

# Friday

## February 15, 2013 (2.15.13)

### 1. Materials



Composition Book  
+ Pen or Pencil



Student Planner



Binder

### 2. Agenda

<u>Minutes</u>	<u>Activity</u>
5-7	Warm Up
2	Homework
5-7	Return New Grades
2	Writing Fiction SLM
7-10	Notes: Internal Design
Remaining	Solo: Int. Design / Hampton Write-Along

### 3. Special Announcements

- We'll be passing out **Quarter 3 grades** today, so make sure to grab your binders. Questions about your grades should be placed on **Sticky Notes**.

# Warm Up

## February 15, 2013 (2.15.13)

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

**Time:** 5 Minutes

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### **Word of the Day:**

*ethereal* (adj.)—heavenly or refined

1. Write down the word of the day and its definition. Now **write down a verbal charade** (describe how you would “act out” this word without speaking).
2. In your stories created thus far (Ordinary, Extraordinary, and a “Moment in Time”), how much detail have you given to **physical description** of where your story takes place? Explain why you’ve included or not included such physical detail.

# Transition



Student  
Planner

# Homework

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

Date Given	Assignment	Due Date
Friday 2.15	<ul style="list-style-type: none"><li>▪ Complete <b>Reading Log #13</b><ul style="list-style-type: none"><li>▪ Describe a room (bedroom, kitchen, living room, classroom, etc.)</li><li>▪ Must contain at least 3 senses (sight, smell, hearing, touch, taste)</li><li>▪ Acts are <u>optional</u>; you can just describe if you want</li><li>▪ 1 page</li></ul></li></ul>	Tuesday 2.19
Monday 2.11	<ul style="list-style-type: none"><li>▪ Complete <b>Weekly Reflection #4 (Q3)</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 2.17 By 11:59 pm

# Return / Record New Grades

## Directions (Vol: 3):

- ☐ NEW Quarter 3 grades
- ☐ Fill in grades
- ☐ Place papers (if applicable) in binder.
- ☐ Fill out **sticky note** if you have a question about your grade

Grade Checkup Sheet

Name: \_\_\_\_\_

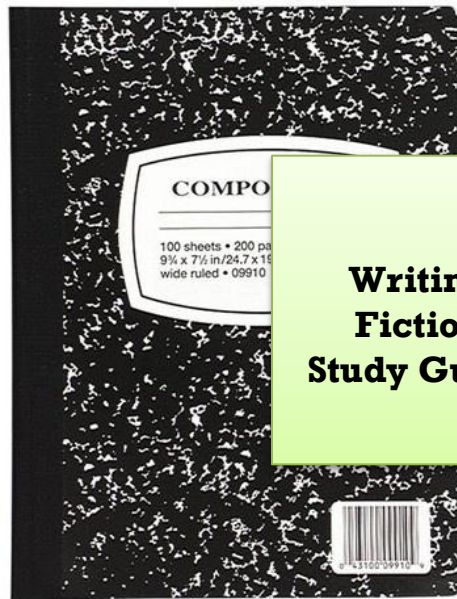
AICE Language / Quarter \_\_\_\_

**Directions:** Fill in your current grade along with all assignments returned. Then, fill in the work that was Incomplete (0%) and the work that you wish to make up or show Hampton for a better grade.

Checkup #1		
Current Class Grade: _____		
<u>Work that was graded (50% or higher):</u>	<u>Grade:</u>	<u>Work I did not do (0%):</u>
• _____	_____	• _____
• _____	_____	• _____
• _____	_____	• _____
• _____	_____	
• _____	_____	<u>Work To Make Up (50% or higher) or Show Hampton (Blank):</u>
• _____	_____	• _____
• _____	_____	• _____
• _____	_____	• _____

Checkup #2

# Transition



**Writing  
Fiction  
Study Guide**



**Study Guide**

The BIG Question:  
**How can I write a great fictional story?**

Key Text(s):  
**Mentor stories (in workbook) / your writing samples**

Concept 1:  
**Pre-Planning & Story Structure**

- 1. What makes a reader  
*emotionally connect* to a story?**
- 2. What are the three acts of a  
story?**
- 3. To what degree do AICE exam  
questions lend themselves to  
the three acts?**

Concept 2:  
**The Reflection Process**

Vocabulary  
**Act I, Act II, Act III (The Pledge, The  
Turn, The Prestige), storyboarding**

Vocabulary

Concept 3:  
**Describing the Indescribable**

**5. How can I effectively describe internal spaces in my story?**

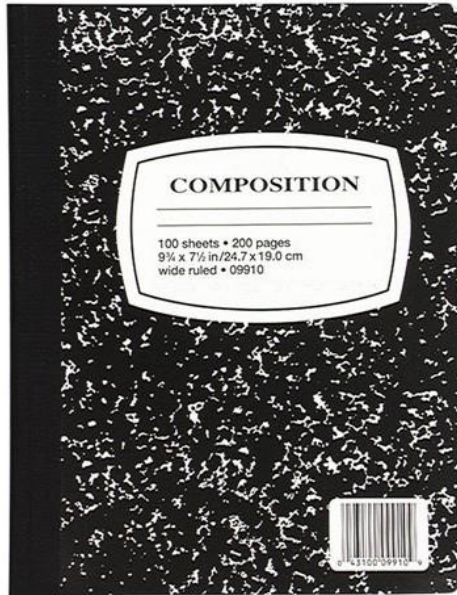
Concept 4:  
**Character-Building and Unique Points of View**

Vocabulary  
**Sight, smell, hearing, touch, taste**

Vocabulary



# Transition



Notes

# Sensory Description

## T A K E N O T E S

- AICE Language loves sensory description
  - Typically done with internal and external design (how things look inside and outside)
  - Makes the story feel more real
  - Leads to using a better vocabulary
- The senses:
  1. Sight (most common)
  2. Smell
  3. Hearing
  4. Touch
  5. Taste

# Sensory Description

## T A K E N O T E S

- AICE Language loves sensory description
  - Makes the story feel more real
  - Leads to using a better vocabulary
- The senses:
  1. **S**ight (most common)
  2. **S**mell
  3. **H**earing
  4. **T**ouch
  5. **T**aste

# Why Sensory Description?

- The room's walls were painted red. I walked in and saw her standing there under a lamp. She was dead.
- (U band)
  - Not enough descriptive vocabulary
  - No “buy in” for reader

# Why Sensory Description?

- As I walked in, I noticed the color on the walls were deep red, like the color of blood after a battle. As I approached the door, my hand fell upon the knob, slowly twisting it until a sharp, guttural sound sprung as it slowly creaked open. As the door slowly opened, I could smell the stretch of fecund death upon a woman reposed in her chair, as if she clung to the last moments of her life by reading a book as the light from a nearby lamp cascaded warmly upon her now deceased corpse.
- (A band)
  - Excellent, descriptive vocabulary
  - Good “buy in” for reader

# Solo: Work on Reading Log

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

### Directions (Vol: 1):

#### ☐ Work on Reading Log:

- ☐ Describe a room (bedroom, kitchen, living room, classroom, etc.)
- ☐ Must contain at least 3 senses (sight, smell, hearing, touch, taste)
- ☐ Acts are optional; you can just describe if you want
- ☐ 1 page

#### ☐ Write for 10 minutes

#### ☐ Hampton will write on board:

- ☐ Bedroom
- ☐ Office
- ☐ Daughter's Room

