

Tuesday

April 8, 2014 (4.8.14)

Materials



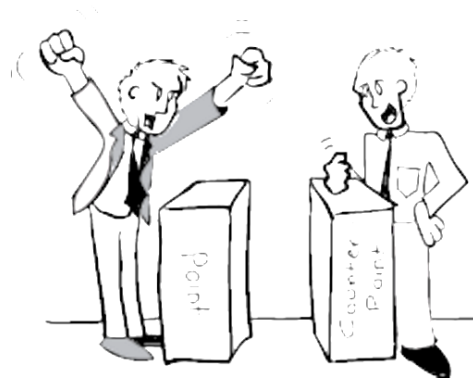
Composition Book
& Pen or Pencil

Agenda

Time Estimate

Activity

10	Warm Up
15-20	GT #12: Idiomatic Expressions
3	<i>Aims of Argument Study Guide</i>
5	Activator: <i>The Can Man</i>
10-15	Notes: Body and Support Paragraphs
30-40	Read: <i>I Want a Wife...</i> + Organizer



Warm Up

April 8, 2014 (4.8.14)

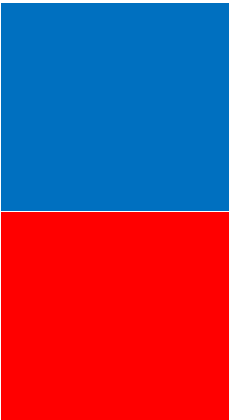
Volume-O-Meter: 0 (Silence)

Time: 5 Minutes

Word Part of the Day:

Hetero / alt — different

1. Write down the word part of the day and its definition. Now, write down three words that contain the word part of the day. Now, draw a picture of one of your chosen words.
2. Out of the introduction, body, and conclusion paragraphs in an essay, which would you say is the easiest and most difficult for you to write? Briefly explain why.



Reminders & Deadlines

<u>Assignment</u>	<u>Due Date</u>
• Quiz #2	Thursday 4.10

Transition



Notes

Idiomatic Expressions

What's wrong with these?

- “We had *a ball* at the party.”
- “She wants to date me? You’re *pulling my leg*.”
- Answer? Both use **idiomatic expressions**

If Idioms Were Literal...
It's raining cats and dogs.



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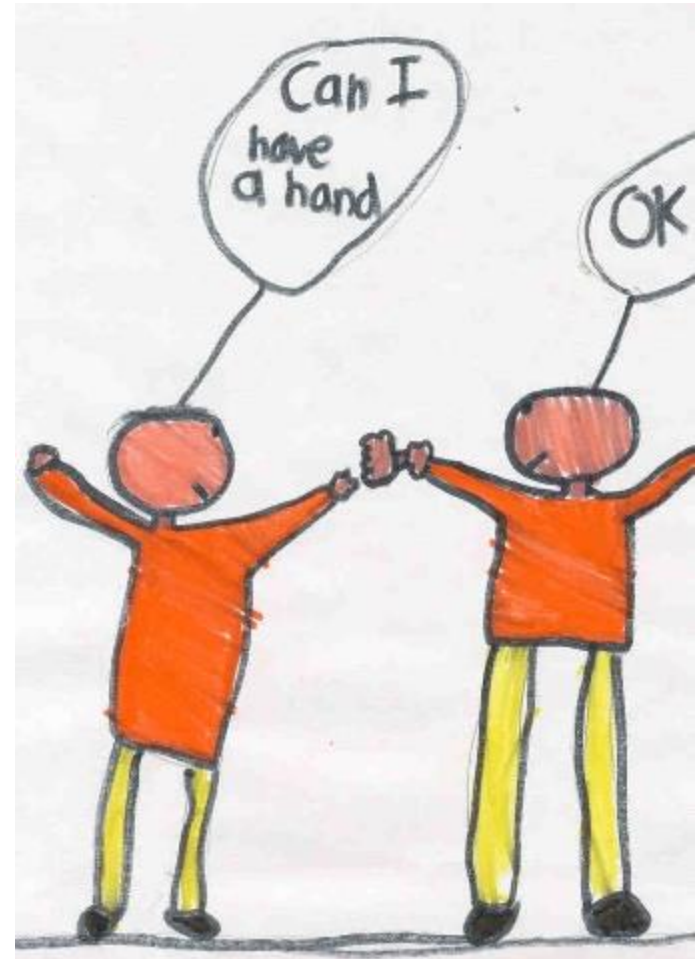
Idiomatic Expressions

- Idiomatic expressions are parts of conversation that do not literally mean what they say.
- Meaning is often taken from emotional context of the word, or “playing out” the word to get to the intended meaning.
- Can be difficult to replace idiom without using ANOTHER idiom.



