

Here's what we did on



# January 7<sup>th</sup>, 2020:



1. Warm Up (please complete if you were absent) - It's a new year!

Let's make some new year's resolutions!

Goal setting is important, but it's just as important to consider *how* you will reach your goals. So, write down two things you'd like to do/be/get better at this year. Your resolutions can be personal or scholastic.

Then, under each one, write 2/3 steps you can take to achieve that goal. Like this:

1) Give up sugar.

- Taste-test/Make/Buy sweet treats w/o sugar.
- Attend Meetings
- Read one book on sugar's effects on the body & watch one doc.

2. After our Brain Smart Start, we did a review of Mrs. Day's policies and procedures. No need to make this up.

3. Next, I talked a little bit about the new "Today's Successes" on the desks. We didn't really do anything with them today, but I explained that they would be ways to check in with yourself and monitor your own behavior and learning.

Continued on back

4. I showed my students the plan for this 9-weeks. Obviously, reading one act of a play will not take up three straight weeks – we will do LOTS of other activities; this is just the overview.

2020 JANUARY						
SUN	MON	TUE	WED	THU	FRI	SAT
			1	2	3	4
5	6	7	8	9	10	11
	Diary of a Young Girl					
12	13	14	15	16	17	18
The Diary of Anne Frank ACT I						
19	20	21	22	23	24	25
The Diary of Anne Frank ACT I						
26	27	28	29	30	31	
The Diary of Anne Frank ACT I						

FEBRUARY 2020						
SUN	MON	TUE	WED	THU	FRI	SAT
						1
	The Diary of Anne Frank FILM					
	The Diary of Anne Frank ACT II					
	The Diary of Anne Frank ACT II + FILM					
Narrative of...Frederick Douglass						

2020 MARCH						
SUN	MON	TUE	WED	THU	FRI	SAT
1	2	3	4	5	6	7
Narrative of...Frederick Douglass						
8	9	10	11	12	13	14
Poetry + D.C. Trip						
15	16	17	18	19	20	21
SPRING BREAK!!!						
22	23	24	25	26	27	28
Informative Essay Writing						
29	30	31				
Writing Review				FSA WRITING!		



5. Finally, we took some time to look over Mrs. Day’s “Literary Elements Song” and decide for ourselves which terms we still wanted to study/practice this year. Remember, reciting/singing this song from memory is worth ten extra credit points ANY TIME this 9-weeks! Here’s the link:

<https://www.youtube.com/watch?v=YsXYM7aFyLo>

Here's what we did on

# January 8<sup>th</sup>, 2020

Today, Mr. Joseph Bowen presented a lecture on the Holocaust entitled, "The Holocaust: from Jokes to Genocide." I'm really sorry you missed it if you were absent today. I need my students to have some working knowledge of the Holocaust in order to begin our study of Anne Frank's diary, so please go to <https://www.ushmm.org/wlc/en/article.php?ModuleId=10005143> and read this introduction to the topic. If you have any questions, bring them to class tomorrow and we'll discuss them!

Here's what we did on

# January 9<sup>th</sup>, 2020

1. Warm Up - In a short paragraph, reflect on Mr. Bowen's Holocaust lecture from Friday. You may write about whatever struck you from the lecture. What was interesting? What did you take away from it? What did you already know v. what was new information?

2. It was my intention to spend a little bit of time answering any questions my students had from yesterday's lecture, but that (and explaining who Anne Frank was) ended up taking most of the period! If you were absent, please read this short article

<https://www.annefrank.org/en/anne-frank/who-was-anne-frank/> to gain an understanding of who Anne Frank was and her impact on the world. We'll be reading excerpts from her diary starting tomorrow, and working with other texts about her for several weeks.

# January 9<sup>th</sup>, 2020

1. We didn't have a warm up today, just set our goals on our "Today's Successes" cards.
2. Students started reading *The Diary of a Young Girl* on their own, taking notes on a small index card. Here were the instructions for that assignment – "The Big Question: Notes": As you read, keep your note card handy. Any time you find text where Anne talks about her "unique situation" OR text which could have been written by any teenager (at any time), note the page and line numbers. We'll use the evidence you gather on that card to do a short assessment next week.

Here's what we did on

# January 10<sup>th</sup>, 2020

As today was a short period, so after our Brain Smart Start students worked on their own to read the excerpts from *The Diary of a Young Girl*. As they read, here were their instructions:

As you complete your first reading of this text, notice when Anne writes things any teenager could have written, and when she writes things that are specific to her situation. Students kept notes of those quotations on an index card, noting page and line number. If you were absent, start reading this text, noting those page and line numbers.

