Thursday
October 13, 2011 (10.13.11)

1. Materials

Composition Book + Pen or Pencil

2 sheets of paper

HAMPTON Binder

2. Agenda

Minutes	Activity
5-7	Warm Up [Hampton checking LL 5]
1	Fiction SLM: Concepts 1 & 4
3-5	Notes: Written Conversations
5-7	Activator: *Smart House*
5-7	Read: *There Will Come Soft Rains*

3. Special Announcements

▪ Did you know that the **point system ends** next Wednesday? This gives you **5 days** to earn as many points as you can!

Warm Up
October 13, 2011 (10.13.11)

Volume-O-Meter: 0 (No Talking)
Time: 6 Minutes

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HAMPTON WILL BE CHECKING POV

Word Part of the Day: *scrib / script* — writing

1. Brainstorm at least 3-5 words with the word part of the day in it. Now, make a context clue sentence that helps give away the meaning of the word.

2. Today we'll be talking about the setting of a story, *There Will Come Soft Rains*, which takes place in "the future." Speaking of which, explain your vision of the future when it comes to technology and innovation; what new things do you think the future will have?

Transition

Fiction
SLM

→

SLM
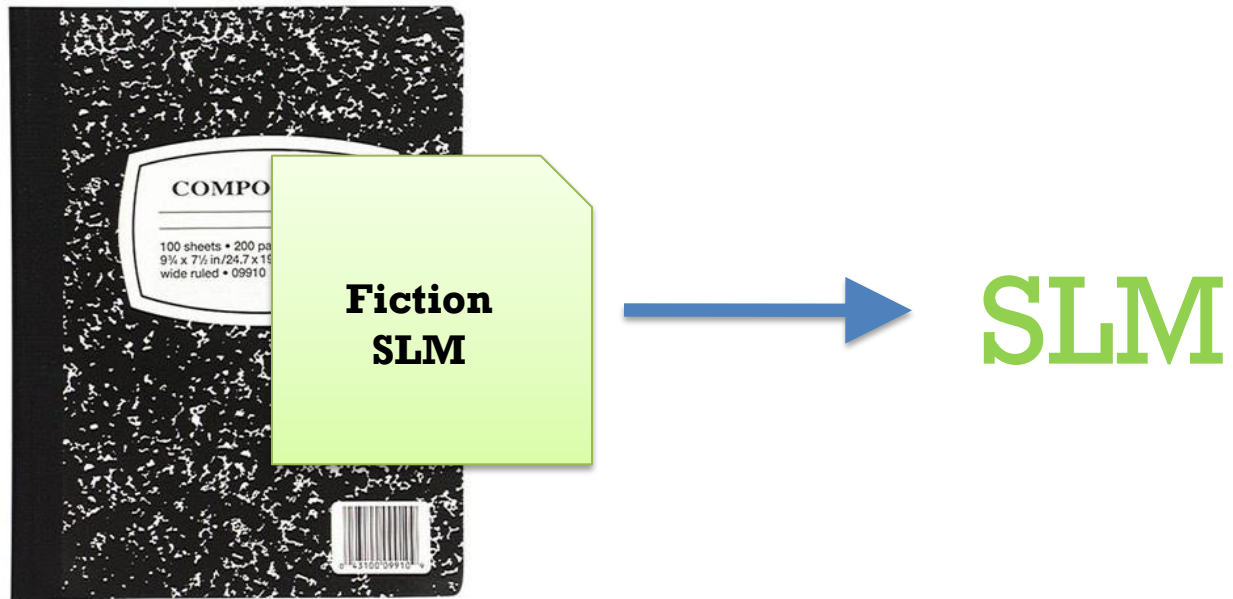
S L M	**Unit Essential Question:** # What makes a <u>great</u> story?

Key Text(s):   **Short stories, movie clips**

Concept 1: **The Reader**	Concept 2: **Plot**
1. **What do "good" readers do?** 2. **Why should I set a purpose *before* I read?** 3. **What is "interacting" with a text, and why should I do it?**	4. **How does the structure of a story work?**
<u>Vocabulary</u> **Written conversations**	<u>Vocabulary</u> **Plot (Freytag's Triangle), exposition, conflict, climax, resolution**

|	Concept 3: **Characters and Point of View**	Concept 4: **Setting**
S L M	5. **How can making inferences help me understand a character?** 6. **How can a "body biography" help me understand a character?** 7. **What is point of view and how does it affect a story?**	8. **What are the dimensions of setting in a story?** 9. **What is the setting's role in a story?**
	Vocabulary **Direct, indirect characterization, inferencing, point of view**	Vocabulary **Setting, physical, temporal, social dimensions**

