



Here's what we did on

# December 2<sup>nd</sup>, 2019:



1. We played a little teambuilding game as our warm up today – no need to make that up.
2. After our Brain Smart Start, we watched the trailer for *Frozen II*! This was for a reason, I promise. 😊 I reviewed two of the listening strategies we learned last month, “Think Big Picture”, and “Mind the Details”. We discussed those two strategies after watching the trailer. That led us into a discussion of what an “overview” is. I said that it’s, “a general review or summary of a subject”. You’re going to write and deliver a speech this week that includes an overview of a topic. Here are the instructions and grading rubric:

**Teach Me Speeches**  
 For this assignment, you will be researching a topic and writing a two/three-minute speech on that topic. This speech should be an overview of the entire topic. It should also include enough details to make your listeners feel informed, but not so many details that it turns into a list.

Teach Me Speeches – Grading Rubric		
Required Element	Points Available	Points Scored
Your speech gave a broad overview of your topic. <input type="checkbox"/> You summarized the subject well, giving your audience an overall understanding. <input type="checkbox"/>	2	
Your speech provided well-chosen details about the topic to keep your audience interested <input type="checkbox"/> . You mentioned specific, interesting people, works, or points in your topic's history. <input type="checkbox"/>	2	
You quoted two experts on your topic. <input type="checkbox"/> You led-in to those quotations, so that they felt like a natural part of the speech. <input type="checkbox"/> You cited the source of each quotation. <input type="checkbox"/>	3	
You demonstrated a command of formal English when speaking. <input type="checkbox"/> You spoke with adequate volume and pronunciation. <input type="checkbox"/> You made appropriate eye-contact with your audience and did not simply read your speech. <input type="checkbox"/> You spoke for at least two minutes but did not speak for more than three. <input type="checkbox"/>	4	

3. Next, I delivered MY speech, and students studied the rubric to determine what they think I’d receive. Spoiler: I did not get 100%.
4. Finally, students had time to sign up for a speech topic and begin doing research!

Here's what we did on

## December 3<sup>rd</sup>, 2019:

1. As a warm up today, students reviewed what makes an online source “credible” and added that word to their vocabulary notebooks. Add it to yours (credible - worthy of belief or confidence; trustworthy), and also look over this list of questions to ask yourself:

### Ask Yourself These Questions:

- Does this information have an author?
- Is that author an expert on this topic?
- Is this information free from bias?
- Is the information current?
- Can this same information be found in other reliable sources?

If the answer to MOST of these questions is yes, you likely have a reliable source.  
If the answer to more than one of them is no, find your evidence elsewhere.



2. After our Brain Smart Start, students had the rest of the period to research and write their speeches.

Remember, if you are unable/unwilling to present your speech to the class, your guardian must write or email Mrs. Day **by your class time on Thursday** at which time your speech file is also due.

Here's what we did on

## December 4<sup>th</sup>, 2019:

Today was a workday to prepare for our “Teach Me” speeches tomorrow! Students used the entire period to finish writing and practicing their speeches.

I reminded students of the importance of organizing informative writing. *How* you organize is up to you (chronologically, cause-and-effect order, climactic, etc.), but if you don't organize it will end up seeming like nothing more than a list of facts.

I also reminded students about the requirement to have two quotations from two credible sources. Since the grading rubric requires you to give those quotations, lead in to them, and cite your sources, you'll miss three whole points just by forgetting to put in those quotations.

We will deliver speeches tomorrow, so come to class prepared!

\*\*I was absent during 1<sup>st</sup> and 2<sup>nd</sup> periods today for the spelling bee, but the instructions I left on the board explained how students will present tomorrow, and in what order.

Here's what we did on

## December 5<sup>th</sup>, 6<sup>th</sup>, and 9<sup>th</sup>, 2019:

On these three days, we were presenting our “Teach Me” Speeches! If you were absent on all three days (or otherwise did not get the opportunity to present your speech), see Mrs. Day ASAP to schedule a time to do so. It will be before or after school. Remember, you only have two days for each day you're absent to make up old work.

While students were presenting, listeners assessed their speeches by filling out a listening evaluation sheet. Again, if you were absent all three days, you are excused from doing this assignment.

## December 10<sup>th</sup>, 2019:

1. Mini-Lesson: Informative Writing – I taught this mini lesson to the class, but you can get the notes from a partner. Get the mini-lesson sheet from the pocket of the “Here’s What You Missed” binder. I asked students to mark two things, in particular, that I want us to work on in this essay: elaborating on evidence (elaboration should 1. Explain the evidence, 2. Tell why it’s important, or 3. Tie the evidence back to the thesis) and choosing the **best** evidence to suit a particular main idea. Those are two things my students have not scored well on in the past, and therefore are the two things we’ll be working on!
2. We got partners for this week’s “Partner Informative Essay” using awkward eye-contact! Since you weren’t here, come see Mrs. Day to find out who your partner is.
3. Partners started reading the source texts for this essay. Again, see Mrs. Day to know who your partner is!

