

Here's what we did on



August 12th, 2019:



So, I decided NOT to spend my precious first forty minutes with my new students going over the rules and procedures of my class. Instead, students filled out a “First Day Survey,” and we talked about our answers. If you were absent, get one of these from Mrs. Day and fill it out! You’ll tape it inside the front cover of your Composition Book.

Next, we did our very first “Brain Smart Start.” You’ll learn all about these as we continue in this class.

We *did* go over “Stop, Collaborate and Listen,” and “I trust you to manage yourself.” If you don’t know what these mean, ask Mrs. Day!

I also handed out my Fill-In Syllabus, and parent contact cards. Get these yellow sheets from the counter in our classroom, full them out, and return them to Mrs. Day by FRIDAY!

Here's what we did on

August 13th, 2019:

1. We began today by looking around my classroom and making guesses about 1) how the class works, and 2) Mrs. Day as a person. You do not need to make up this assignment, but do pay attention to our routines and procedures over the next few days, and ask questions about anything you don't understand.
2. Brain Smart Start #2!
3. Next, we went over Team Jobs. Every person on your team will have a job, every day. We will hold each other accountable for doing these jobs. Check out the job wheels when you return to class.
4. Finally, I took requests for seating assignments.

Seating Requests

If you have a request about where you'd like to sit, please write it on a small index card, and place it in the slot on my podium.

Please include your name, period number, and your request.

I CANNOT PROMISE TO HONOR EVERY REQUEST, but I will take them into consideration.

Here's what we did on

August 14th, 2019:

We were in the Media Center computer lab today, working on a paragraph titled “Who I Am, and How I Learn.” To do this assignment, go here:

<https://www.youtube.com/watch?v=BsY7gc4eqHk> , and follow the instructions!

Note two changes:

- 1) You don't have to type in “office.com” to get to Office365. Just go through your ClassLink.
- 2) To share the document, you might not see the “Share” button. Instead, click on “File,” “Share,” “Share with People,” and then type in “harringtond” and you should see me!

Here's what we did on

August 15th, 2019:

1. Our warm up today was about teacher expectations. You do not have to do this, but think about what your answers might have been: What do good teachers do? What do bad teachers do? What do you wish teachers would remember about what it's like to be in the 8th grade?

Please respond in a few sentences in your composition book, if you have it, or on a sheet of paper.

2. "Your Brain's Colors" – get a copy of this article from the front pocket of the "Here's What We Did" binder. Read it! Then, come have a one-minute chat with Mrs. Day about what you read.

3. We finished with me making a commitment to you about time in my class. Basically, I commit to teaching you for fifty minutes every day, and I ask that you commit to learning for fifty minutes every day. I will do my best not to waste your time, or use more than my agreed-upon fifty minutes. I ask that you do your best not to waste *my* time, or use my minutes on things that aren't related to my class.

