outcome.
In Fairytales, the exposition begins with “once upon a time” and ends (resolutions) with “happily ever after”.
Wednesday, August 12, 2015

- Review Plot Diagram
- Have students create their own plot diagram using a short story.
- HW: signed syllabus AND first day forms
- Create the blank diagram on your OWN paper.
- Read the story and fill-in the blank plot diagram.
Cobra vs. Mongoose Video
https://www.youtube.com/watch?v=vdg9gkmWsEA&sns=em

“Mrs. P Reads “Rikki-Tikki-Tavi” Youtube Video
https://www.youtube.com/watch?v=vcEmaXfDb4w
Thursday, August 13, 2015

- Finish “Rikki-tikki-tavi” story
- Take test
- Finish Power Writing (1st and 2nd)
- Guided writing lesson in green workbook
“Mrs. P Reads “Rikki-Tikki-Tavi” Youtube Video

https://www.youtube.com/watch?v=vcEmaXfDb4w
Open your workbooks to page 3 in your Common Core Assessment workbook (green workbook).
Read the question above the picture.
Turn to page 4.
● Read **BOTH** source materials: “Why Learn Another Language” and “Why Waste Time on a Foreign Language?”
● As you read, make notes in the margins and underline/circle/highlight key information.
Page 8 is a sample paper from a pretend student. Read and analyze the paper.

Consider the following:
- thesis
- transitions
- title
- hook
- format
- claim/position
- text structure
- counter-argument
- anything else that you notice add in the margin.
Friday, August 14, 2015

- Common Core Workbook- p. 10
- Common Core Workbook- p. 11-22
- Common Core Workbook- p. 23-32 (most likely will be done on Monday, August 17, 2015)
Good Morning!

Please take one (1) warm up packet off the file cabinet by Sally the slithering scaly snake and begin working on Monday’s question. You will have 5 minutes to complete this assignment. It will stay in your binder behind the warm up divider until Friday.
Monday, August 17, 2015

● Warm Up Week 1
● Discuss vocabulary
● RACE Method
● “My Favorite Chaperone” p.3-26
Standard: **ELACC8RL1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
Vocabulary 1.1

1- un (not, opposite of)
2- re (again, back)
3- in (not)
4- im (not)
5- shifting (p.2 in textbook)
6- contribute (p.2 in textbook)
7- immigrate (p.2 in textbook)
8- relocate (p.2 in textbook)
9- reaction (p.2 in textbook)
10- narrator (glossary)
R- Respond to the question using the language of the question

A- Answer all parts of the question.

C- Cite.

E- Explain how your citation is relevant to the question.
Part C: Reread line 338-358. Why does Maya believe her actions are justified? Use the L.A.C.E. Method to answer the question.

We said nothing as we left the school and followed Papa to his cab. Nurzhan and I sat in the back, not daring to speak. There was a small rip in the leather of the seat and I poked my finger in it. The cab smelled of perfume; maybe Papa’s last ride was a lady who wore a lot of it. It smelled like some kind of flower, but I couldn’t name it. I wished so much I was in a beautiful meadow right then, surrounded by sweet-smelling flowers, lying in the soft grass, looking up at the clouds. I tried to calm myself by thinking about this meadow, but I just kept feeling scared—scared Papa might somehow find out I’d changed what Mr. Shannahon said.

Maybe I should’ve felt bad about changing Mr. Shannahon’s words, but I didn’t. I only felt afraid. I don’t mean that I think changing words like that is okay; I have to admit it’s sort of like telling lies. But I think maybe some lies are okay, like in the play we read last semester about Anne Frank and how the people who were hiding her family lied and said no one was in the attic when they really were. They lied to save Anne’s family from the Nazis. Maybe I wasn’t saving Nurzhan from death, but I was sure scared to death of what Papa might have done if I hadn’t changed the words. I stared at the back of Papa’s thick neck. It was very red, and he drove in silence until he pulled up in front of our building. Papa shut off the engine. Then he put his arm across the top of the seat and turned his

According to lines 338-358, Maya believes her actions were justified because she was afraid of what Papa might have done if she had not “incorrectly” translated. In lines 247-348 she says that she was also afraid that Papa might find out what she had done and in line 359 says that his neck was very red and he drove in silence.

