

Tuesday

September 27, 2011 (9.27.11)

1. Materials



Composition Book
+ Pen or Pencil



HAMPTON Binder



1 sheet of paper

2. Agenda

Minutes

Activity

5

Warm Up

20

Quiz #3 (*NTFN*) [Hampton checking LL]

2

Fiction SLM: Concept 3

3

Activator: "The Wizard"

10

Notes: Character

3. Special Announcements

- Please make sure to have out your **one sheet of paper** for **the quiz**.

Warm Up

September 27, 2011 (9.27.11)

Volume-O-Meter: 0 (No Talking)

Time: 4 Minutes

Word Part of the Day: *phon* — sound

1. Yesterday's lesson what about setting a purpose before we read. Why is it important to set a purpose and how can it help you? Now, think of ways to set a purpose before you read in your classes.

Quiz #3

Directions:

- Make Graphic Organizer
 - Hamburger: 1
 - Hot Dog: 1
 - Darken Lines
 - Label:
- Volume-O: 0
- Watch Clip (6 minutes)
- Fill in boxes (10 minutes)
 - Complete sentences please!

Exposition	Conflict
Climax	Resolution

Quiz #3

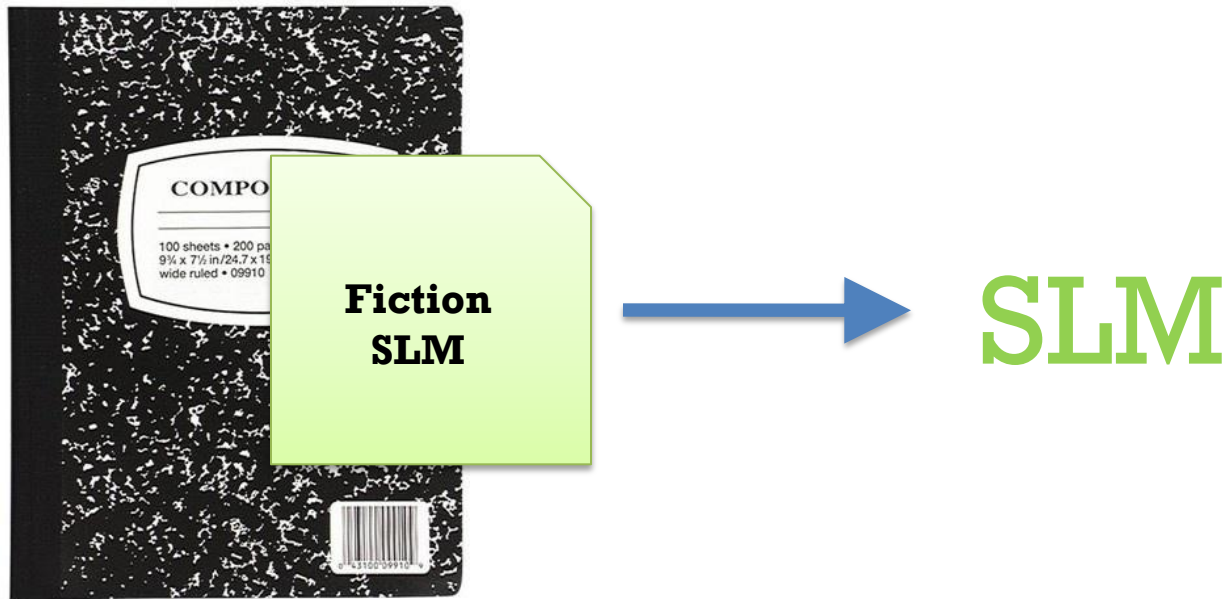
Directions:

- Label your quiz:

Quiz #3:

“Turn back Sarah...turn back before it’s too late.”

Transition



Unit Essential Question:
What makes a great story?

Key Text(s):
Short stories, movie clips

Concept 1:
The Reader

- 1. What do “good” readers do?**
- 2. Why should I set a purpose *before* I read?**

Concept 2:
Plot

- 4. How does the structure of a story work?**

Vocabulary

Vocabulary
**Plot (Freytag’s Triangle),
exposition, conflict, climax,
resolution**

Concept 3:
Characters and Point of View

5. How can making inferences help me understand a character?

Concept 4:
Setting

Vocabulary

Vocabulary

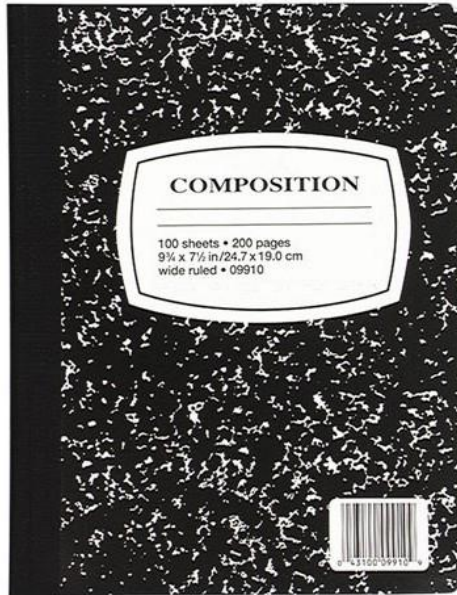
Activator: The Wizard

A S S I G N M E N T

Directions:

- Volume-O: 0 (No Talking)
- Hampton will give instructions

Transition



Notes

Characters / Characterization

T A K E N O T E S

- Characters = those who perform actions in the story
- Characterization = the method of revealing a character to the reader.
- Two ways authors reveal a character:
 - Directly
 - Indirectly

Direct Characterization

- The author **DIRECTLY** tells us the traits of that character.

Direct Characterization

Example:

- Bob always wore his grey suit wherever he went. In fact, his entire wardrobe was grey—from his shirt, to his pants, and even his shoes.

Indirect Characterization

T A K E N O T E S

- What the author *implies* about that character.
- Requires you to use inferences (your background knowledge)
- Must be supported by the text

Direct Characterization

Example:

- Bob always wore his grey suit wherever he went. In fact, his entire wardrobe was grey—from his shirt, to his pants, and even his shoes.

Direct Characterization

Practice:

- Make two columns in comp notebook
- Work with Face Partner:
 - *One day, Bob went down a dark alley to buy some used Bibles. It was there that he met an old man who only had one eye and walked with a limp. After buying these Bibles, Bob bought and ate some tacos from Taco Bell.*

Direct	Indirect
“Bob met an old man”	