

Friday

September 13, 2013 (9.13.13)

Materials



Composition Book
+ Pen or Pencil

Agenda

Time Estimate

Activity

5-7	Warm Up
10-15	Grammar Time #2
7-10	Notes: Text Coding
30-45	Read / Discuss: <i>The Book of Sand</i>
7-10	Notes: Character and Characterization
15-20	Activator: <i>Star Trek</i>

Announcements

- Today is **Early Release Day**; school ends at 1:45 pm.

Warm Up

September 11, 2013 (9.11.13)

Volume-O-Meter: 0 (Silence)

Time: 5 Minutes

Word Part of the Day:

hex / sex - six

1. Write down the word part of the day and its definition. Now, brainstorm and write down as many words as you can that contain that word part.
2. Last time we met, you took your first FCA; out of curiosity, do you read the questions or the passages first? Explain why.

Transition

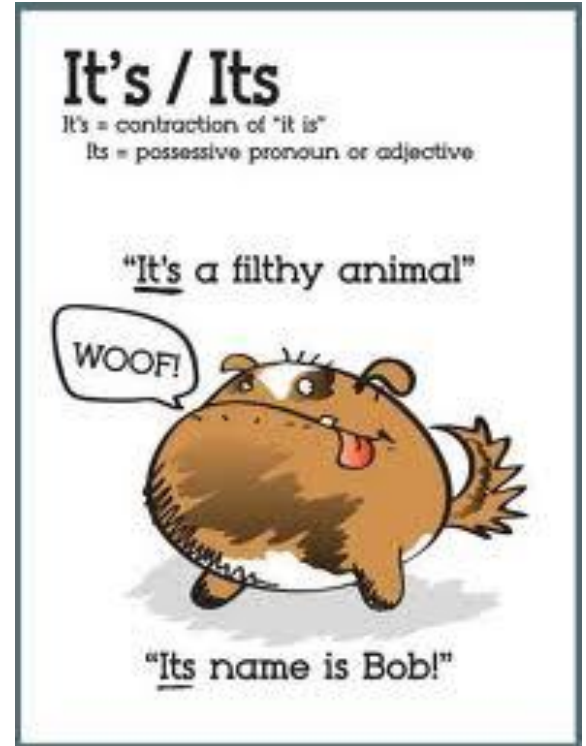


Notes

It's vs. Its vs. Its'

T A K E N O T E S

- It's = refers to "it is" or "it has"
- Its = possessive pronoun meaning "of it" or "belonging to it"
- Its' = no such thing anymore; do not use
- TEST: Substitute "it is" or "it has"; if sentence makes sense, use IT'S



Who's vs. Whose

T A K E N O T E S

- Who's = short for "who is"
- Whose = possessive form of "whom"
- TEST: Substitute "who is"; if sentence makes sense, use WHO'S
- "The director, *whose* shares were void, resigned last week."



You're vs. Your

T A K E N O T E S

- You're = short form of "you are"
- Your = possessive form
- TEST: Substitute "you are"; if sentence makes sense, use YOU'RE
- "The girl *that* married dad."
- "The girl *who* married dad."
- BOTH ARE CORRECT!



Grammar Practice

Directions (Vol: 2 + Shoulder Partners):

It's vs. Its

1. The dog is eating ____ dinner.
2. I haven't read it, but I have heard ____ good.
3. The government has lost ____ way.
4. I knew what car it was, but I wasn't sure about ____ color.

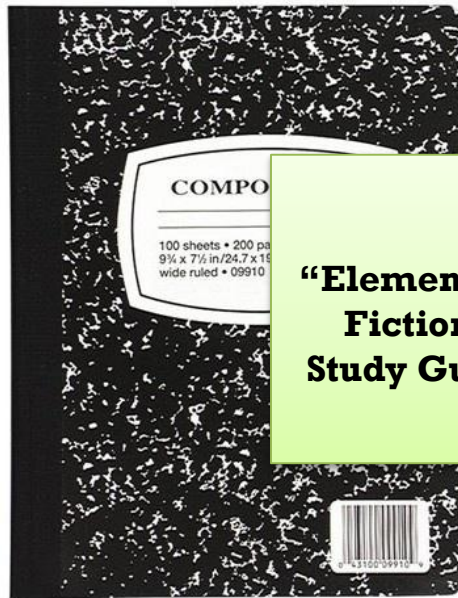
Who's vs. Whose

1. I am confused; _____ supposed to get the kids?
2. Casey, _____ apartment was destroyed recently by a landslide, has been forced to move in with his parents.
3. I think she's the one (who's/whose) slated to deliver the next speech.

You're vs. Your

1. I know ____ a very good baseball player.
2. ____ blood pressure is a little bit high today.
3. ____ baseball gear does not belong in the living room!

