

# Monday

## September 23, 2013 (9.23.13)

### Materials



Composition Book  
+ Pen or Pencil

### Agenda

#### Time Estimate

#### Activity

5-7	Warm Up
10-15	GT #2: <i>Easy Mistakes, Big Consequences</i>
20	Solo: Finish <i>Shopping for Stories</i> Comp.
10	Notes: How to Grade Compositions
10-15	Teams: Grade Compositions
Remaining	Read: <i>Venice Travel Journal</i> / Composition

### Announcements

- Many thanks to all those who **liked/followed me** this weekend. Final tally's will be done tomorrow and points will be added.
- Remind Hampton about “**Team of the Week**”

# Warm Up

September 23, 2013 (9.23.13)

**Volume-O-Meter:** 0 (Silence)

**Time:** 5 Minutes

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**Word Part of the Day:**

*dec – ten*

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. How you ever been on vacation outside of the North Florida area? If yes, explain where you went and what it was like.

# Transition



Notes

# It's vs. Its vs. Its'

- 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

- 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: 1 + 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!

# Let's Read: *Shopping for Stories*

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

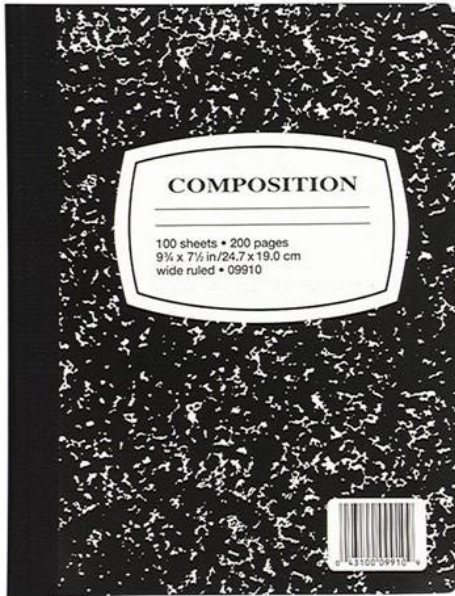
### Directions (Vol: 3):

- Finish composition (8-10 “comments”)
- If complete already, try your hand at “Part B”:
  - The writer’s mother has become concerned about her daughter’s great interest in buying old clothes. In a letter to a friend she outlines her thoughts and feelings about it. Basing your answer closely on the material of the original extract, write the opening to the letter (between 120–150 words).





# Transition



Notes

# Grading Compositions

## T A K E N O T E S

- AICE graders put “checks” (also known as “ticks”) off to the side when you’ve:
  1. Talked about a word/phrase
  2. And its possible connotative meaning
- To guarantee a “check,” try to refer back to how word contributes to tone and/or mood of story.



# Grading Compositions

## Bad:

- “The author uses the word grandmother to be descriptive.”

## Good

- “The author uses the word grandmother to suggest a older, human connection to the animal.”

## Better

- [Same as above] + “This contributes to the *regretful* tone of the text; after all, who would shoot their own grandmother?”

# Teams: Self-Grading

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

### Directions (Vol: 1):

- Select either composition—*Shooting an Elephant* or *Shopping for Stories*—to grade.
- Spend 5-7 minutes marking off “checks” on your paper.
- Write a 1-2 sentence: *what did I do well/not so well on?*



# Read: *Venice Travel Journal*

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

### Directions (Vol: 1):

- Read aloud
- By yourself: Write composition (8-10 “comments” on language)

