

No Cell Phones!

- **Bell Ringer Honors:**
- Write down the page number and starting & ending words of your 3 passages.
- P1: page __, “---” to “---.”
- P2: page __, “---” to “---.”
- P3: page __, “---” to “---.”
- Write your name and the date.
- Turn it in.

Vocabulary

- Choose some cool words!
- You may choose one idiom per week.
- <http://www.idiomsite.com/>
- <http://www.idiomconnection.com/>
- <https://www.englishclub.com/ref/Idioms/T/>
- **A slap on the wrist, cry wolf, long in the tooth**
- You're still responsible for the 3 out of the book, plus all the old book words.
- You still have to use them in sentences, so choose wisely.
- Keep it school appropriate!
- You may choose from the remaining lesson words if you wish.
- Next week's 3 required words: **commodious, iota, lofty** (Lesson 18, HW p. 115)

Pick 1 from each category. Use it in an original sentence. Keep it clean, school-appropriate, and concise. Proofread for mechanics. Use ink.

- A. Caustic, deleterious, obviate
- B. raze, stultify, wrest
- C. despoil, effectual, pinnacle, surmount
- **CHALLENGE:**
- Also, use the following somewhere in your sentences (just once) seen, grown, swum, shaken, dived, ridden. Don't forget the auxiliary verb!
- **You need your own copy of these sentences; mark the date, the lesson, and which one(s) you read aloud to the class.**

Volgh:

DS4#

sdjh#876#lq#Zulwhu

Dqjhod#Sro}lqhw1/#4325425348

Honors

April 13, 2016

Learning target(s): I can use vocabulary. I can analyze stories.

Agenda:

- 1. Vocabulary
- 2. Discuss stories

Homework:

- 1. Pick one passage chosen by another student.
- 2. Describe the tone. Refer to Diction, Syntax, overall Language, Details, Imagery, and any shifts. Staple the quarter sheet to your analysis. I expect about a page from you. Yes, I expect direct quotations followed by a discussion of them.

Tally

- If you are keeping a daily record of anything (participation, being prepared, listening, not falling asleep, etc.), remember to make a note of today's successes.

Story Discussion

- 1. Your questions, observations
- 2. All these stories deal with parent-child conflicts. What is the author's message about this?
- 3. Which theory seems to apply best to the story? How so? **Use terms.**
- **Homework: you'll be analyzing the tone of one passage chosen by another student. Remind me to pass out the papers.**

No Cell Phones!

- **Bell Ringer English:** Match these words to the right meaning.

- | | |
|--------------------------------|-----------------|
| 1. Recurring idea in a story | A. apathetic |
| 2. Religious reverence | B. piety |
| 3. Lackadaisical, uninterested | C. timorous |
| 4. Evil, monstrous, atrocious | D. sacrilegious |
| 5. Nervous, shy, reticent | E. motif |
| | F. heinous |

Pick 1 from each category. Use it in an original sentence. Keep it clean, school-appropriate, and concise. Proofread for mechanics. **Use ink.**

- A. Apathetic, heinous, timorous
- B. Ingrate, piety, sanctimony
- C. consecrate, credo, sacrilegious, sanctity
- D. Any old word from this quarter, preferably one you need to review.
- E. Another old word from this quarter, preferably one you need to review.
- **CHALLENGE:**
- Don't use any of the following: very, so, such, extremely, really (or any synonyms).
- You need your own copy of these sentences; mark the date, the lesson, and which one(s) you read aloud to the class.

CP English 11 April 13, 2016

Learning target(s): I can use vocabulary words. I can analyze a short story.

Agenda:

- 1. Vocabulary
- 2. Group Discussion

Homework:

- 1. VQ tomorrow
- 2. Short Story quiz tomorrow – irony, symbolism, characterization, conflict, foreshadowing, theme, motifs (recurring ideas)

Tally

- **If you are keeping a daily record of anything (participation, being prepared, listening, not falling asleep, etc.), remember to make a note of today's successes.**

Story Groups

1. What questions do you have about the story?
2. What feminist or psychoanalytical ideas do you notice?
3. How about symbols? Motifs?
4. Foreshadowing?
5. Characterization? Do any characters change, grow, or learn important lessons? Do any characters annoy you? Why? Do you identify with any of the characters?
6. What is the theme (author's message)?
7. Any examples of irony? Humor?
8. If your story had questions at the end, you can look at those, time permitting.

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- **Bell Ringer AP:**
- Today is an essay quiz. Be ready to write about former Communist countries and their leaders.
- IDs come from McKay. Hope you read those pages!
- Predict my IDs – what are big terms, names, and events?
- Predict essay questions – what are the big trends in this reading? Both prompts deal with cause-effect relationships.

AP Euro

April 13, 2016

Learning target(s): I can explain the fall of Communism and cite many specific examples.

Agenda:

- 1. Review
- 2. Quiz

Homework:

- 1. Ten Review IDs
- 2. Final set of regular IDs! Yay! Don't skip McKay!