

# No Cell Phones!

- **Bell Ringer Honors:**
- 1. Turn in “The Bells” mood paragraph.
- 2. Reconvene with yesterday’s partner and finish writing sentences – I’ll put the slide up in a moment.

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

- A. Adjunct, parity, contiguous
- B. diffuse, diverge, transcend
- C. amalgamate, compatriot, conclave, synergy
- 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:**
- Also, use the following somewhere in your sentences (just once).
- Myself or Himself or Herself or Themselves or Yourself, etc.
- **Everyone should have his or her own copy of the sentences. Mark the date, the lesson number, and which sentence(s) you read aloud.**

# Honors

# February 18, 2016

**Learning target(s):** I can use vocabulary words. I can define dramatic monologue.

## Agenda:

- 1. Vocabulary – practice & quiz
- 2. “The Bells” first period
- 3. What is a dramatic monologue?
- 4. “My Last Duchess”

## Homework:

- Grammar

# 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.

# Dramatic Monologue

- 1. Monologue
- 2. Dramatic – there is a scene
- 3. The rest of the definition (hahahaha)

# Grammar (6 slides)

- Make helpful notes to yourself to the right.
- Commas separate nonrestrictive clauses from the rest of the sentence. Nonrestrictive clauses add nonessential information to the sentence. They may begin with the word “which” but not with the word “that.”
- The house that I am building is brick. (I am distinguishing this house from other houses.)
- The house, which I am building myself, is brick. (I’m downplaying that I am building it myself.)

# Commas or no?

If you need the underlined part to clarify the preceding noun, no commas.

1. Dogs that guard junkyards are scary.
2. Candy which is full of sugar can cause cavities.
3. Candy that has nuts is prohibited in schools due to allergies.
4. Mike who broke his arm last year is scared to climb trees.
5. The boy who was absent yesterday has a question.

## Next Comma Rule

- This is similar. Anything that interrupts the main clause and is nonrestrictive is set off by commas.
- My fish, you know, is pretty feisty.
- My parents, unlike my in-laws, grew up in Indiana.
- Fruits, such as strawberries and raspberries, go well with whipped cream.



## Your Turn! Add 6 commas.

- 6. In the third chapter of the book “Mama’s Revenge” Mrs. Dover sues the driver.
- 7. I sprained my ankle; nevertheless I intend to play in the game later.
- 8. My grandfather a POW during World War II was a mailman most of his life.
- 9. The letter that I mailed just came back to me unfortunately.

# Colons & Semicolons

- Colons separate an independent clause from another part of the sentence, such as a list, a dependent clause, a phrase, or even an independent clause. It's putting a spotlight on the next part or essentially saying, "ta da!"
- Example: I am grossed out by all these bugs: roaches, crickets, stink bugs, and weevils.
- Example: My friends all happen to be from the same state: Iowa.
- An online source described a colon as synonymous with "that is to say." Try that if it helps.
- No colons between verbs and objects.
- No colons between prepositions and objects.
- Semicolons separate independent clauses. There should be a related independent clause on each side of it.
- Example: Nobody knew about the old well; it was well hidden by the tall grass and debris from the fallen barn.

Add 3 semicolons, 3 colons, and 8 commas. Please use the Oxford comma (the one before the “and” in a list).

- 10. I left my passport at home consequently I’m not allowed to board the plane to Turkey.
- 11. Ohio has many bordering states Indiana Pennsylvania Kentucky West Virginia and Michigan.
- 12. My foot hurts I wore bad shoes yesterday.
- 13. He met his big celebrity crush Idina Menzel. (There are 2 right answers, but I’m making a really big deal out of this moment. Choose that option.)
- 14. I had trouble making the cookies I ran out of everything sugar flour eggs and non-stick spray.

# No Cell Phones!

- **Bell Ringer English:**
- Your vocabulary quiz is first on the agenda today. Get ready!

# **CP English 11      February 18, 2016**

**Learning target(s):** I can use vocabulary words. I can analyze a passage and characters.

## **Agenda:**

- 1. VQ
- 2. Passage study
- 3. Prove-It continued
- 4. Review

## **Homework:**

- 1. Ch. 1-6 test tomorrow
- 2. Chapter 7 due Monday

# 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.**

Make a note of these passages.

- Chapter 3, pp. 62-63
- Chapter 4, pp. 70-71
- Chapter 6, pp. 107-108

# Chapter 6 Passage Study

- 1. Re-read the assigned passages, one at a time.
- 2. Look for examples of the following (you may not find all, but you should find most):
  - Foreshadowing
  - Symbolism
  - Characterization (direct or indirect)
  - Conflict
  - Allegory (political, psychological, religious)



# Prove It Instructions

- Find specific examples that prove or disprove the statement.
- Look for 3 different examples for each item.
- **List page numbers!**

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- **Bell Ringer AP:**
- Be ready to start your quiz in 15 minutes.
- You may wish to finish your lists from yesterday (we'll wash it off before the quiz starts, though).

# AP Euro

February 18, 2016

**Learning target(s):** I can explain how life was changing in Europe, c. 1860-1914.

## Agenda:

- 1. Lists, review
- 2. Quiz
- 3. Women's history review

## Homework:

- 1. Read the packet, pp. 726-735. Annotate it – write key names, dates, achievements, problems, main ideas in the margins.
- 2. Review IDs – stick to first semester material.

# Women's History

- Renaissance noblewomen vs. merchant class vs. working class
- Witchcraft Craze, threat to the patriarchy, Early Modern Queens
- Women Scientists and Thinkers
- Proto-feminism (French Revolution era)
- Social, economic, intellectual, and legal achievements in the 1800s into the 1920s (your homework)