

# Monday

## September 24, 2012 (9.24.12)

### 1. Materials



Composition Book  
+ Pen or Pencil



Student Planner



Workbook

### 2. Agenda

<u>Minutes</u>	<u>Activity</u>
5-7	Warm Up / Share Reading Log #9
2	Homework
7-10	Team Builder: Uncommon Commonalities
1	Language Analysis, Concept 3
10-15	Read / Discuss: <i>Venice Travel Journal</i>
Remaining	Work on Reading Log 10: Composition

### 3. Special Announcements

- Congratulations to the **Team of the Week!** Check your **rubrics** for information on what separates a good from a great team.

# Warm Up

September 24, 2012 (9.24.12)

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

**Time:** 5 Minutes

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**Word of the Day:** *admonish*: to critique or criticize

1. Write down the word of the day and its definition. Now, make a sentence that uses the word of the day
2. This week we plan to read an additional three (3) stories for language analysis practice. Out of the two we have read--*Shopping for Stories* and *Shooting an Elephant*—which do you feel was easier to do language analysis on? Explain.

# Transition



Student  
Planner

# Homework

## A S S I G N M E N T

Date Given	Assignment	Due Date
Monday 9.24	<ul style="list-style-type: none"><li>▪ <b>Reading Log #10</b><ul style="list-style-type: none"><li>▪ Finish practice composition</li><li>▪ 5-7 “comments”</li><li>▪ From <i>Venice Travel Journal</i></li></ul></li></ul>	Tuesday 9.25
Monday 9.24	<ul style="list-style-type: none"><li>▪ <b>Complete Weekly Reflection #5</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 9.30 By 11:59 pm

# Uncommon Commonalities

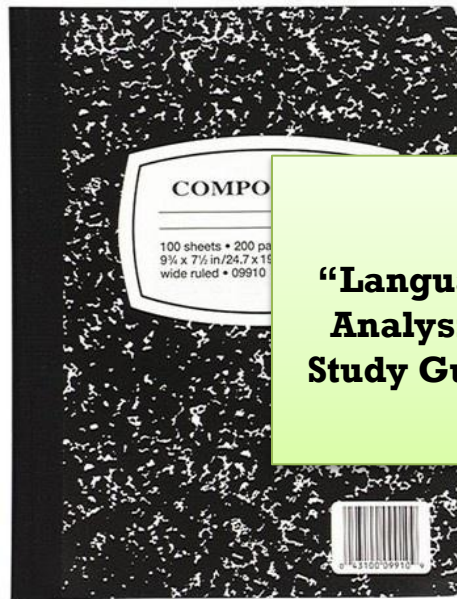
## A S S I G N M E N T

### Directions:

- Vol-O: 3; 5 minutes
- Try and list as many uncommon commonalities between your team members as you can.
- Aim for about 2-3.
  - Common: We are in AICE
  - **Uncommon: We all have step parents**
  - **Uncommon: We all were born on the same day**



# Transition



**“Language  
Analysis”  
Study Guide**



**Study Guide  
(SLM)**

The BIG Question:

**How does an author use words to manipulate the emotions of a text?**

Key Text(s):

**Past Language Exams**

Concept 1:

**Introduction to Literary Criticism  
& Formalist Criticism**

- 1. What is literary criticism?**
- 2. What is formalism and how is it used?**

Vocabulary

**Literary criticism, formalist (new) criticism, close reading**

Concept 2:

**Denotation and Connotation**

- 3. What are the differences between denotation and connotation?**
- 4. How can a word mean more than its definition?**
- 5. How can I write a composition for my word connotations?**

Vocabulary

**Denotation, connotation, nouns, verbs, adjectives, adverbs**

Concept 3:  
**Descriptive & Figurative  
Language**

- 6. What are the differences between tone and mood...and how can words affect it?**
- 7. What are the difference between figurative and descriptive language?**

Vocabulary

**Tone, mood, figurative language, simile, metaphor, personification, alliteration, onomatopoeia, hyperbole**

Concept 4:  
**Rhetorical Devices**

Vocabulary



# Teams: Make Organizer

## ASSIGNMENT

Directions (Vol: 1):

- ☐ 45 seconds
- ☐ New page in notebook...make 2-column organizer & label columns

Word or Phrase	Possible Connotation

# Read / Discuss: *Venice Travel Journal*

## A S S I G N M E N T

### Directions (Vol: 1):

- ☐ Read aloud
- ☐ Follow steps 1-4
  1. Read header
  2. Circle words
- ☐ With team: Select 4-5 words AND 4-5 phrases from passage
- ☐ By yourself: Write composition (5-7 “comments” on language)

