

**If you did not turn in your
summer reading response,
please sign up on the clipboard.**

CP English 11 August 26, 2014

Learning target(s): I can identify the derivatives of the vocabulary words. I can compose a strong, persuasive essay in 30 minutes.

Agenda:

- 1. Derivatives (5 minutes), pp. 11-12
- 2. ACT writing (30 minutes)

Homework:

- 1. Grammar: pronouns
- 2. VQ Thursday
- 3. Finish goals: add 2 reading & 2 formal speaking (See sample goals further in slideshow)

ACT Writing Reminders

- 1. Read the prompt and plan your response (pre-writing)
- 2. Write for about 20 minutes – have a clear introduction, body, and conclusion.
- 3. Read your essay and consult the rubric. What could be better in your essay?
- 4. Revise – make improvements.
- 5. Proofread – work on word choice, grammar, spelling, and punctuation.
- 6. Finish early? Repeat 3-5.

Sample Reading Goals

- I will earn at least 80% on all reading quizzes.
- I can write about other things besides plot (characterization, tone, style, for example).
- I will make notes while reading (or after reading) assigned material.
- I will learn and use a variety of literary terms when writing or talking about literature.
- I will score at least 75% on ACT Reading practice activities.

Sample Formal Speaking Goals

- I will have written notes for every formal speaking assignment.
- I will rehearse my speech at least twice and record the date and time of each rehearsal.
- I will score high on the speaking skills section of the grade sheet (volume, pace, enthusiasm, poise, eye contact, etc.).
- I will have enough content to give a quality speech longer than the minimum time limit.
- I will not giggle during my presentation (or use the word “like” inappropriately, or sway, or whatever your proclivity happens to be).

Honors

August 26, 2014

Learning target(s): I can use vocabulary words. I can use the correct pronouns. I can analyze tone.

Agenda:

- 1. Derivatives, pp. 5-6 with partners (5 minutes)
- 2. Grammar (use marker)
- 3. Tone guessing game
- 4. *Snow Flower* groups
- **Homework:**
 - 1. *Princess Diaries* tone practice
 - 2. VQ Thursday
 - 3. Tone Quiz Friday

Tone Choices

Nostalgic

Frustrated

Frantic

Amazed

Disdainful

Impartial

Urgent

Apologetic

Jubilant

Apathetic

Pessimistic

Write a paragraph about the Sauerkraut Festival using your assigned tone.

- Consult your tone handout – what can you include or exclude to really exhibit your assigned attitude? Don't rely on the way you would say it out loud.
- Can you guess each other's tone? (I'll post the list of answer choices. Two people may have the same tone adjective.)

Snow Flower Groups

- 1. Each group will be given a certain focus (diction, syntax, imagery, details).
- 2. Compare your findings from last night and look for more of your item. Is there a shift? Where? How does your focus feature change? (How is the diction, for example, different when the tone shifts?)
- 3. What is the effect of the examples you've found? What conclusions can you draw or inferences can you make?
- 4. Present to the class both your examples (#2) and your generalizations (#3).

Honors Homework

- 1. Read the *Princess Diaries* excerpt.
- 2. Annotate for diction, imagery, details, overall language, and syntax.
- 3. What is the overall tone? Does it shift anywhere? How do you know?

AP Euro

August 26, 2014

Learning target(s): I can identify Renaissance writers and their ideas. I can describe the life and expectations of women in the Renaissance. I can summarize Lorenzo de' Medici's impact on Florence.

Agenda:

- 1. Writer chart
- 1. Women in the Renaissance
- 2. Art slideshows
- 3. DVD: Lorenzo il Magnifico

Homework:

- 1. Quiz Thursday, pp. 438-449
- 2. Read Machiavelli handout – annotate for main ideas, come up with real-life examples

Make a chart of writers.
Include the following:

- Writer
- Title(s)
- Main ideas
- Country

CP English 10

August 26, 2014

Learning target(s): I can use vocabulary words. I can define and analyze tone. I can talk intelligently about my book.

Agenda:

- 1. Vocabulary
- 2. Tone
- 3. *Princess Diaries* with partners: look for words with strong connotations and identify the overall tone.
- 4. Book conferences

Homework:

- 1. Vocabulary, p. 6
- 2. VQ Thursday
- 3. Term quiz Friday (connotation, denotation, synonym, antonym, prefix, suffix, root, tone)

Pages 4-5

- Read page 4.
- Answer the ten multiple choice questions and the 3 true/false questions.

Summer Reading

- Think before you write!
- Make a draft or prewriting before you commit your extended answers to paper.
- Answer the questions thoughtfully and neatly.
- In addition to this book review, you and I will be having a short conference. To prepare, please mark two different passages you'd like to discuss – use a sticky note or a bookmark.

Tone: author's or speaker's attitude

- Don't use that tone of voice with me, young lady.
- You'd better adjust your attitude, young man.
- Accusatory Judgmental
- Arrogant Optimistic
- Complimentary Sarcastic
- Frantic Solemn

Tone: Author's or Speaker's attitude

- 1. Let the connotation of the words (diction) inform you of the tone
- 2. Practice: circle words with a strong connotation. Are these words negative? Positive? Do they bring certain ideas to mind?
- 3. Come up with an adjective that captures Mia's attitude. Come up with a different adjective that captures Grandmère's attitude.