Here's what we did on

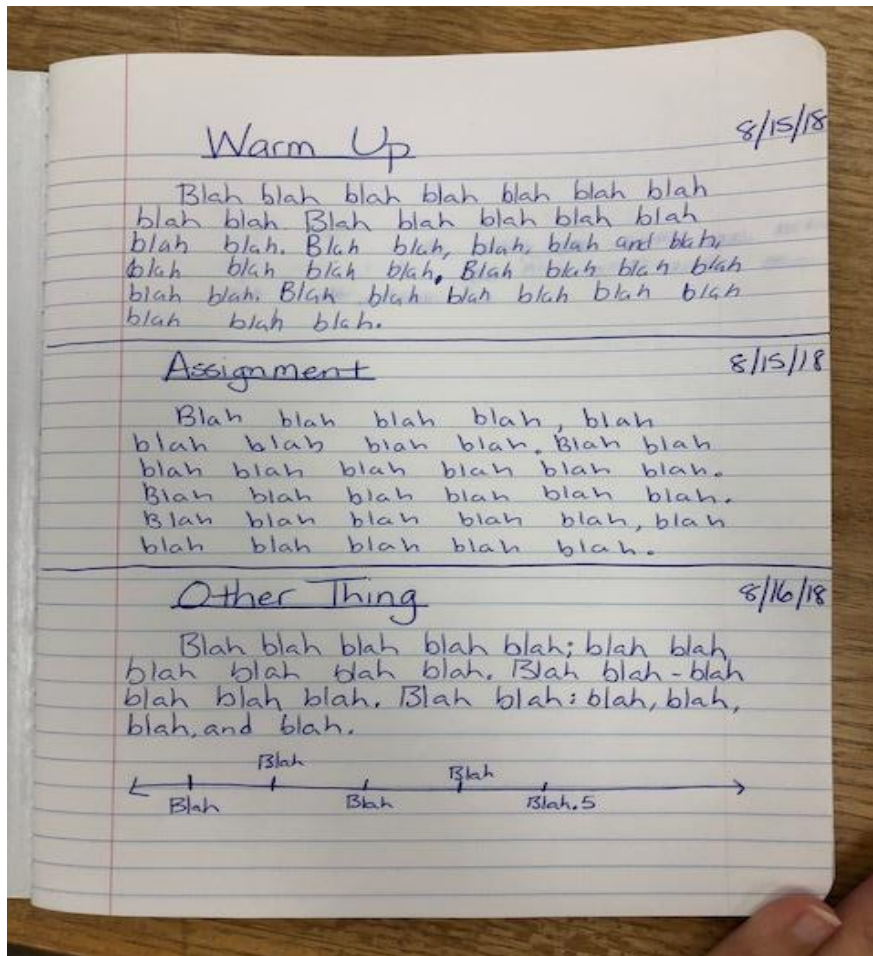
August 16th, 2019:

1. On this, our last day of our first week of 8th grade, we did an activity called "What We Carry." You do not have to make up this activity, but I am certainly sorry you missed it. It really reminded me how much emotion/hardship/weight my student carry with them at all times.
2. We went over any last class procedure things we'd missed.
3. We ended the day with our first "shadowbox." This, too, is an activity you do not have to make up, but if you're interested as your classmates about Owney the mail dog!

Here's what we did on

August 19th, 2019:

1. We set up our composition books. Basically, everything we do in class will go in our composition books, and everything will be chronological. Here's a picture of the setup:



