Wednesday
October 20, 2011 (10.20.11)

1. Materials

Composition Book
+ Pen or Pencil

HAMPTON Binder

2. Agenda

Minutes	Activity
2	"What Lies Beyond 120…"
5-7	Warm Up
3	Fiction SLM: Concept 5
10	Notes: Theme / Quick Writes
10	Activator: *Cat's in the Cradle*
Remaining	Read: *Two Kinds*

3. Special Announcements

▪ **Congratulations to 7th period,** winners of the Snack While You Work Challenge!

What Lies Beyond 120…

Cost	Activity	Special Notes
120	Movie and Popcorn for 2 days	Mr. Hampton selects movie with input from class; must plan 1 week in advance
160	Remove two "0's" from grade book for everyone once per quarter.	Cannot be Midterm / Final grade
200	Cell phones and iPod's allowed on desk for entire year.	Hampton can override if it becomes distracting.
240	No Midterm Exam; watch movie instead.	Hampton's Midterm exam consists of at least 100 questions.

N O   N O T E S

Warm Up
October 20, 2011 (10.20.11)

Word Part of the Day: *super-* — greater

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. So, now that you've reached 120 points, you have to decide how you want to proceed. Based on the chart I just showed you, how do you feel you should spend your points? Explain your answer as best you can.
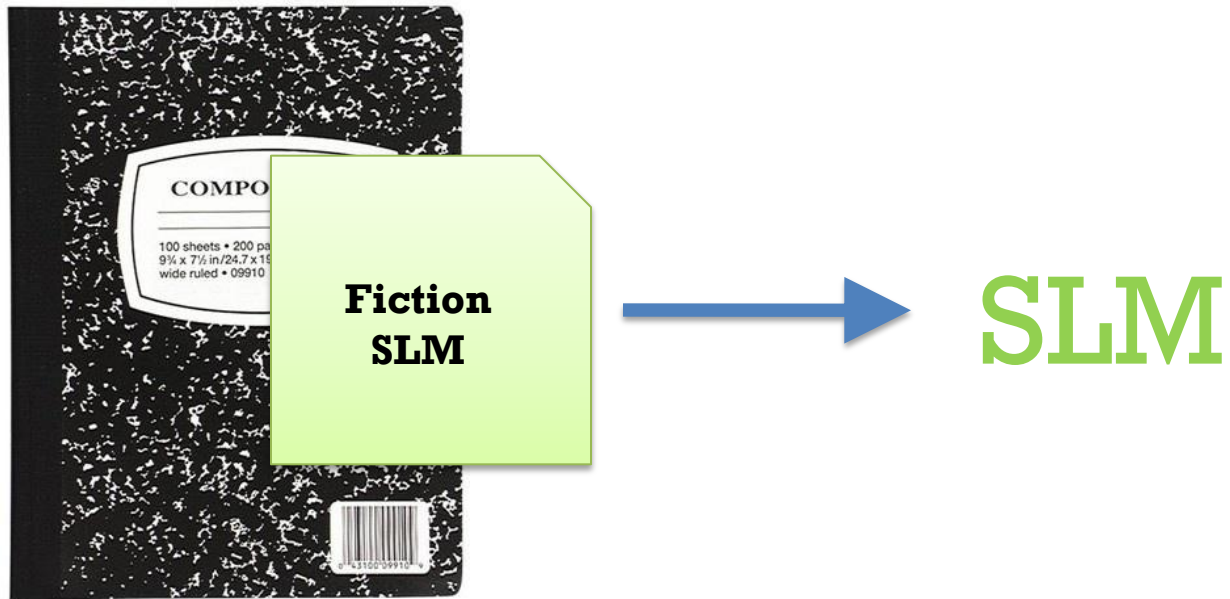
S L M	<table><tr><td colspan="2" align="center"><u>Unit Essential Question:</u> **What makes a <u>great</u> story?**</td></tr><tr><td colspan="2" align="center"><u>Key Text(s):</u> **Short stories, movie clips**</td></tr><tr><td valign="top"><u>Concept 1:</u> **The Reader** 1. **What do "good" readers do?** 2. **Why should I set a purpose *before* I read?** 3. **What is "interacting" with a text, and why should I do it?**</td><td valign="top"><u>Concept 2:</u> **Plot** 4. **How does the structure of a story work?**</td></tr><tr><td valign="top"><u>Vocabulary</u> **Written conversations, quick writes**</td><td valign="top"><u>Vocabulary</u> **Plot (Freytag's Triangle), exposition, conflict, climax, resolution**</td></tr></table>

S L M	Concept 3: **Characters and Point of View** 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?**	Concept 4: **Setting** 8. **What are the dimensions of setting in a story?** 9. **What is the setting's role in a story?** 10. **To what extent does temporal setting affect a story?** 11. **To what extent does social setting affect a story?**
	Vocabulary **Direct, indirect characterization, inferencing, point of view**	Vocabulary **Setting, physical, temporal, social dimensions**

