

# No Cell Phones!

- **Bell Ringer Honors:**

# Pick one of these passages. (May 2)

- 108-110: “We stood on a slope of a wooded hill” to “the waves were breaking upon the rocks.”
- 114-116: “Maxim did not reply” to “dragging poor Jasper after me on the end of his string.”
- Any other 2-page passage you thought was significant.
- Tell me in sentences what you notice. Explain the effect of these things. For example, “I notice that Du Maurier uses 6 dashes in this passage. This suggests that the speaker is upset and isn’t thinking calmly.” OR “I notice that there are lots of references to colors, specifically shades of blue. Blue usually has a calming effect, and in this passage the speaker seems at peace for a short while.”
- Consider symbols, syntax, diction, figurative language.

# Honors

May 19, 2016

**Learning target(s):**

**Agenda:**

- 1. FVQ
- 2. Three Minute Reports
- 3. Discuss syntax, jargon, frock consciousness
- 4. Review for exams

**Homework:**

- 1. Finish reading *Rebecca*
- 2. Make up missing work
- 3. Study for your exam

# Syntax Study

- Anaphora
- Polysyndeton (and asyndeton)
- Parallel Structure
- Rhetorical Fragment
- Interrogative, Imperative, Declarative
- Simple, compound, complex, compound-complex

# Writing Prompts (March 21)

- Whichever you choose, refer to short story terms (symbol, foreshadowing, iceberg principle, etc.) and theory terms (Electra complex, repression, transference, etc.).
- Prompt 1: What are the big problems in the Landis family and who is most to blame?
- Prompt 2: What motivates Olive, Sarah Ann, and Dr. Landis? Are these reasons acceptable?

# Writing over “My Sister’s Marriage” (March 21)

- Introduction: author’s full name, put the story title in quotation marks and capitalize every word, give me a one-sentence premise (the story is about what?), give relevant background, end with thesis statement.
- Body: multiple paragraphs! Start each with a topic sentence. Each paragraph makes a new point. Support each point with details and direct quotations.
- Conclusion: restate major ideas or major examples. Tie it all back to the thesis. What new insight do you have or what should the reader of your essay remember or understand now?
- Use literary present tense and direct quotations!

# “The Garden Party” Writing (April 5)

- Introduction: author’s full name, “Title,” introduce major characters and/or setting, etc.
- What is the story about? Is it about social class? Growing up? Compassion for others? Something else? Make this your **thesis** statement.
- Support your answer by looking at examples of symbolism, characterization, and/or setting.
- Have at least 3 very specific examples from the story – quote the story (not necessarily dialogue).
- Conclusion: elaborate on the meaning of the story – what does a character learn? What does the audience learn?

## Type 3 Writing: Skip Lines (May 2)

- Use literary present tense.
- Prompt: How has Romeo changed throughout the play so far? Consult your chart. Cite specific details from at least 3 different scenes. I'd prefer you referred to 4-5 scenes. Use literary PRESENT tense.



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- **Bell Ringer English:** Match these words to the right meaning.
- 1.
- 2.
- 3.
- 4.
- 5.

# CP English 11 , 2016

**Learning target(s):**

**Agenda:**

- 1.
- 2.
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**Homework:**

- 1.
- 2.

# 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.**

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- **Bell Ringer AP:**

# AP Euro , 2016

**Learning target(s):**

**Agenda:**

- 1.

**Homework:**

- 1.