2. We also set up the reference section that goes in the back of our CBs – here are those instructions:

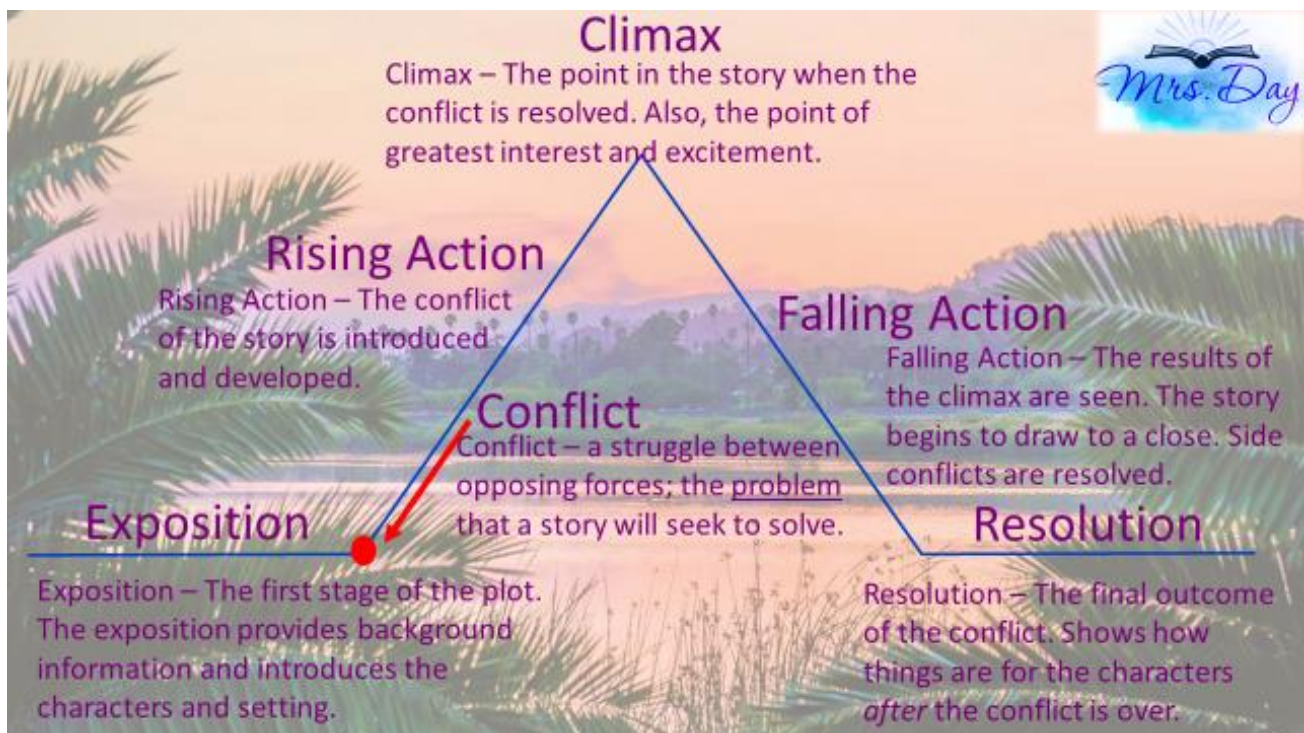
Continued on the next page

1) Turn to the very back of your composition book, then count *in* twelve pages. Title that twelfth page Vocabulary Notebook.

2) Count two *more* pages backward, and title that page Greek and Latin Roots.

3) Finally, count five more pages back and title that page Grammar Stuff.

3. Next, we took some notes on Plot Arc and its component words. Copy (or cut out and tape in) the following into your “Vocabulary Notebook.”

