

AGENDA – ENGLISH 9 – BACK TO SCHOOL!

Essential Question: What can I expect from English 9?

LET'S GET IT STARTED!

Wednesday, August 30th

Essential Question: What can I expect from English 9? Who is my English teacher? Who are my classmates?

Learning Target: Students will understand the expectations of English 9. Students will get to know a little more about their classmates and their teacher.

Please Do Now: Pick up the handouts on the back table and start setting up your name tent.

Agenda:

- ☐ ENGLISH IS SWEET icebreaker ☺
- ☐ Teacher Hot Seat – What questions do you have for English 9 this year?
- ☐ Ticket Out: Watch the “Keep Moving Forward” video clip. What do you think is the message of the clip, and how can you apply the message to your first year of high school? Write this on a post-it note and place it on the What Stuck with Me poster with your name!

Homework:

- ☐ Set up binder with 3 dividers: - due Tuesday, 9/5 (Agendas, Please Do Nows, Handouts and Notes [with loose-leaf])
- ☐ Bring back signed class contract and plagiarism contract due Tuesday, 9/5

Thursday, August 31st

Essential Question: How do I feel about reading?

Learning Target: Students will continue to discuss the expectations of English 9. Students will assess their own relationship with Language Arts.

Please Do Now: Watch the Kid President’s Pep Talk to Teachers and Students. What is the most valuable piece of advice from this video clip? Why?

Agenda:

- ☐ Finish reviewing syllabus
- ☐ Create a reading timeline (from birth to present) that includes your experiences with literacy. On top of the timeline, write positive experiences (books, discussions, people/events that center around literature or telling stories). Under the timeline, write any negative experiences you’ve had with text, literature or experiences centering around books.
- ☐ “Everday Leadership” TED TALK

Homework:

- ☐ Set up binder with 3 dividers: - due Tuesday, 9/5 (Agendas, Please Do Nows, Handouts and Notes [with loose-leaf])
- ☐ Bring back signed class contract and plagiarism contract due Tuesday, 9/5

Friday, September 1st

Essential Question: What do I know about 9th Grade VOCABULARY? If I could tell my teacher anything, what would I say?

Learning Target: Students will see what they know about short story vocabulary. Students will show their writing skills while writing a letter to the teacher.

Please Do Now: Quick whip around the room – Rose and a Thorn about your first week of school and/or upcoming long weekend.

Agenda:

- ☐ English Nine Pre-test, this is not graded, it is just to see how much you know. Do your best! ☺
- ☐ When finished, work on letter to teacher.
- ☐ Ticket out the Door: Gratitude Friday – Take five minutes to write as many things as possible for which you are grateful!



Homework: enjoy your holiday weekend ☺

- ☐ Set up binder with 3 dividers: - due Tuesday, 9/5 (Agendas, Please Do Nows, Handouts and Notes [with loose-leaf])
- ☐ Bring back signed class contract and plagiarism contract due Tuesday, 9/5

"Gratitude unlocks the fullness of life."

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- ...more?

Tuesday, September 5th – Organized Binders, Class Contracts, and Plagiarism Contracts due today.

Essential Question: How will I organize myself in 9th Grade? What are the literary elements that we will use throughout this year?

Learning Target: Students will learn about Cornell Notes. Students will review the following literary terms: Plot, Conflict, Characterization, and Types of Characters.

Please Do Now: Organize your binders into the following sections: Agendas, Please Do Nows, Handouts and Notes [with loose-leaf]. Turn in Plagiarism Contract and Signed Back to School Letter, if you have not done so already. Turn in Letter to Teacher, if you did not finish on Friday.

Agenda:

- ☐ Discuss Table of Contents
- ☐ C-Notes: Plot, Conflict, Characterization, Types of Characters, Theme
- ☐ Preview discussion: "The Most Dangerous Game"

- ☐ Ticket Out: For each sub-section of your notes, write a question in the left hand column. (Either a question you have or a potential test-question on that subject matter).

Homework:

- ☐ Look at your C-notes from class today – review you notes, make new notes, and write a summary. These summaries will be checked tomorrow at the beginning of class.

Wednesday, September 6th

Essential Question: What vocabulary will I need to know to understand “The Most Dangerous Game”?

Learning Target: Students will review the following literary terms: Irony, and a few more. Students will study vocabulary for “The Most Dangerous Game”

Please Do Now: Look at your C-Notes from last night – share your summary with a partner.

Agenda:

- ☐ A sudden storm traps hikers in the mountains. A hurricane leaves thousands homeless. The daily news is filled with stories of life-threatening events like these. Think about one or two similar situations you have experienced or heard about. What are the three most important qualities that would help a person survive each ordeal?
- ☐ Vocabulary Stations for “The Most Dangerous Game”
- ☐ Ticket out the Door: What is one vocabulary word with which you feel very comfortable? What is one vocabulary word you know you need to study?

Homework:

- ☐ “The Most Dangerous Game” vocabulary worksheet should be complete by the beginning of class tomorrow.

Thursday, September 7th

Essential Question: Who is Dr. Park? What types of characters do we find in “The Most Dangerous Game”? How will characters drive the theme in “The Most Dangerous Game”?

Learning Target: Students will meet our reading coach. Students will identify types of characters found in “The Most Dangerous Game”. Students will discuss how the protagonist drives the theme in “The Most Dangerous Game”.

Please Do Now: Using three words from your vocabulary list and the information from our preview discussion over the past two days, write a prediction for “The Most Dangerous Game”

Agenda:

- ☐ Introduction to our Reading Coach – Dr. Park!
- ☐ Read “Build Background” and “Focus Your Reading” –page 38
- ☐ Read “The Most Dangerous Game” (p. 39-42)
- ☐ Graphic Organizer: Types of Characters in MDG

Homework:

- ☐ Review your Literary Terms Notes and “The Most Dangerous Game” – add any new understanding to your notes in a different color. Do you have any questions? Anything that needs to be clarified? Write those in the question column.
- ☐ Study your vocabulary for “The Most Dangerous Game”

Friday, September 8th

Essential Question: How does "The Most Dangerous Game" fit into the plot triangle? How does Richard Connell use characterization? How will characters drive the theme in "The Most Dangerous Game"?

Learning Target: Students will meet our reading coach. Students will identify types of characters found in "The Most Dangerous Game". Students will discuss how the protagonist drives the theme in "The Most Dangerous Game".

Please Do Now: Please complete the Grammar in Context on p. 60 of your textbook.

Agenda:

- ☐ Read "The Most Dangerous Game" (p. 42-49)
- ☐ Graphic Organizer: Character Study - "The Most Dangerous Game"
- ☐ Ticket out the door: Look back on your notes on characterization. Look at the Character Study you have completed - how did you know about the character? What type of characterization does the author use to develop the characters?

Homework:

- ☐ Review your Literary Terms Notes and "The Most Dangerous Game" from the past week - add any new understanding to your notes in a different color. Do you have any questions? Anything that needs to be clarified? Write those in the question column.
- ☐ Study your vocabulary for "The Most Dangerous Game"

"The secret to having it all is knowing you already do."

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 - 5.
- ...more?

**WELCOME BACK
TO SCHOOL**