Idiomatic Expressions

- Idiomatic expressions are non-sense if taken literally:
 - “That’s *cool*”
 - “That paper *burned up*”
 - “Geometry *goes over my head*”
 - “I have *butterflies* in my stomach”
- To speakers of other languages, idioms are puzzling, but to native speakers, they are natural parts of conversation.
- **To fix:** replace idiom with literal word(s) or phrase(s):
 - Bit the bullet = died

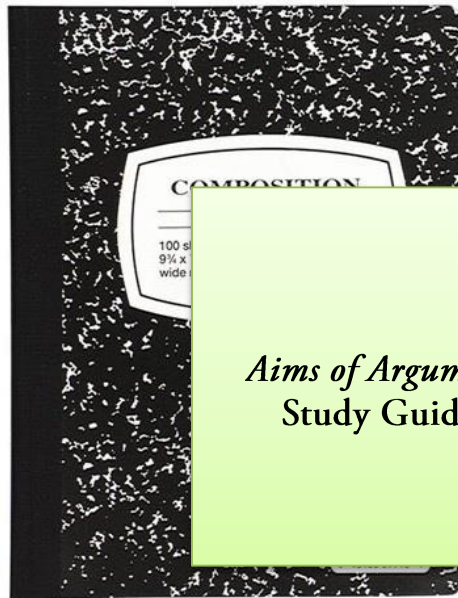


Idiomatic Expressions

Find and replace idiom; re-write corrected sentence:

1. The doctor said, beyond a *shadow of doubt*, that she would only live 5 years.
2. Putting him on the baseball field without practice was *throwing him in the deep end*.
3. That car accident was a *wake up call* for Bob.
4. I heard that criminal is keeping a *low profile* to avoid detection.
5. That guy is truly a rags to riches story.
6. Hearing that she died so young was a hard pill to swallow.
7. Don't rub it in: we know the wedding was over the top.
8. She must have the x-factor because she continues to provide for her family by making ends meet.

Transition



Aims of Argument
Study Guide



Study Guide

The BIG Question:
How can I create and sustain an argument?

Key Text(s):
Professional Exemplars / Your Writing

Concept 1:
Introductions

1. How does one begin to “sell” an idea?

Concept 2:
Support & Evidence

2. What makes good support in an essay?

Vocabulary
SSHTT, funnel, quote, anecdote, question, persuasive appeals, logos, pathos, ethos, credos

Vocabulary

Concept 3:
Conclusions & Counterpoint

Vocabulary

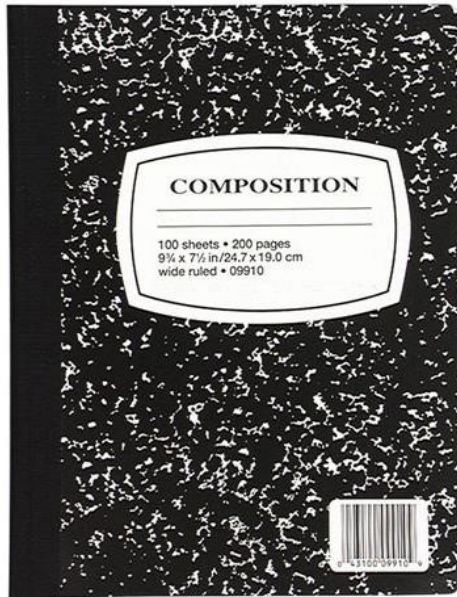
Activator: *The Can Man*

Directions (Vol: 1):

- Background: comes from ex-student of mine, in 2008
- This is a copy of his FCAT writing
- Prompt was: “Why do you people save things?”
- Consider: What makes good support in an essay?



Transition



Notes

Body Paragraphs

- Is your chance to support your intro paragraph.
- Bulk of score is made here.
- Support your idea with:
 - Logos
 - Pathos
 - Ethos
 - Credos (when applicable)
- Best essays use a wide variety of support when possible



Transitional Phrases

- Used to proceed from one idea to the next
- Keep it varied:
 - First ☒ -ly, of all, point
 - To ☒ begin, start
 - Second ☒ -ly, of all, point
 - Next ☒ -ly, point,
 - Third ☒ -ly, of all, point
 - Last ☒ -ly, point
 - For ☒ example, instance
 - To ☒ illustrate, explain



TRANSITIONS

Example

Prompt: Should students have to work after school?

- Firstly, if students were required to work after school, this would most likely mean that our grades will suffer. For example, it takes the average high school student 4 hours to complete their homework on a given night. If the student now works an additional job for a few hours, they would not have the necessary time to complete their homework. This would mean decreased grades and an understanding of the material presented in class... (logos)

Read: *I Want a Wife*

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Directions (Vol: 1):

- Grab workbook
- Read aloud
- Questions for team on next slide



I Want a Wife Team Questions

Work with Shoulder Partner:

1. According to the author, what are the duties of a wife?
2. What inequalities between men and women does this essay highlight?
3. Is the author unfair towards men? Explain.
4. If you were to write a follow up essay called “I Want a Husband,” what kind of evidence would you use for your essay?