# Transition
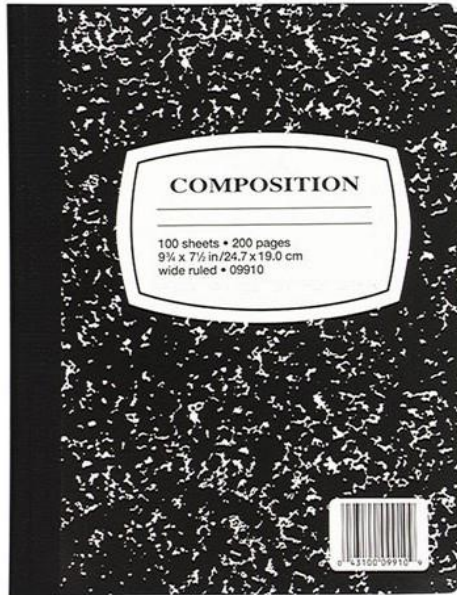
Notes

Interacting with a Text

- Good readers "hear" two voices when they read:
  1. Reading Voice
  2. Thinking Voice
- Reading voice: reads the words on the page
- Thinking voice: thinks about connections, questions, inferences, WHILE reading
- Both are necessary for "good" reading!

Written Conversations

- Having a conversation between you, the book, and another partner on a sheet of paper.
  - 3-5 minutes to write

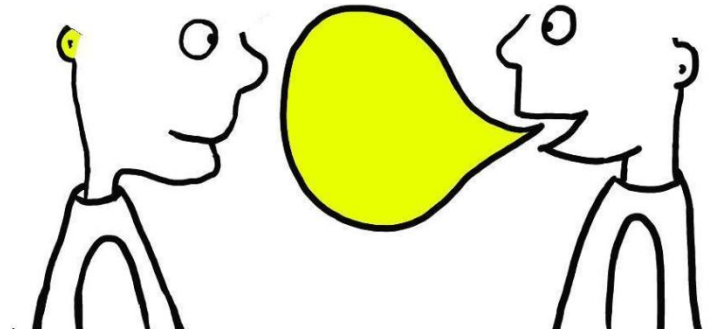- Hampton will provide guidance on what kinds of responses to provide.
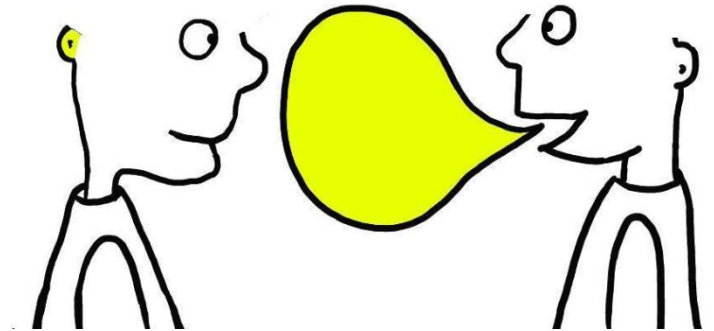
Written Conversations

Example:

- Hampton asks: *What is the most surprising part of what we have just read?*

- Student #1: I'm a little shocked and confused about the character so far…why is he dressed that way?

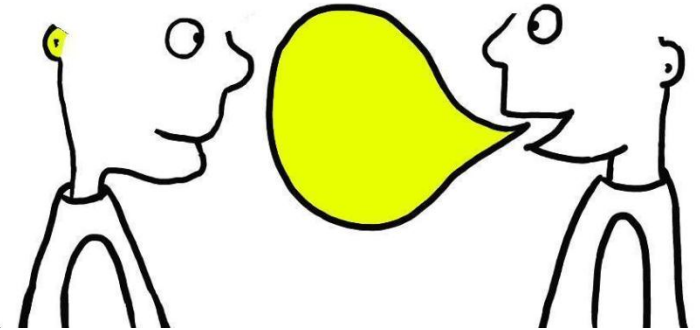- Student #2: I completely agree! I thought the same thing as I read. I think it's because he's homeless.

Written Conversations

Steps:

1. Read text aloud
2. Hampton will stop class, ask a question
3. Write reaction on paper (3 min)
4. Switch papers with S. Partner
5. Read their thoughts; respond to them (3 min)
6. Return papers, read comments (1 min)

Activator: *SMART House*

Directions:

❑ Watch clip

❑ Think about what the house can do

Read: *There Will Come Soft Rains*

A S S I G N M E N T

Directions:

❑ Turn to pg. 20 (Unit 2) in HAMPTON Binder

❑ Make sure you have out 2 sheets of paper

❑ Read aloud; stop for written conversations when appropriate