

Tuesday

February 26, 2013 (2.26.13)

1. Materials



Composition Book
+ Pen or Pencil



Student Planner

2. Agenda

Minutes

Activity

5-7

Warm Up

2

Homework

2

Writing Fiction SLM

7-10

Teams: Share Reading Log

Remaining

Solo: Ekphrastic Character Creation

3. Special Announcements

- Please see the notice to the left (on the board) for information about your **MLA Papers**.

Warm Up

February 26, 2013 (2.26.13)

Volume-O: 0 (No Talking)

Time: 5 Minutes

Word of the Day:

feral (adj.)—wild or animal-like

1. Write down the word of the day and its definition. Now **write a sentence** that uses the word of the day along with context clues.
2. Let's review yesterday: what is the difference between direct and indirect characterization? Give me an indirect description for the following traits: hates children, bad attitude, and educated.
3. Today you'll be sharing one of your stories with your team. Please make sure your reading logs are in order.

Transition



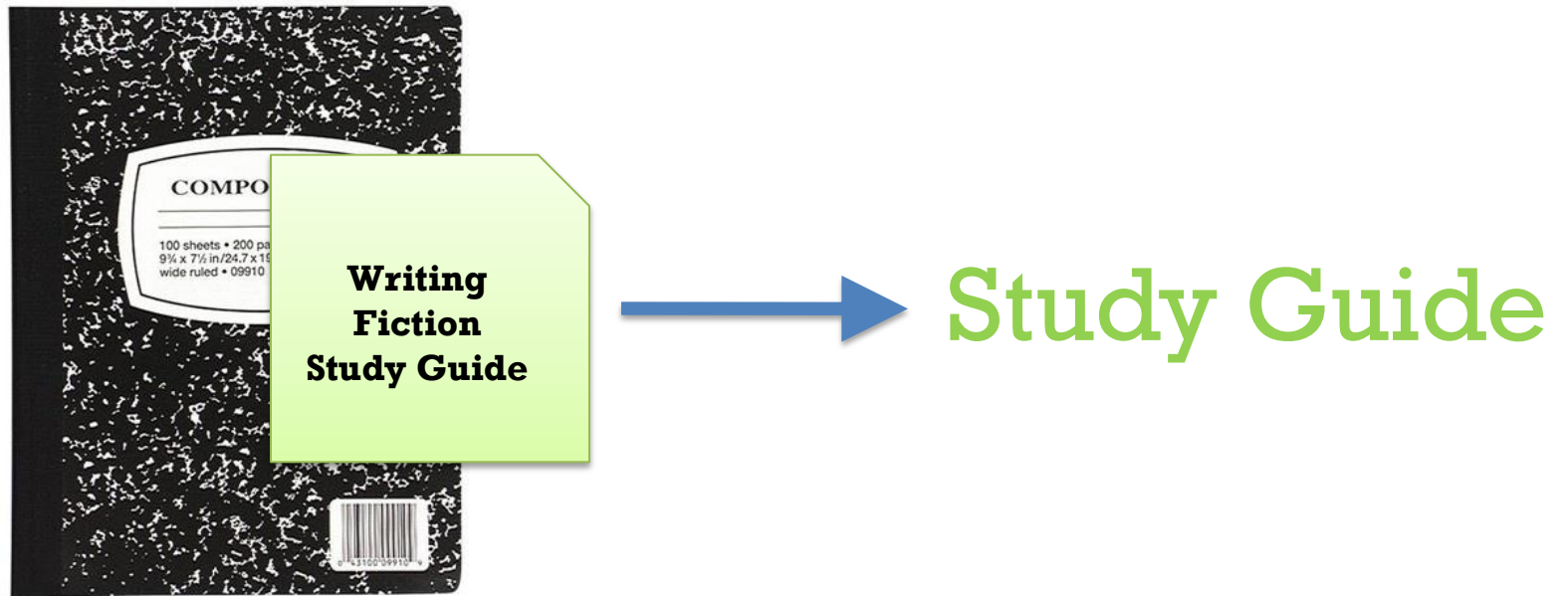
Student
Planner

Homework

A S S I G N M E N T

Date Given	Assignment	Due Date
Tuesday 2.26	<ul style="list-style-type: none">Complete Reading Log #19<ul style="list-style-type: none">Create a story based off of one of the pictures viewed today.Should be at least 50% indirect characterization1-1 ½ pages	Wednesday 2.27
Monday 2.25	<ul style="list-style-type: none">Complete Weekly Reflection #6 (Q3)<ul style="list-style-type: none">Questions are now posted; you can preview them on Schoology.Make post Friday, Saturday, or Sunday	Sunday 3.3 By 11:59 pm

Transition



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?**

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

Concept 2:
The Reflection Process

- 4. What are the benefits of reading other people's stories...and having them read mine?**

Vocabulary
Carousel feedback

Concept 3:

Describing the Indescribable

5. **How can I effectively describe internal spaces in my story?**
6. **How can describing by metaphor and simile strengthen my writing?**
7. **How can describing by adverbs and adjectives strengthen my writing?**

Vocabulary

Sight, smell, hearing, touch, taste, metaphor/simile description, adverb, adjective

Concept 4:

Character-Building and Unique Points of View

8. **How can I build a believable character?**

Vocabulary

Direct / indirect characterization, ekphrastic

Carousel Feedback

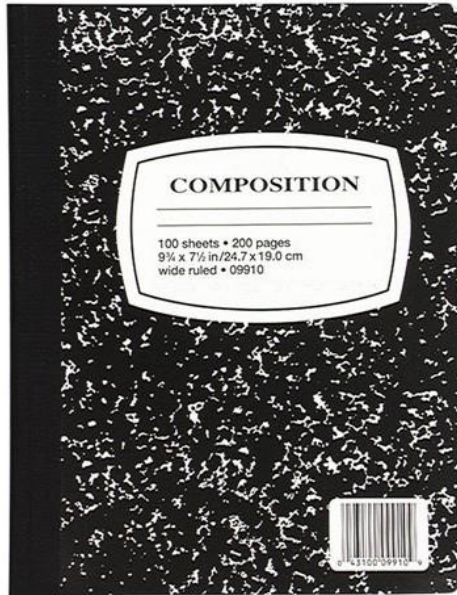
ASSIGNMENT

Directions (Vol: 1):

- ☐ 3 minutes → choose one:
 - ☐ Reading Log 12 (“Moment in Time”)
 - ☐ Reading Log 14 (Sickness / Death)
 - ☐ Reading Log 16 (The Forest Disaster)
 - ☐ Reading Log 18 (Character Creation)
- ☐ Swap notebook clockwise; read and comment on paper
 1. Language usage (is it descriptive?)
 2. Flow (does story progress logically?)
 3. Grammar (any errors?)
 4. Offer one (1) tip to make better



Transition



Notes

Ekphrastic Story Building

T A K E N O T E S

- Ekphrastic = “to speak about a thing, person, or experience”
- Hampton will show you a:
 - Picture
 - Painting
 - Etc.
- You will write about it in a story → today is specifically character
 - Make up a story
 - Tell me how character is feeling
 - Where do they come from...where are they going?
 - Anything else that inspires you!

Ekphrastic Story Creation

ASSIGNMENT

Directions (Vol: 1):

- ☐ I will show you a picture / painting.
- ☐ You will write about **one character** for 5 minutes
 - Be inspired
 - Will share ideas tomorrow



Ekphrastic Story Creation



Ekphrastic Story Creation