Transition



**“Elements of
Fiction”
Study Guide**



Study Guide

The BIG Question:

What kind of knowledge is needed to understand a story?

Key Text(s):

Short Stories

Concept 1:
The Reader

1. What skills are needed to become a better reader?

Vocabulary

Concept 2:
Plot & Setting

2. How does knowing a story's structure help me become a better reader?

Vocabulary

Exposition, conflict (major/minor), climax, resolution

Concept 3:
Character & Point of View

3. What are the purpose of characters and how can one be analyzed?

Concept 4:
Theme & Moral

Vocabulary

Direct, indirect characterization

Vocabulary

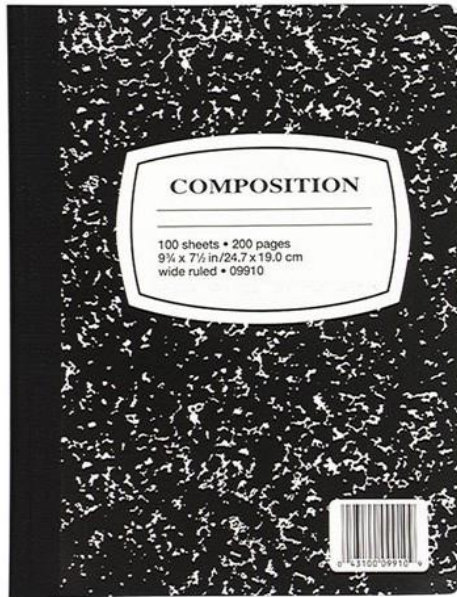
Tips for Better Reading...

1. Set a purpose (“why am I reading this?”)
2. Use background knowledge (“what do I already know about this?”)
3. Ask questions (“why is this happening, is it confusing, etc.?”)
4. Make inferences (don’t just decode—think about what you read)
5. Synthesize (what new information did you learn?)

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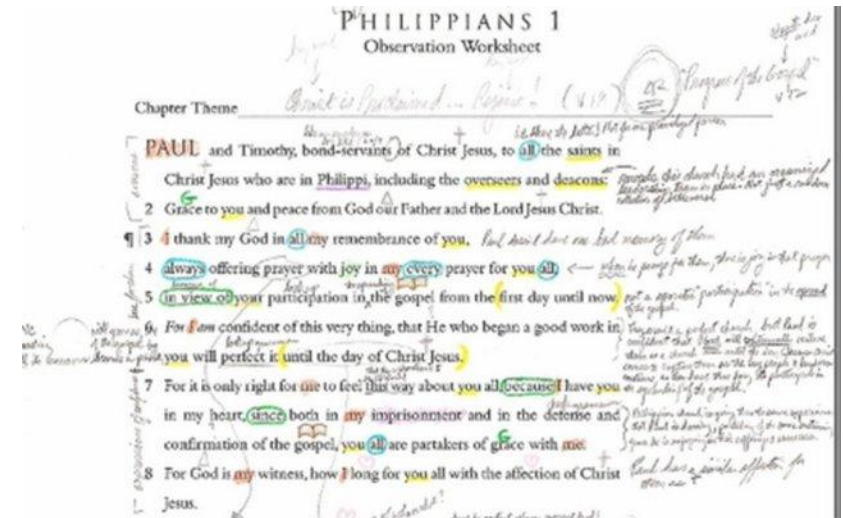
TAKE NOTES

- PHILIPPIANS 1**
Observation Worksheet
- Chapter Theme: Christ is Sustained... Praise! (4:19) *Pharisee of the Gospel*
- PAUL** and Timothy, bond-servants of Christ Jesus, to **all** the saints in Christ Jesus who are in **Philippi**, including the **overseers** and **deacons**: *people this church had an organized leadership team in place. Not just a random collection of believers.*
- 2 **Grace** to you and peace from God our Father and the Lord Jesus Christ.
- 3 I thank you God in **all** my remembrance of you. *Paul doesn't have one bad memory of them.*
- 4 **always** offering prayer with joy in **any** **every** prayer for you **all**. *when is prayer for them **not** joy? is that prayer?*
- 5 **in view of** your participation in the gospel from the first day until now. *not a separate "participation" in the gospel. It's the gospel.*
- 6 For **I am** confident of this very thing, that He who began a good work in you will perfect it until the day of Christ Jesus. *Paul isn't a perfect church, but Paul is confident that God will perfect what he's started. He's not a church that's perfect, but he's a church that will be an "ever-growing church" because of the Holy Spirit's ongoing ministry in the heart. You pray. He perfects in the perfection of the people.*
- 7 For it is only right for me to feel this way about you **all** because I have you in my heart, **since** both in **any** imprisonment and in the defense and confirmation of the gospel, you **all** are partakers of **grace** with me. *Philippians, don't worry that I'm away because I'm not in Rome's protection. I'm still in Rome's protection. You be a partaker in the ongoing mission.*
- 8 For God is **my** witness, how I long for you **all** with the affection of Christ Jesus. *Paul has a simple affection for them, and...*

TAKE NOTES

- While reading, stop occasionally to make an interaction with the text.