Here's what we did on

## December 11<sup>th</sup>, 2019:

1. The first thing we did was make a change to our “Informative Partner Essay” prompt. We crossed out “the effects of”, so the prompt now reads: You have been asked to write an article for a newsletter for new California residents to explain earthquakes. This opens up the essay to be able to use the first source, and allows for some more freedom to answer the question.
2. Next, students finished their “first read” of the source texts for the Informative Partner Essay. If you were absent today, finish reading all four texts.
3. Brainstorming Card - Students worked with their partners to complete this brainstorming task. On one side of an index card, make a list of ALL effects of earthquakes listed in the source texts. Then, flip the card over and try to sort those effects into categories. Name the categories.
4. Students who finished their cards then started to plan their essays! They used their brainstorming cards, and the categories they listed became the main ideas for their essay! If you were absent, get with your partner tomorrow to complete this task.

Here's what we did on

# December 12<sup>th</sup>, 2019:

1. For our Warm Up today, we reviewed what a thesis/controlling idea should do/be. I said it should 1) answer the question (prompt), and 2) give the reader a clear picture of the essay to come. Students worked with their partners to create/revise their Informative Essay's controlling idea. If you were absent, collaborate with your partner to check that your thesis does those two required things.
2. After our Brain Smart Start, I went over the plan for the next week and a half. The most important thing you need to know is that we will not be able to write the Informative Partner Essays as planned. I know...you're so sad, right? We *will* finish the essay **plans**, and those will be the last assessment of this 9-weeks UNLESS you score higher than your current assessment average on the progress-monitoring midterm.
3. Next, I did a mini-lesson on "Citing Strange Stuff." Check out those slides on the next page/back of this page. This is important for you to know, as my students often get charts, graphs, pictures, or other visual data as evidence to use on essays.
4. The rest of the class was spent completing the brainstorm card and plan for the Informative Partner Essay. If you were absent, get with your partner as soon as you return to complete those two assignments.

## Writing Mini-Lesson: Citing Strange Stuff

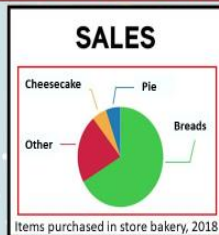
What about when you're given evidence that isn't text?



## Writing Mini-Lesson: Citing Strange Stuff

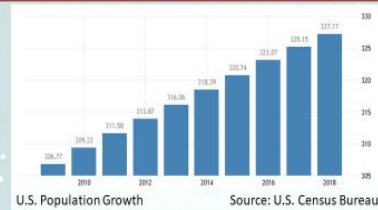
When you want to cite evidence that isn't text, you must explain/describe it to your reader.

## Writing Mini-Lesson: Citing Strange Stuff



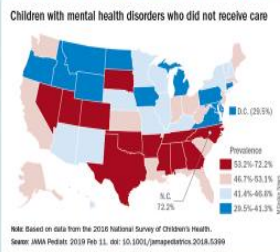
The store's pie chart, shown on p. 42, clearly demonstrates that breads are the most popular items in their bakery.

## Writing Mini-Lesson: Citing Strange Stuff



The bar graph from the U.S. Census Bureau (p. 12) shows that the American population is growing by over two million people every year.

## Writing Mini-Lesson: Citing Strange Stuff



Half of Florida's children with mental health disorders did not receive the care they needed, according to the map in the article "Unseen."

## Writing Mini-Lesson: Citing Strange Stuff

To recap - when citing evidence from a chart, graph, picture, etc., you explain the information rather than directly quoting it.





Here's what we did on

December 13<sup>th</sup>, 2019:

It was a silent  
reading day!

Actually, for the first  
time ever, I also  
allowed silent work  
today. Either way,  
there's nothing to  
make up!

# December 16<sup>th</sup>, 2019:

1. First, students retrieved all work (including the FINALLY graded "Tell Me A Story" assignment) from the return bins. They were instructed to tape in anything that didn't require corrections, and to make corrections to anything they wanted to improve.

2. After our Brain Smart Start, and going over the schedule for this week, I offered a little bit of "Family Feedback." This was something I noticed in LOTS of students' stories:

When you tell a story, you tell the whole thing in EITHER present tense or past tense. You can't switch between the two. It's odd and confusing to the reader. For example,

Present Tense: So yesterday after school I **get** home, and I **hear** the craziest noise coming from the attic! I **go** upstairs, and you won't believe what I **see** there...

Past Tense: So yesterday after school I **got** home, and I **heard** the craziest noise coming from the attic! I **went** upstairs, and you won't believe what I **saw** there...

Either is fine, but DON'T switch, like this: So yesterday after school I **got** home, and I **hear** the craziest noise coming from the attic! I **went** upstairs, and you won't believe what I **see** there...

3. We spent the rest of the period working on our Brainstorming Cards and Partner Essay Plans. If you were absent today, get with your partner to collaborate on this as soon as you return!

Here's what we did on

December 17<sup>th</sup>, 18<sup>th</sup>, 19<sup>th</sup>, and 20<sup>th</sup>, 2019:

**Exam Periods:** We took the PARCC as our progress-monitoring test. As I explained, this test will only be counted if you scored higher on it than your current assessment average. If you were absent for your exam period, you may come during another class *if it is convenient for your teacher and you won't miss anything.*

**Other/Make-Up Periods:** All students finished their Informative Partner Essay Plans and Brainstorm Cards, and had both checked by Mrs. Day. On the Make-Up days, we also did a citizenship check-in and some more “fearless feedback.” None of this needs to be made up, but DO make sure you know what your grade is for this 9-weeks, and have turned in ANY late work or corrected work to Mrs. Day **by Friday.**