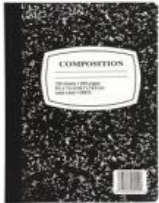


Wednesday

April 16, 2014 (4.16.14)

Materials



Composition Book
& Pen or Pencil

Agenda

Time Estimate

Activity

10

Warm Up

20-25

GT #13: *Simple to Compound Sentences*

3

Aims of Argument Study Guide

5

Notes: QtA

20-25

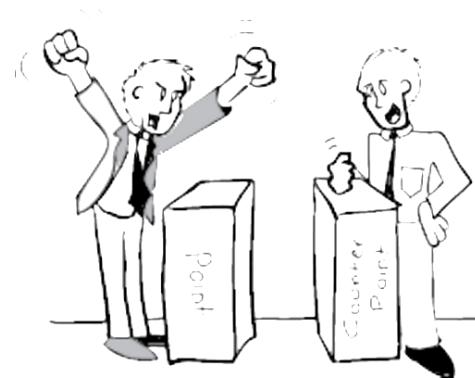
Read / Discuss: *Learn the Question*

20-25

Solo: QtA Organizer with *Learn the Question*

Remaining

Writing Conferences with Hampton



Warm Up

April 16, 2014 (4.16.14)

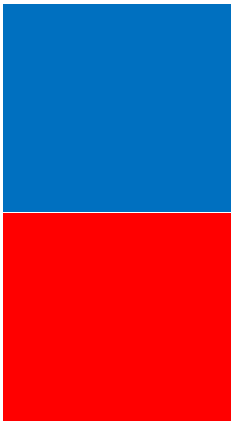
Volume-O-Meter: 0 (Silence)

Time: 5 Minutes

Word Part of the Day:

vac — empty

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. Write down 2-3 of the most important things you learned from our class last week. Use your notes if you need to.



Transition



Notes

Sentence Combining

What's wrong with these?

- “The flute player is a street musician. The flute player is named Joe.”
- ANSWER? Should combine sentences
- Simple → Complex or compound sentence structure

Many ways to solve:

- “The flute player, Joe, is a street musician”
- “Joe is a flute playing, street musician.”
- “The flute playing, street musician is named Joe.”



Sentence Combining

Some Ways to Sentence Combine:

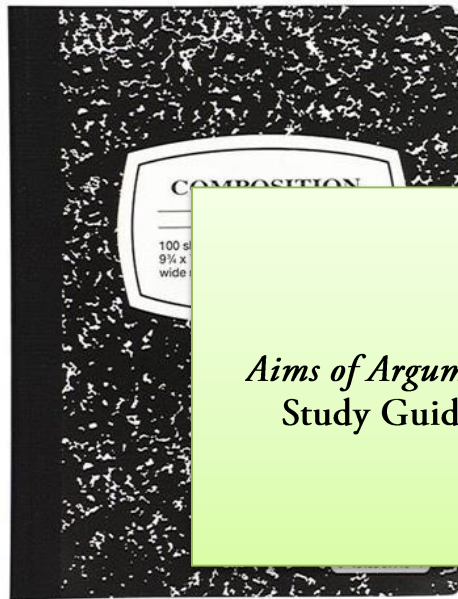
1. Re-arrange sentence
2. Use commas
3. Use a semi-colon
4. Use conjunctions (and, but, or, for, yet, so, etc.)
5. Use an appositive:
 - A renaming or re-identification of something in the text (typically a noun)
 - Non-Appositive: “The roach is an insect. It crawled across the kitchen table.”
 - Appositive: “The roach, an insect, crawled across the kitchen table.”

Sentence Combining

Combine these sentences together:

1. Some of the coins rolled under the car. Most of them were caught in his hand.
2. He plays the flute in a sad way. He plays the flute in a sensitive way.
3. The baseball player stood on the sidewalk. He stands there every afternoon. He reads a book.
4. Robbie is a tennis player. He is hot-tempered. He tried to kill the other player with his racket.
5. Martha waited on the front porch. She waited patiently. Her dress was long and white.
6. The spaceship landed in the field. It landed smoothly. The field was empty. The spaceship was shiny.

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?

3. How do professional authors construct their support and evidence?

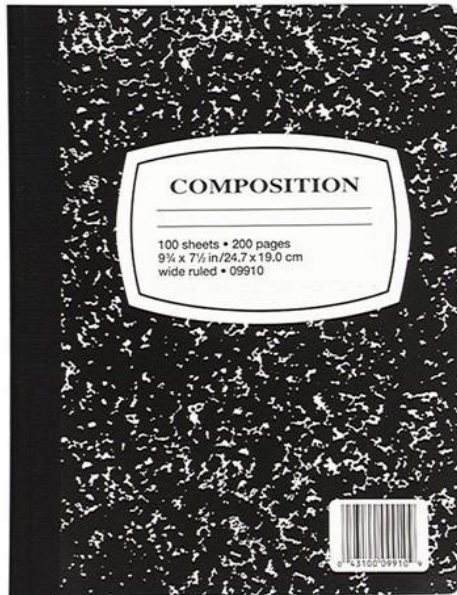
Vocabulary
SSHTT, funnel, quote, anecdote, question, persuasive appeals, logos, pathos, ethos, credos

Vocabulary
QtA

Concept 3:
Conclusions & Counterpoint

Vocabulary

Transition



Notes

QtA (Question the Author)

Strategy used to:

1. Identify important lines from text
2. Explain what author means in that line
3. Explain whether or not you agree with the author



Read / Discuss: *Learn the Question*

A S S I G N M E N T

Directions:

- Sheet of paper: Make 3 column organizer:
 - Left: Line from Text
 - Middle: What It Says
 - Right: What I Say & Why
- Grab workbook
- Pg. 259
- Read aloud
- 10 entries; turn in at end of class
- Hampton will bring you up one at a time to discuss your writing / grades