- X = Connection to text (from life, another movie or book, history, etc.)
- ? = Ask a question
- I = Make an inference (a guess)
- V = Great visual
- ! = Confusion

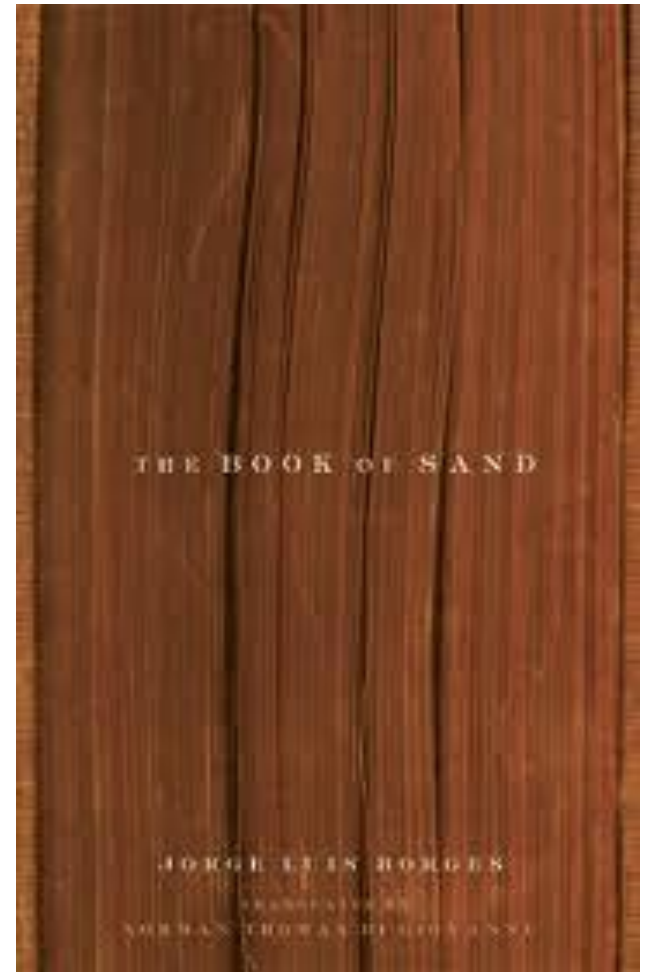


Let's Read: *The Book of Sand*

ASSIGNMENT

Directions (Vol: 1):

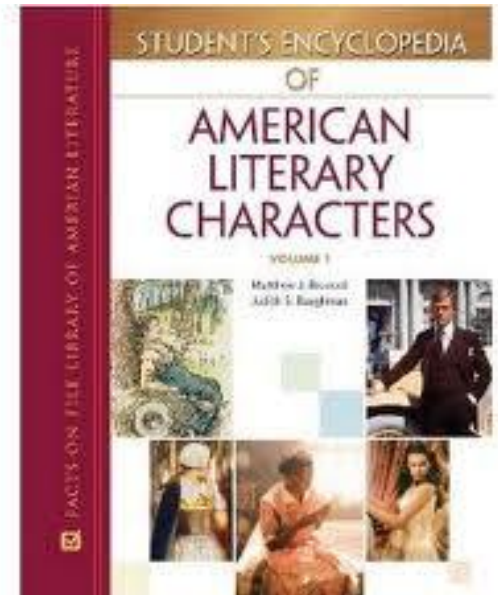
1. Read story aloud
2. Do not mark anything the first time; think about plot of story
3. Re-read story silently to self
4. Text code while reading; write to side of text
5. Share codes in teams when time is called



Characters & Characterization

T A K E N O T E S

- Characters = those who perform actions in the story
- Characterization = the method of revealing a character to the reader.
- Two ways authors reveal a character:
 1. Directly
 2. Indirectly



Direct

- The author directly tells you traits about that character
- Usually done in elementary texts



Indirect

T A K E N O T E S

- What the author implies about that character.
- Requires you to use inferences (your background knowledge that is supported by the text)



Example Sentence

Example:

- Bob always wore his grey suit wherever he went. In fact, his entire wardrobe was grey—from his shirt, to his pants, and even his shoes.

Teams: Make Organizer

A S S I G N M E N T

Directions (Vol: 1):

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

What I Saw	What It Tells Me About That Character

Watch / Discuss *Star Trek* (2009)

ASSIGNMENT

Directions:

- ☐ Watch clips
- ☐ Aim for 3-5 things you notice about character
- ☐ Fill out in organizer

