

Late work goes in the blue folder.

- One side is excused (I had an excused absence and I made up the work promptly)
- One side is for late “I didn’t do it on time like I was supposed to.”

CP English 11 January 14, 2015

Learning target(s): I can use vocabulary words; I can use the proper pronoun. I can deconstruct an essay for its organization. I can support my opinions.

Agenda:

- 1. Derivatives, pp. 171-172
- 2. Sentences
- 3. Grammar
- 4. Organization of nonfiction passage

Homework:

- 1. Moodle due by 4:00 today
- 2. VQ tomorrow

Number your paper 1-10.

- Get ready to write **I**, **me**, or **myself**. These are a little trickier than the ones we've practiced already. Do your best!

I, me, or myself?

- Because we were tired, Alistair, Sandy, and 1 went home straight after the game.
- Nobody saw 2 slip out the back door.
- May 3 please use the microwave?
- Anyone who knows 4 knows 5 love cats.
- Bobby overheard 6 wish 7 a happy birthday.
- Dana, her dad, and 8 listened to a recording of 9 singing with Elvis Presley.
- Do you think she would like to watch a movie with 10 ?

Honors

January 14, 2015

Learning target(s):

Agenda:

- 1. Library: research paper
- 2. Library: vocabulary

Homework:

- 1. Meter
- 2. Vocabulary sentences
- 3. Research paper

AP Euro

January 14, 2015

Learning target(s): I can analyze and contrast primary sources; I can identify key facts about the Industrial Revolution.

Agenda:

- 1. Engels & Smiles
- 2. Sandford & Tristan
- 3. Barrons
- 4.

Homework:

- 1. Quiz tomorrow
- 2.

Engels and Smiles

Two Found Poems

Keep these separate!

Pick out key phrases from each & organize them into a poem that maintains the message and tone of the original passage.

Write them next to each other (It may look like 2 columns)

Provide titles that communicate the point of view each writer represents (perhaps an -ism or a short statement or the main opinion)

Sandford & Tristan

- For Sandford, make bullet points of her main ideas.
- For Tristan, look at her bullet points and write an advice column for women.

Barron's

- 1. Skim Ch. 6
- 2. Quiz yourself, pp. 201-204 (Hide 205 from yourself)
- 3. Study 755-766

CP English 10

January 14, 2015

Learning target(s): I can compose different story beginnings. I can analyze a page of a story for imagery, language, and characterization. I can define simile.

Agenda:

- 1. Workshop I: story starters
- 2. “The Landlady” – page 1

Homework:

- 1. Rewrite one paragraph with imagery and stronger words
- 2. Bring vocabulary books tomorrow

Workshop I: Story Starters

- Write 3 different beginnings for the **same story**. Each beginning should be half a page.
- 1. Start with meaningful dialogue that introduces the conflict.
- 2. Describe the setting using imagery. You may also want to hint at the situation/mood.
- 3. Tell me about the protagonist's personality.

Workshop I: Starters (continued)

- Most stories start at the beginning. Some start in medias res, or in the middle of things. Some even start at the end and the rest of the story is a flashback.
- Write 3 different openings for the **same story**. Give me 2-3 sentences for each.
- 1. Start at the beginning of the action.
- 2. Start somewhere in the middle, maybe at the moment of a key decision.
- 3. Start at the end – tell me about the results or conclusion, knowing you're going to go back later and explain how the character ended up like this.

“The Landlady” Vocabulary

- 1. Eton
- 2. Cambridge
- 3. Cyanide
- 4. Taxidermy
- 5. Trilby hat

“The Landlady” Page 1

As we read this together, mark examples of the following (actually label using these words)

- 1. Imagery
- 2. Language
- 3. Characterization