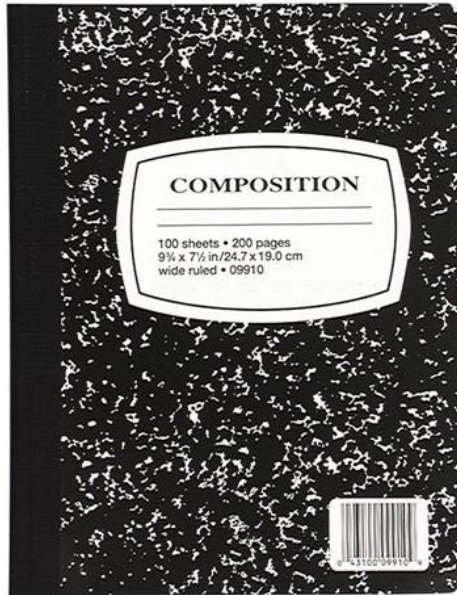|	**Concept 5:** **Theme**	**Concept 6:** **Irony**
S **L** **M**	**12. How is theme different from the main idea?**	
	<u>Vocabulary</u> **Theme, "the human condition"**	<u>Vocabulary</u>

Transition

Notes

Theme

- Shares some similarities with the "main idea" of a story, but theme is focused on "the human condition"

The Human Condition

- What it means to be human:
  - To live
  - To suffer
  - To love
  - To hate
  - To experience loss
  - A chance to rebuild your life after disaster
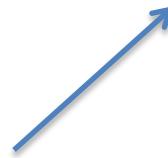 - Etc.

Main Idea vs. Theme vs. Moral

TAKE NOTES

- Main Idea = what the whole story is about
- Theme = how it relates to being a human
- Moral = a lesson designed for children to learn from

Main Idea vs. Theme vs. Moral

Main Idea

Theme

Moral

How to Pick Out Theme

Look at:

- Characters
  - What happens to them?
  - Their relationships with others
  - Difficult choices made (sacrifice, etc.)
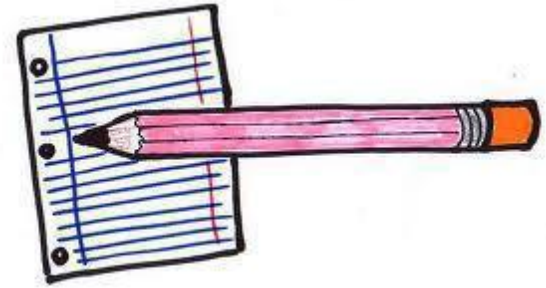 - Did they learn something at the end?

Themes this Year

Labyrinth / Monkey's Paw:

- Sometimes we ask for things we don't really want.

Quick Writes

- A writing response, usually with a guiding question
- Goal is to write without stopping
  - Usually 3 minutes.
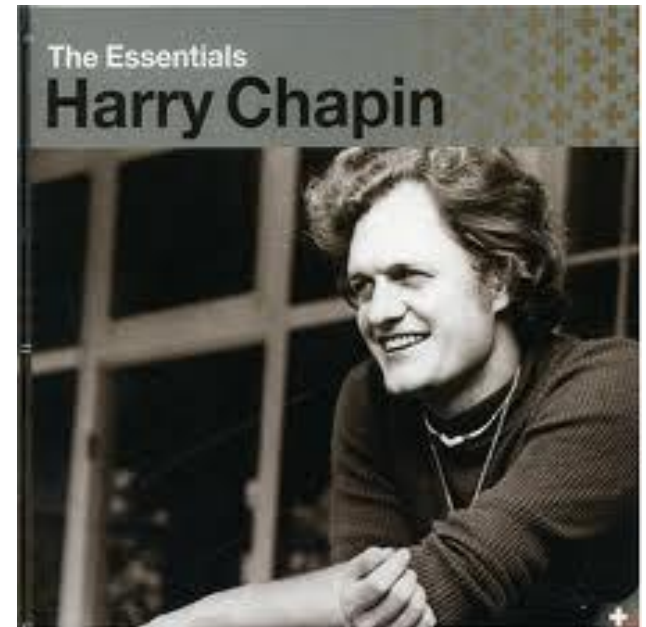- Builds stamina over time
- Hampton writes along with you

Activator: *Cat's in the Cradle*

Directions:

- ❑ Listen to song; lyrics on screen
- ❑ Song is about a boy growing up (main idea)
- ❑ Focus on LEQ (main idea vs. theme)
- ❑ Quick write after listening

Activator: *Cat's in the Cradle*

My child arrived just the other day
He came to the world in the usual way
But there were planes to catch and bills to pay
He learned to walk while I was away
And he was talkin' 'fore I knew it, and as he grew
He'd say "I'm gonna be like you dad
You know I'm gonna be like you"

Chorus
And the cat's in the cradle and the silver spoon
Little boy blue and the man on the moon
When you comin' home dad?
I don't know when, but we'll get together then son
You know we'll have a good time then

My son turned ten just the other day
He said, "Thanks for the ball, Dad, come on let's play
Can you teach me to throw", I said "Not today
I got a lot to do", he said, "That's ok"
And he walked away but his smile never dimmed
And said, "I'm gonna be like him, yeah
You know I'm gonna be like him"

CHORUS

Well, he came home from college just the other day
So much like a man I just had to say
"Son, I'm proud of you, can you sit for a while?"
He shook his head and said with a smile
"What I'd really like, Dad, is to borrow the car keys
See you later, can I have them please?"

CHORUS

I've long since retired, my son's moved away
I called him up just the other day
I said, "I'd like to see you if you don't mind"
He said, "I'd love to, Dad, if I can find the time
You see my new job's a hassle and kids have the flu
But it's sure nice talking to you, Dad
It's been sure nice talking to you"
And as I hung up the phone it occurred to me
He'd grown up just like me
My boy was just like me

CHORUS

Read: *Two Kinds*

Directions:

- ❑ Unit 2, pg. 13
- ❑ Read aloud
- ❑ Step and Quick Write in comp notebook when asked