

Wednesday

September 28, 2011 (9.28.11)

1. Materials



Composition Book
+ Pen or Pencil



HAMPTON Binder

2. Agenda

Minutes

Activity

5-7	Warm Up [Hampton checking LL]
2	Homework
2	Fiction SLM: Concept 3
5	Activator: Scene from <i>Real Genius</i>
2	Set Up: 2-Column Notes
20-25	Read: <i>How to Fight Monsters</i>

3. Special Announcements

- Please make sure to have your **LL sticky noted** or easily accessible; **Hampton will be coming around** to grade 2 and 3.

Warm Up

September 28, 2011 (9.28.11)

Volume-O-Meter: 0 (No Talking)

Time: 5 Minutes

Word Part of the Day: *bio* — life

1. Write down at least 5 words that begin with *bio*.
2. Yesterday's lesson what about characters and characterization. What are direct and indirect characterization?
3. Break down the following line into direct and indirect characterization:
 - *Bob walked into the grocery store to buy 1200 tomatoes. While there, he met a beautiful girl named Claire, who he had not seen in quite some time. Bob began to sweat in anticipation of talking to Claire.*

Transition



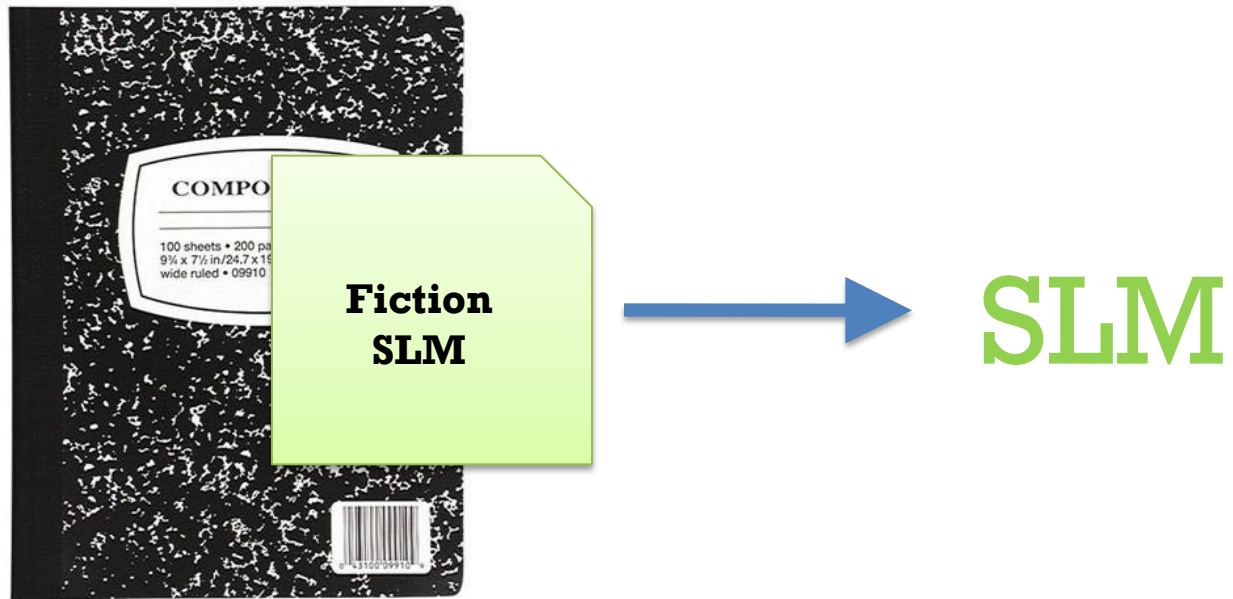
Student
Planner

Homework

A S S I G N M E N T

Date Given	Assignment	Rubric	Due Date
Wednesday 9.28	<ul style="list-style-type: none">Read <i>Magdalena Looking in Purple</i> Textbook (pgs. 9-19)Make 2-column chart on sheet of paper (just like what we did in class today)<ul style="list-style-type: none">8 entries	BASIC	Thursday 9.29

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

Direct, indirect characterization, inferencing

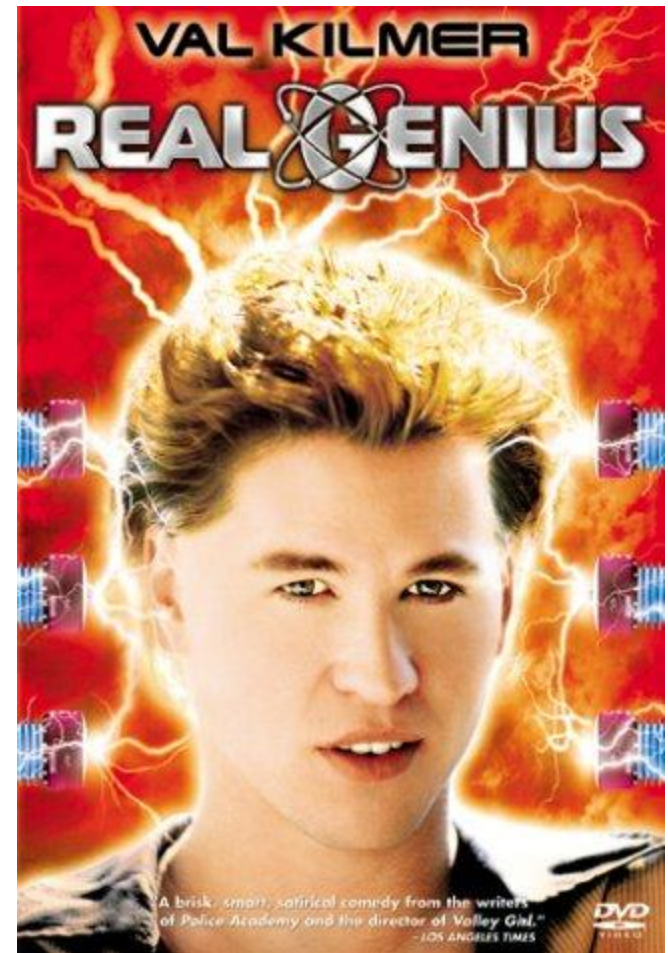
Vocabulary

Activator: *Real Genius*

ASSIGNMENT

Directions:

- ☐ Watch clip
- ☐ Purpose: What can I tell about these characters through their:
 - ☐ Actions
 - ☐ Words
 - ☐ Interactions with each other



Set Up: 2-Column Notes

ASSIGNMENT

In Comp. Notebook:

- Turn to new sheet
- Draw / fold vertical line (hot dog) on sheet
- Label:

Quote	What it really means...

Read: *How to Fight Monsters*

A S S I G N M E N T

Directions:

- ☐ Turn to Unit 2, pg. 31
- ☐ Read aloud (Hampton / Volunteers)
- ☐ Stop every few pages or so to record in organizer
- ☐ Example:

Quote	What it really means...
“His breath smelled like mouthwash and lime vodka”	His dad is an alcoholic and is trying to cover it up