

AGENDA – ENGLISH 9

Essential Question: Why do we tell stories?

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October 2- October 6

Monday, October 2nd, 2017 – Mindful Monday

Essential Question: How good are you at judging people? How do we write a complete TOPIC SENTENCE? What happens when people feel out of control? What vocabulary will we need to understand “Marigolds”?

Learning Target: Students will discuss work on writing complete topic sentences. Students will build schema for the story “Marigolds”, and review necessary vocabulary.

Please Do Now: Miss Strangeworth thinks there is “so much evil in people.” DO you agree with her? Discuss with your table.

Agenda:

- ☐ Group writing assignment: In “The Possibility of Evil” by Shirley Jackson, is Miss Strangeworth an evil person? Support your opinion with evidence from the text and provide reasoning.
- ☐ Focus on TOPIC SENTENCES – answering the prompt.
- ☐ When you finish, work on Pre-Reading Survey and Vocabulary for “Marigolds”

Homework:

- ☐ Finish your Pre-Reading Survey and Vocabulary for “Marigolds”
- ☐ Study your vocabulary for “The Most Dangerous Game”, “The Possibility of Evil”, and “Marigolds”

Tuesday, October 3rd, 2017

Essential Question: What happens when people feel out of control? What vocabulary will we need to understand “Marigolds”? How does an author using setting and figurative language to develop their writing?

Learning Targets: Students will build necessary schema for “Marigolds” and review vocabulary and literary terms needed to read the story with comprehension.

Please Do Now: Please complete the pre-reading discussion guide for “Marigolds” by Eugenia Collier with your group members.

Agenda:

- ☐ Pre-reading class discussion
- ☐ C-Notes – Setting, Figurative Language
- ☐ Read “Marigolds” pages 74-79
- ☐ Ticket Out: Vocabulary Jeopardy

Homework:

- ☐ C-Note summary for Setting and Figurative Language
- ☐ Study your vocabulary for “The Most Dangerous Game”, “The Possibility of Evil”, and “Marigolds”

Wednesday, October 4th, 2017

Essential Question: What happens when people feel out of control? How does an author using setting and figurative language to develop their writing?

Learning Targets: Students will build necessary schema for “Marigolds” and review vocabulary and literary terms needed to read the story with comprehension.

Please Do Now: Please complete the Grammar in Context activity (Compound Adjectives) on page 87.

Agenda:

- ☐ Read and discuss "Marigolds" pages 80-85
- ☐ Setting Poem for "Marigolds"
- ☐ Groups: Complete the Setting Chart using what we read in class today.

Homework: Finish setting chart if necessary.

Thursday, October 5th, 2017

Essential Question: What happens when people feel out of control? How can we use evidence to back up our claims in our writing?

Learning Targets: Students will determine the theme of "Marigolds", then students will find valid evidence to back up their claim.

Please Do Now: Share your setting activity from yesterday with your group members. If you share with the class, you will earn +5 on this assignment!

Agenda:

- ☐ "Evidence" Notes - how do we find accurate evidence for our writing? What must it include?
- ☐ Ticket out the door: Graphic Organizer for THEME constructed response.

Homework:

- ☐ Finish your graphic organizer
- ☐ Study your vocabulary - Focus on questions you missed on the quiz, and the "Marigolds" vocabulary

Friday, October 6th, 2017

Essential Question: Is revenge ever justified? What vocabulary and schema will we need to know to read "The Cask of Amontillado".

Learning Targets: Students will build scheme for "The Cask of Amontillado" and learn appropriate vocabulary.

Please Do Now: Complete the "Pre-Reading Survey" for "The Cask of Amontillado"

Agenda:

- ☐ Work on Vocabulary for "The Cask of Amontillado"
- ☐ Discuss Pre-Reading survey.

Homework:

- ☐ Study your vocabulary for all stories, including "Cask"

As we express our gratitude, we must never forget that the highest appreciation is not to utter words, but to live by them.

1.

2.

3.

4.

5.

...more?