These lines are relevant because they explain the tension between them and they also explain that she was scared about Papa binder...
Part C: Reread line 338-358. Why does Maya believe her actions are justified? Use the R.A.C.E. Method to answer the question.

We said nothing as we left the school and followed Papa to his cab. Nurzhan and I sat in the back, not daring to speak.

There was a small rip in the leather of the seat and I poked my finger in it. The cab smelled of perfume; maybe Papa’s last ride was a lady who wore a lot of it. It smelled like some kind of flower, but I couldn’t name it. I wished so much I was in a beautiful meadow right then, surrounded by sweet-smelling flowers, lying in the soft grass, looking up at the clouds. I tried to calm myself by thinking about this meadow, but I just kept feeling scared—scared Papa might somehow find out I’d changed what Mr. Shanaman said.

Maybe I should’ve felt bad about changing Mr. Shanaman’s words, but I didn’t. I only felt afraid. I don’t mean that I think changing words like that is okay; I have to admit it’s sort of like telling lies. But I think maybe some lies are okay, like in the play we read last semester about Anne Frank and how the people who were hiding her family lied and said no one was in the attic when they really were. They lied to save Anne’s family from the Nazis. Maybe I wasn’t saving Nurzhan from death, but I was sure scared to death of what Papa might have done if I hadn’t changed the words. I stared at the back of Papa’s thick neck. It was very red, and he drove in silence until he pulled up in front of our building. Papa shut off the engine. Then he put his arm across the top of the seat and turned his

In lines 338-358, Maya believes her actions are justified because she was afraid of what her father would do if he knew the exact details of the fight Nurzhan got into at school. According to lines 344-358, Maya states that she didn’t feel bad about changing the principal’s words but she felt afraid of her father. In line 356, Maya says, “But I was sure scared to death of what Papa might’ve done if I hadn’t changed the words.” Yes, of course she wasn’t saving her brother from death, but she was saving him from getting in loads of trouble, and she felt like what she did was okay.
Tuesday, August 18, 2015

- Warm Up Week 1: Tuesday
- “My Favorite Chaperone” p.3-26
- Characterization notes on p. 27
- [https://prezi.com/6eq5iz8i1zoj/characterization/](https://prezi.com/6eq5iz8i1zoj/characterization/)
- Comprehension worksheet
**Characters** are the people, animals, or imaginary creatures who take part in the action of a story. **Characterization** is the way an author reveals the traits and personality of the characters. An author may choose to reveal a character by

- describing what a character looks like
- having a narrator make direct comments about him or her
- presenting the character’s thoughts, speech, and actions
- presenting other characters’ thoughts, speech, and actions

Characters’ speech is revealed in **dialogue**, the written conversation between two or more people in a story. Look back at Maya’s dialogue with Ms. Johnson in lines 150–180. What do you learn about Maya from this conversation?
Wednesday, August 19, 2015

- Warm Up Week 1: Wednesday
- “My Favorite Chaperone” p.3-26
Thursday, August 20, 2015

- Warm Up Week 1
- “My Favorite Chaperone” p.3-26
- Comprehension worksheet
- Pass out graded papers
- Homework: STUDY for Quiz 1.1
Friday, August 21, 2015

- Warm Up Week 1 **DUE**
- Quiz 1.1
- p. 11-20 (part 2) in the Common Core workbook
Good Morning!

Please take one (1) warm up packet off the file cabinet by Sally the slithering scaly snake and begin working on Monday’s question. You will have 5 minutes to complete this assignment. It will stay in your binder behind the warm up divider until Friday.