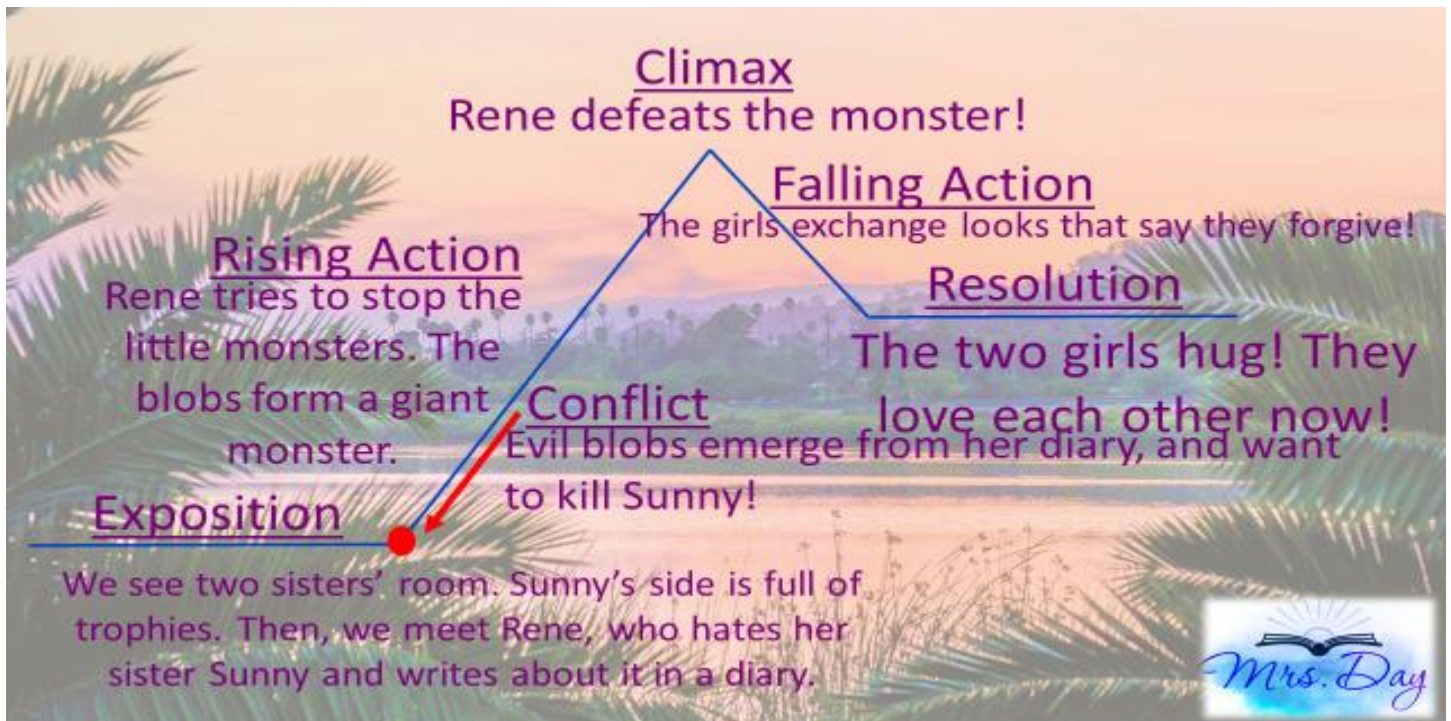


4. Finally, we watched a three-minute film called “Spellbound,” and began to list its points on the plot arc. We didn’t finish this assignment, though, so if you were absent you can complete it with us tomorrow.

Here's what we did on

August 20th, 2019:

1. Warm Up - Use the plot arc graph we learned about yesterday to graph the plot of your favorite book or movie! *NOTE* 1st and 2nd periods seemed to have trouble, and kept writing the climax as the resolution. SO, I instructed later classes to START with the conflict
2. Next, we finished charting the events of "Spellbound," the short film we watched yesterday. We ended up not writing this down, but simply going through them together. Here's what we came up with:



3. Next, we began reading the short story "My Favorite Chaperone." We previewed the "Guiding Questions," but didn't actually start writing anything. We'll do that tomorrow. To catch up with the class, read the first three pages of this text (pp. 3-5).

August 21st, 2019:

1. Warm Up - Lines 66-67 of "My Favorite Chaperone" say this: "and it felt like our family just huddled together on a tiny island in the middle of a great American sea." Using what you know about Maya's family so far, explain what she means by this. Respond in a sentence or two.
2. After our "Brain Smart Start," we began the "Guiding Questions" we previewed yesterday. In class, we worked in our teams, but if you were absent you'll have to do this on your own. Answer these questions on a large index card, and then turn them in to Mrs. Day. Remember that you have two days for every day you're absent to make up missed work.

Guiding Questions –

1. **Stop after line 14.** What can you infer about the main character, just from the first paragraph? Use textual evidence to support your answer.
2. **Stop after line 56.** Lines 15-56 reveal background on and aspects of the story's characters, setting, and conflict. What details explain how an international dating magazine brought the narrator's family to America? Explain how those details reveal characters and setting.
3. **Stop after line 78.** The story's central conflict is revealed in lines 68-78, what is it? What does the conflict reveal about the narrator's parents?
4. **Stop after line 125.** Search lines 111-125 to find words and phrases that reveal Maya's reaction to being called to the office. What does the way she speaks to Mr. Walsh reveal about her feelings?

Here's what we did on

August 22nd, 2019:

1. Warm Up – Two Tasks: Students were instructed to *either* finish their “Guiding Questions” from yesterday OR get their graded “Guiding Questions” and make corrections/additions. If you were absent, make sure you group completed this assignment, and make sure you understand your grade on it.
2. Add these terms to your Vocabulary Notebook: External Conflict – when a character struggles with a force outside her/himself, such as nature, a physical obstacle, or another character. Internal Conflict – when a character struggles with something inside him/herself, like a difficult decision, or an emotional problem
3. In class, we discussed that in “My Favorite Chaperone,” there is both an internal *and* an external central conflict. Also, the external conflict is kind of a representation of the internal one. Groups worked together to figure this out, and most came up with the following answer: The external conflict is whether or not Maya’s parents will sign the Spring Fling form; the internal one is her relationship with her parents and her comfort in America in general.
4. Finally, we read a bit more of this story. If you were absent, read up to Line 261 to catch up with the class.
5. Some classes were able to end the day with a musical-chairs-style game, but obviously you don’t have to make that up!

August 23rd, 2019:

1. Warm Up - Have you ever gotten into trouble for something, but you feel like you didn't deserve it? Maybe your parents thought you did something, but you didn't, or maybe they misinterpreted something you said or did. Write about an experience you've had when you were punished unfairly. Your response should take the form of a short paragraph.

