

# Wednesday

## September 6, 2012 (9.6.12)

### 1. Materials



Composition Book  
+ Pen or Pencil



Student Planner



Workbook



Sticky Notes

### 2. Agenda

| <u>Minutes</u> | <u>Activity</u>                         |
|----------------|---|
| 10-15          | Warm Up / Discuss Reading Log           |
| 2              | Homework                                |
| 5              | NEW Study Guide: Elements of Fiction    |
| 10-15          | Notes: Good vs. Bad Reader / “Chunking” |
| 5              | Watch: White/Black Basketball           |

### 3. Special Announcements

- Today we start your **very first “real” unit: Fiction**, which will last about 6 weeks.

# Warm Up

September 6, 2012 (9.6.12)

**Volume-O: 0 (No Talking)**

**Time: 5 Minutes**

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**Word Part of the Day:** *spec* or *spic* —to see or look

1. Write down the Word Part of the Day along with its definition. Now brainstorm and write down as many words as you can that contain that word part and match that definition.
2. Now draw or sketch a picture of one of your words in action. For example, if my word was *spectator*, I might draw a picture of people in a stadium.

# Share Reading Log #5

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S  
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E  
N  
T

## Directions:

- Round Robin responses



# Transition



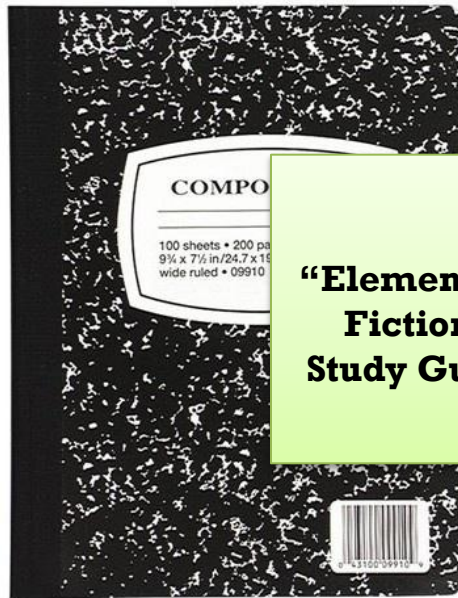
Student  
Planner

# Homework

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| <b>Date Given</b> | <b>Assignment</b>  | <b>Due Date</b>                 |
|-------------------|--|---------------------------------|
| Tuesday<br>9.4    | <ul style="list-style-type: none"><li>▪ Complete <b>Weekly Reflection #2</b><ul style="list-style-type: none"><li>▪ Questions are now posted; you can preview them on Schoology.</li><li>▪ Make post Friday, Saturday, or Sunday</li></ul></li></ul> | Sunday<br>9.9<br>By<br>11:59 pm |