***You NEED your green Performance Assessment workbook today!!!
Monday, August 24, 2015

- Warm Up Week 2
- student responsibility with class materials
- Discuss vocabulary
- Green Performance Assessment workbook p.11-20
Standard: **ELACC8RL1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text and

**ELACC8W1** Write arguments to support claims with clear reasons and relevant evidence.
Vocabulary

1. bio- life
2. graph- write
3. phon-sound
4. scope- look, see, examine
5. intrigue- a plot or scheme
6. disconcerting- startling or upsetting
7. footnote- a piece of information printed at the bottom of a page.
8. simile- a figure of speech that compares two unlike things using the words like or as.
9. metaphor- comparison of two things that are unlike without using the words like or as.
10. memoir- a form of autobiographical writing in which a writer shares personal experiences and observations of significant events or people.
Tuesday, August 25, 2015

- Warm Up Week 2
- Green Workbook p. 11-20 due Wednesday
- Test Results
Wednesday, August 26, 2015

- Admin Lexile Talks [https://www.youtube.com/watch?v=uPLwQm2y83E](https://www.youtube.com/watch?v=uPLwQm2y83E)
- 4 Square Notes
- Hook Notes
Thursday, August 27, 2015

- Warm Up Week 2
- Copy Study Guide
- "Museum Indians" p. 13-18 (black workbook)
  - #1 p. 13
  - #3 p. 14
  - #7 p. 17
  - #2 p. 14 (honors only)
  - #5 p. 16 (honors only)
Quiz 1. 2 Study Guide

Study the two standards: ELACC8RL1 and ELACC8W1

Part A (3 points each) MATCHING

* Study ALL 10 vocabulary words
* Credibility
* Opposing Claim
Part B (3 points each) MULTIPLE CHOICE
● simile versus metaphor
● claim
● “Museum Indians”

Part C (40 points total) GRAPHIC ORGANIZER
● look over our argumentative essay notes from yesterday
● On the test you will read an article and fill in the graphic organizer as if you were going to write the essay
**P1 INTRODUCTION**

- Hook: Grabs the reader’s attention (8 types).
- Thesis: What your essay is about. Example: Although, even though, in contrast.

**P2**

- Supporting Detail #1: 
  - Relevant
  - Sufficient

- Supporting Detail #2:

- Supporting Detail #3:

**Topic (c)**

- Common transitions for opposing claims:

**P4 COUNTER-ARGUMENT**

- Topic: Although, even though, in contrast.

**P3**

- Supporting Detail #1:

- Supporting Detail #2:

- Supporting Detail #3:

**P5 CONCLUSION**

- Must move 7 transitions:
- Restate your main points.

- Overall, in conclusion:

- Your argument:
  - Are you more likely to go to college?
  - Less likely to go to jail?
  - Earn more money.
Friday, August 28, 2015

- Warm Up Week 2
- Quiz 1. 2
STAR READER (computer lab)

Good Morning,

Today, we will be doing our STAR Reader Test. We will be in assigned seats. When you enter the computer lab, log in and go to Chrome.

Homework: “Museum Indians” p. 13-18 (black workbook)
- #1 p.13
- #3 p.14
- #7 p.17
- #2 p. 14 (honors only)
- #5 p. 16 (honors only)
1- Log in to the computer.
2- Type in this website: https://sites.google.com/a/carrolltoncityschools.net/cathy-lawrence---media-specialist/resources
3- Towards the top, click on “links.”
4- Scroll down, click on Renaissance Place.
5- Click on “I am a student.”
6- Log in using your AR username and 5-digit password. *If you are new, or do not know your username click on “Forgot Username.” If you forgot your password, ask Mrs. Whitworth because you WILL get locked out if you do it wrong too many times!!!
7- Hit the blue “STAR Reader” button.
8- Choose Morgan Atcheson as your teacher and click next.
9- Wait for Mrs. Lawrence or Mrs. Atcheson to enter the password.
10- BEGIN, remember this is timed!
Tuesday, September 1, 2015