2. After our "Brain Smart Start," we summarized what we've read in "My Favorite Chaperone" so far. Then, we continued reading pp. 11-16. Teams worked together to complete a Pass the Paper assignment. If you were absent, you'll have to do (part of) this on your own. Get a copy from the front pocket of the "Here's What You Missed" binder. You can also find it on the next page of this document if you're reading it from my website. **Since you're working on your own, you only have to complete the first two rows of the table.**

3. Note: Today was a short day, because of our first Friday Fun Zone, so this is all there is to make up today!

August 26th, 2019:

1. We got new seats today! If you were absent, make sure to ask Mrs. Day for your new seat when you return to class.

2. Warm Up (Two Parts) –

1) Add the definition of characterization to your Vocabulary Notebook: Characterization - the way a writer creates and develops characters, either directly stating their traits, or indirectly implying them through the characters' thoughts and actions

2) For today's Warm Up, find a quotation that is an example of indirect characterization in "My Favorite Chaperone." Write the quotation, and explain what it taught you about that character.

3. Placemat Consensus – Teams worked together to read and answer these questions. If you were absent, you may finish the questions with your (new) team on Wednesday. If you're out on Wednesday too, I'm afraid you'll have to complete them on your own.

Here's what we did on

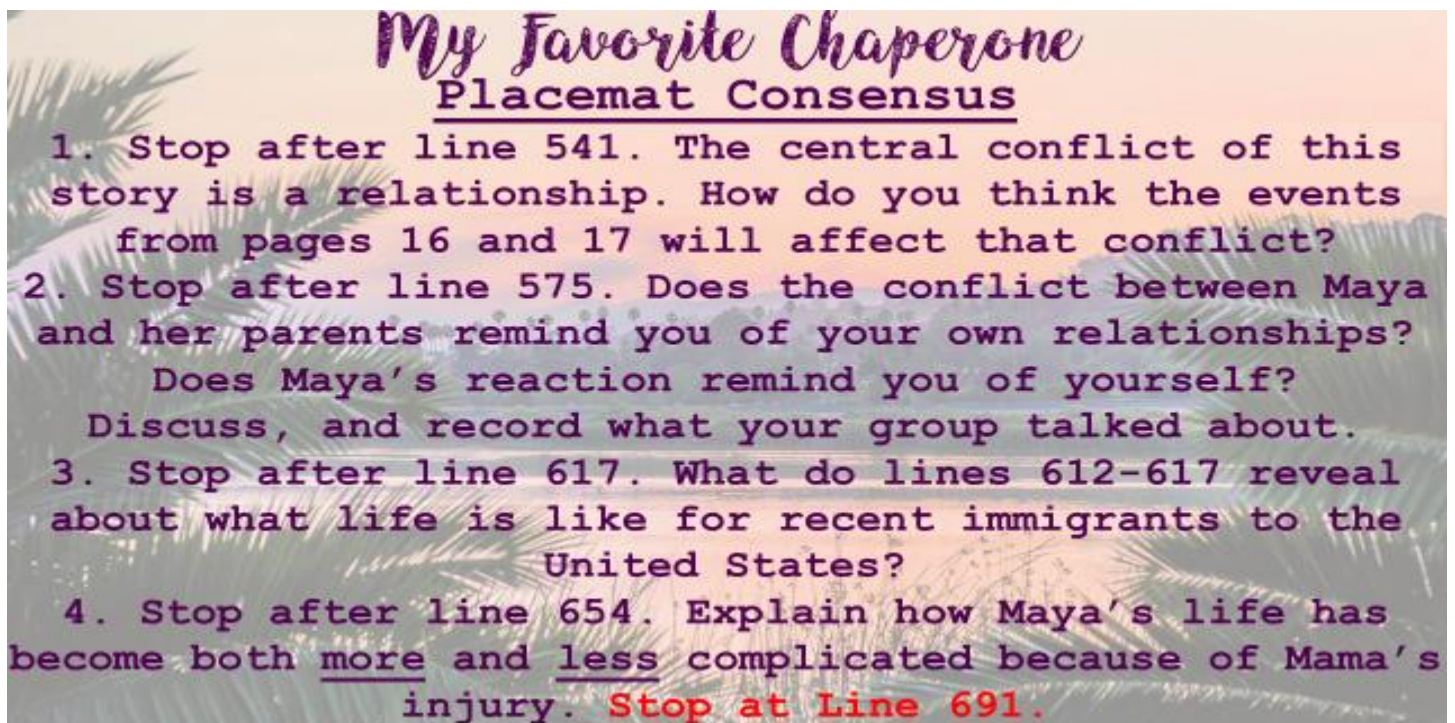
August 27th, 2019:

Today, we were in the Media Center, completing the (optional) summer reading tests. If you were out today and *want* to take one of these tests, make sure you let Mrs. Day know as soon as you return to school. The celebration for summer reading is on Friday.