# Transition



**“Elements of  
Fiction”  
Study Guide**



**Study Guide**

The BIG Question:  
**What is essential for understanding fiction?**

Key Text(s):  
**Short stories (in workbook)**

Concept 1:  
**Background & Purpose**

- 1. How important are background and purpose when reading?**

Concept 2:  
**Plot & Setting**

Vocabulary

Vocabulary

Concept 3:  
**Character & POV**

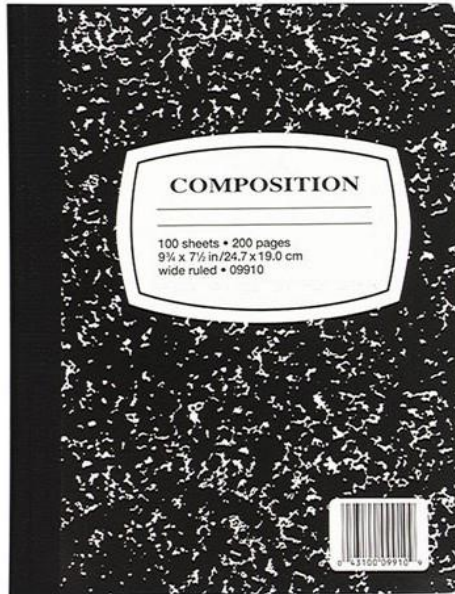
Concept 4:  
**Theme**

Vocabulary

Vocabulary



# Transition

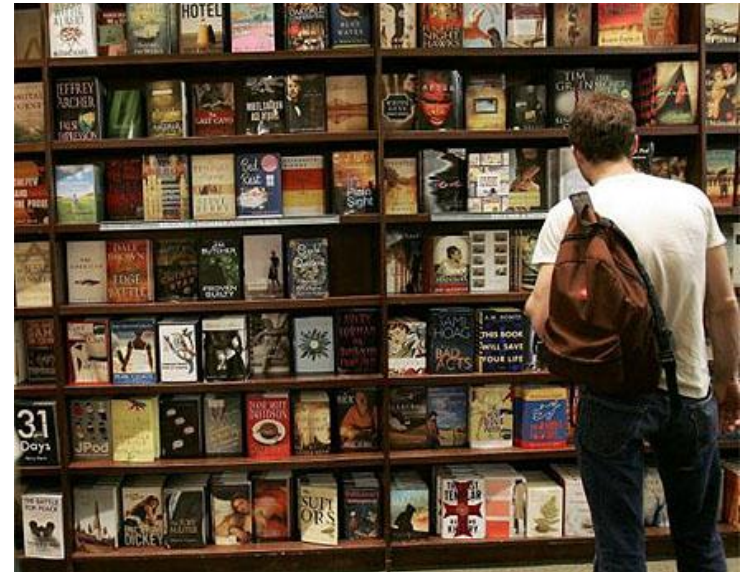


## Notes

|                           |  |
|---------------------------|--|
| <p>2-Column<br/>Notes</p> | <ul style="list-style-type: none"><li>▪ Easier way to organize notes<ul style="list-style-type: none"><li>▪ Left side = Titles / Headings</li><li>▪ Right side = Notes</li></ul></li><li>▪ Helps quizzes go faster</li><li>▪ Required this week; optional for rest of year</li></ul> |
|---------------------------|--|

# Why Read Fiction?

1. Understanding and writing fiction is part of AICE
2. We read for “imaginative rehearsals” for life and the real world
3. Helps answer THE question: *what is the meaning of life?*



# What Good Readers Do

- Good reading is about knowing the difference between:
  - Decoding: sounding good when you read aloud
  - Understanding: knowing what you just read

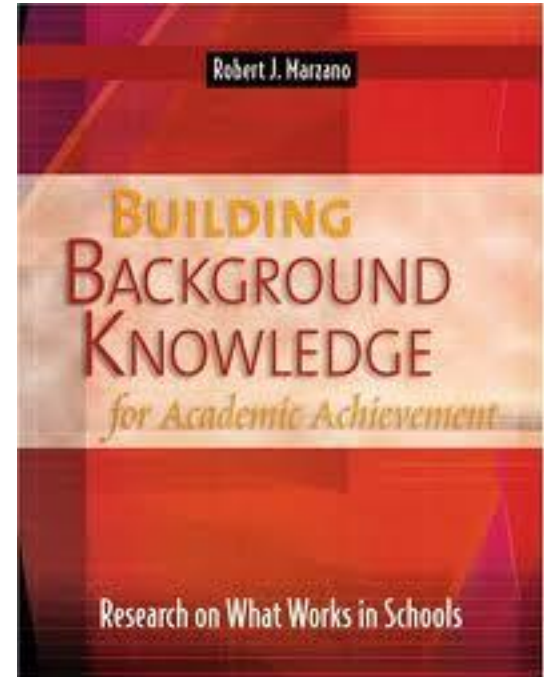
# What Good Readers Do

1. **Activate background**
2. **Set a purpose**
3. Ask questions
4. Make inferences
5. Synthesize information to create new knowledge

# Why Background Knowledge?

## T A K E N O T E S

- Most decisions we make in life are based on background knowledge
- We have limited working space in our brains; we have to take information and “chunk” it together
- The more factual knowledge you have, the better reader you are



# I Don't Need Background!

## Directions (Volume-O: 2)

- Read the next slide
- Face partner: What is the passage about?

# Example 1

- ❑ “Without enough weight from the lead, the rock did not reach the hog.”



# Example 2

- ❑ “The difficulty of your set could be increased if you do a peach, followed by a jam.”





# Setting a Purpose

## T A K E N O T E S

- Done *before* reading
- Ask yourself:
  - Why am I reading this?
  - What am I looking for?
- Helps to identify what's important and what is not

# Activator: Black / White Basketball

## Directions:

- Volume-O: 0 (No Talking)
- Count the number of times the players in white pass the basketball.