- Review
- Finish Quiz 1.2 (last day)
- Go over standards and vocabulary 1.3
Vocabulary 1.3
1. dis- not, opposite of
2. pre- before
3. tele- far, distant
4. non- not
5. angular- having sharp angles, bony and lean
6. communion- deep understanding
7. concocted-made devised, created
8. meticulous- extremely careful and precise
9. central idea- the main point that the author wants to communicate to readers
10. personal essay- a short work of nonfiction in which an author expresses an opinion or provides insight based on personal experiences
Wednesday, September 2, 2015

- “Golden Glass” black Close Reader Workbook.
- Read p. 3-8.
- Complete Short Response using the RACE Method on p. 8.
Thursday, September 3, 2015
SUBSTITUTE

● Green Performance Assessment Workbook (Part 3)
  ○ Read p. 23-29. Underline key facts.
  ○ Complete essay on p. 31-32.
  ○ Use graphic organizer provided in class to complete Part 1: Pre-Write.
Friday, September 4, 2015
SUBSTITUTE

- Quiz 1.3
- Finish essay on p. 31-32 in green Performance Assessment Workbook
Tuesday, September 8, 2015

- Read Theory
- Essay?
- E.Q.s and Vocabulary for Quiz 1. 4 (Friday, September 18, 2015)
Essential Questions for Quiz 1.4

How do you write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences? (ELACC8W3)

How do you cite the textual evidence that most strongly supports an analysis of what the text explicitly / implicitly says (informational)? (ELACC8RL1)

How do you demonstrate command of the conventions or standard English grammar and usage when writing or speaking? <verbals; active / passive voice> (ELACC8L1a;b)

How do you determine a theme or central idea of a text and analyze its development (literary)? (ELACC8RL2)
Vocabulary (Prefixes) for Quiz 1. 4

1. bi- two
2. tri- three
3. quad- four
4. oct- eight
5. over- too much, above
6. mis- bad or badly
7. de- reduce, away from
8. under- too little, below
Vocabulary for Quiz 1.4

9. theme- a lesson/moral in the story
10. active voice- when the subject performs the action
11. passive voice- when the subject is the receiver of the action
12. oppression- the state of being subject to unjust treatment or control.
13. principles- a fundamental truth or proposition that serves as the foundation for a system of belief or behavior or for a chain of reasoning
14. sentimental- of or prompted by feelings of tenderness, sadness, or nostalgia.
15. Verbals- words functioning as a verb
Wednesday, September 9, 2015

- Progress Report (extra credit if signed by Wednesday, September 16, 2015)
- Read Theory
- HW: Essay
Thursday, September 10, 2015

- Read Theory
- HW: Essay
Friday, September 11, 2015

- “Analyze Nonfiction Elements” notes p. 50 in textbook
- “What to Bring” p. 9-12 in Close Read workbook
- Answer questions #1 (p.9) and #4 (p. 11) in Close Read Workbook
Text features are design elements such as headings, subheadings, and graphs that authors use to organize information, identify key ideas, and help guide readers through a text. Various types of text features are used for different purposes:

- The **heading** is the title of a text. A **subtitle**, or an additional part of a title, may tell more about what the piece is about.

A Place to Call Home:  
What Immigrants Say Now About Life in America

- **Subheadings** are headings within the text that introduce a new topic or section. They are usually larger, darker, or more colorful than regular text.

Part 1: The Right Move
Part 1: The Right Move

- A **bulleted list** (like the one you’re reading now) is a list of related and equally important points or ideas.

Review the text and identify all the subheadings. What does each subheading suggest about the kind of information in that section?

Information can also be transmitted visually through **graphic aids**, which include graphs, charts, diagrams, photographs, and other visuals. **Graphs** are used to illustrate statistical information, and they are helpful in showing numerical relationships. Various types of graphs are used for different purposes:

- A **circle graph** is a circular shape that shows how the parts of something compare to the whole. The parts of the circle represent percentages of the whole.
- A **bar graph** is a graph that uses dark or colored bars to display amounts or percentages. Bar graphs are helpful when showing how things change over time. They often include keys, or explanations of how to read the graph.

Find the circle graph in this selection. Identify what question the respondents, or the people who participated in the study, were asked. What was the most common answer? Find the bar graph in this selection. What is being compared?