

Friday

October 21, 2011 (10.21.11)

1. Materials



Composition Book
+ Pen or Pencil



HAMPTON Binder

2. Agenda

Minutes

Activity

4-7

Warm Up

1

Fiction SLM: Concept 5

Remaining

Read: *Two Kinds* // Quick Write

3. Special Announcements

- Please have out your **HAMPTON Binder** before the music ends

Warm Up

October 20, 2011 (10.20.11)

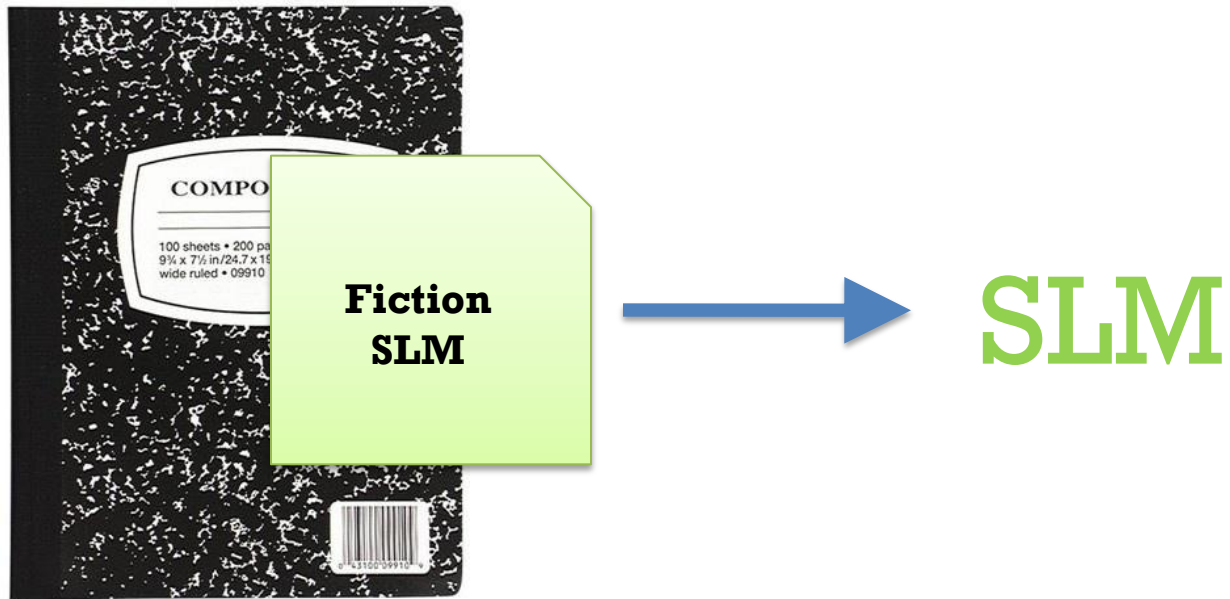
Volume-O-Meter: 0 (No Talking)

Time: 4 Minutes

Word Part of the Day: *counter-* — opposing

1. Brainstorm at least 3-5 words with the word part of the day in it. Now, make 2 context clue sentences that help give away the meaning of the word.

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?**
- 3. What is “interacting” with a text, and why should I do it?**

Concept 2:
Plot

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

Vocabulary

Written conversations, *quick writes*

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?**
- 6. **How can a “body biography” help me understand a character?**
- 7. **What is point of view and how does it affect a story?**

Vocabulary
Direct, indirect characterization, inferencing, point of view

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
Setting, physical, temporal, social dimensions

Concept 5:
Theme

12. How is theme different from the main idea?

Concept 6:
Irony

S
L
M

Vocabulary

Theme, “the human condition”

Vocabulary

Read: *Two Kinds*

A S S I G N E M E N T

Directions:

- Unit 2, pg. 13
- Read aloud
 - Hampton will do voices
- Stop and Quick Write in comp notebook when asked