We then had Story Time! Mrs. Day read the first chapter of *The Mysterious Benedict Society*. You do not have to do anything to make up this assignment, but I'm sorry you missed it!

August 28th, 2019:

1. Students completed our first Everyday Edit. Get a copy of this half-sheet from the "Here's What We Did" binder, follow its instructions, and turn it in to Mrs. Day. This served as a quick diagnostic for Mrs. Day to get an idea where this year's students are in terms of commas, apostrophes, and spelling.
2. After our Brain Smart Start, students continued work with their teams on the Placemat Consensus. If you were absent today, you will finish those questions on your own. You may write them on a small index card and turn them in to Mrs. Day. Here are the questions:



My Favorite Chaperone
Placemat Consensus

1. Stop after line 541. The central conflict of this story is a relationship. How do you think the events from pages 16 and 17 will affect that conflict?
2. Stop after line 575. Does the conflict between Maya and her parents remind you of your own relationships? Does Maya's reaction remind you of yourself? Discuss, and record what your group talked about.
3. Stop after line 617. What do lines 612-617 reveal about what life is like for recent immigrants to the United States?
4. Stop after line 654. Explain how Maya's life has become both more and less complicated because of Mama's injury. **Stop at Line 691.**

Continued on the next page

3. Finally, students started the R.E.A.D. Short Response. You will have additional time to complete this on Thursday, but here is the prompt: **Make a connection between “My Favorite Chaperone” and your own life. This could be a person in the story you identify with, an event that reminds you of something you’ve experienced, or anything else from the text that you can connect to...you! Respond to this prompt in a short, R.E.A.D.-style paragraph.**

Here is Mrs. Day’s paragraph; you may use it for reference if you like:

Short Answer (R.E.A.D.) Question 8/28/19

One of the **R**parts of “My Favorite Chaperone” that I can connect to my life is the way Maya changes the principal’s words in the meeting with her father. The principal **E**said, “Nurzhan was involved in quite a nasty fight,” but Maya told her father that he’d said, “Nurzhan was in a little fight” (p.11). This reminds me of times when, as a kid, I would twist **A** something that had happened at school to sound less bad when I told my parents about it. **I**n that way, my life is just like Maya’s.

August 29th, 2019:

1. We all invented games as our warm up today! You don't have to make up this activity, but I'm sorry you missed it!
2. After our "Brain Smart Start" (in which we learned the first five letters of the ASL alphabet), we finished reading "My Favorite Chaperone!" Finish this short story on your own to catch up with the class.
3. Next, students completed yesterday's R.E.A.D. Short Response. Here is that prompt, again:

Short Answer (R.E.A.D.) Question 8/28/19

One of the **R**parts of "My Favorite Chaperone" that I can connect to my life is the way Maya changes the principal's words in the meeting with her father. The principal **E**said, "Nurzhan was involved in quite a nasty fight," but Maya told her father that he'd said, "Nurzhan was in a little fight" (p.11). This reminds me of times when, as a kid, I would twist **A** something that had happened at school to sound less bad when I told my parents about it. **D**In that way, my life is just like Maya's.

Remember to R – Restate AND answer the question, E – Evidence from the text, A – Analyze how the evidence you picked supports your answer, and D – Draw conclusions/sum up your response (NOT solely copying your introductory sentence).

4. Finally, students worked on Analyze the Text – do numbers 2, 4, and 6 ONLY from p. 28.

Here's what we did on

August 30th, 2019:

1. We spent the first half of class finishing any unfinished work from our study of "My Favorite Chaperone." If you were absent, make sure that you've completed AND TURNED IN your R.E.A.D. Short Response, your group's Placemat Consensus, and that your Analyze the Text (p. 28, numbers 2, 4, and 6) is in your composition book.
2. We took our "My Favorite Chaperone" quiz! If you weren't here, make sure you speak with Mrs. Day ASAP about making this up!

Today was a shorter period because of Work Zone/Fun Zone.