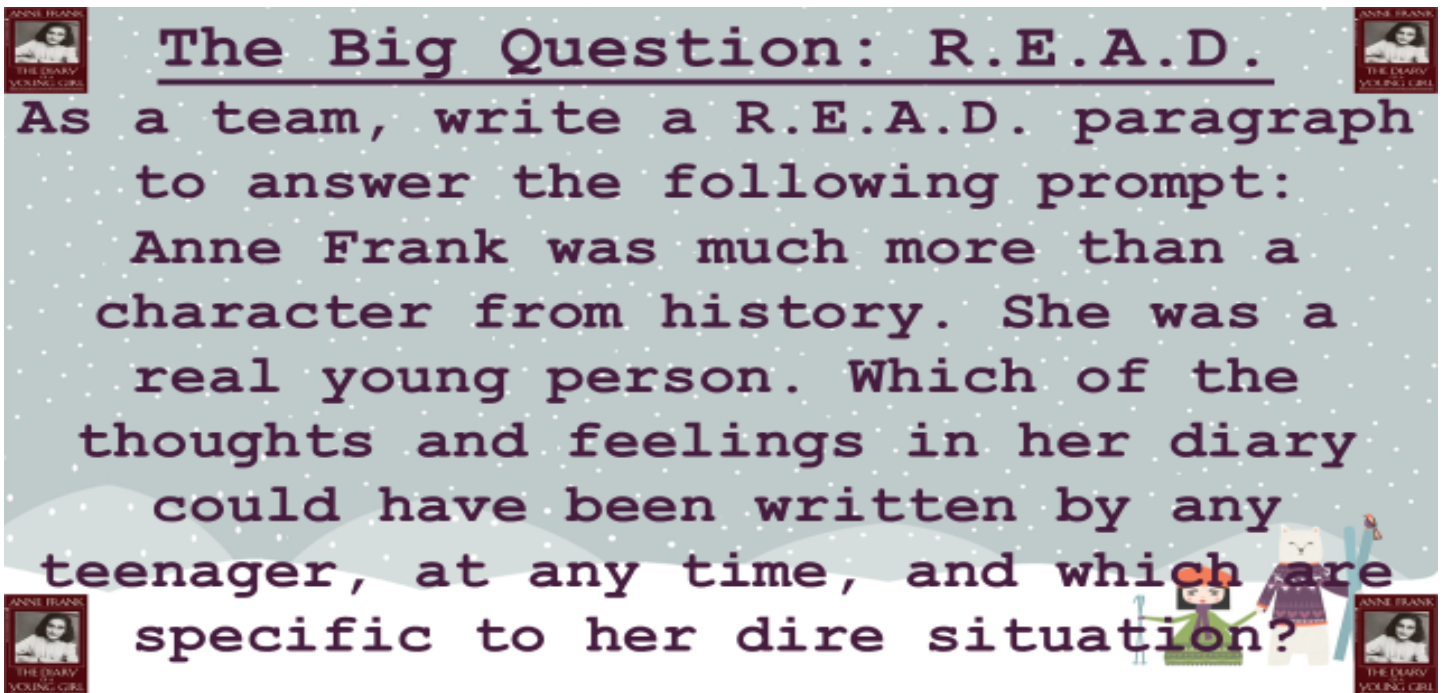
Here are pictures of the people mentioned in the text in case it helps you to have a visual!



Here's what we did on

# January 13<sup>th</sup>, 2020

1. We started today with a little “Team Grammar Challenge.” You don’t have to make it up, but I’m sorry you missed it!
2. After our Brain Smart Start, students worked to complete their first reading of *The Diary of a Young Girl* and continue taking notes on the things Anne says. If you were absent, finish reading pp. 355-365. On your index card, note page and line number when 1) Anne says things that are specific to her dire situation and 2) when she says things that any teenager might.
3. Different classes got to different points in the reading today, so we finished by looking at the R.E.A.D. assignment for tomorrow. Here it is:



The Big Question: R.E.A.D.

As a team, write a R.E.A.D. paragraph to answer the following prompt:

Anne Frank was much more than a character from history. She was a real young person. Which of the thoughts and feelings in her diary could have been written by any teenager, at any time, and which are specific to her dire situation?

Here's what we did on

# January 14<sup>th</sup>, 2020

1. We didn't have a warm up today, we got started right after our Brain Smart Start.

Our two goals for "Today's Successes" were:

- I came to the discussion prepared w/ ideas of my own.
- I listened to and considered the ideas of others.

2. Students first went through the index card they've been developing while reading *The Diary of a Young Girl* (The Big Question: Notes) and selected what they felt were the **best** two pieces of evidence to fit the writing prompt.

3. Then, they discussed the prompt with their team and collaborated to pick their favorite evidence of all to use to answer the R.E.A.D. question.

If you were absent, you'll have to complete this R.E.A.D. paragraph on your own. Here is that prompt:

The Big Question: R.E.A.D.

As a team, write a R.E.A.D. paragraph to answer the following prompt:

Anne Frank was much more than a character from history. She was a real young person. Which of the thoughts and feelings in her diary could have been written by any teenager, at any time, and which are specific to her dire situation?



Here's what we did on

# January 15<sup>th</sup>, 2020

1. We didn't have a warm up today, we got started right after our Brain Smart Start.

Our two goals for "Today's Successes" were:

- I am confident about the evidence my team selected (for our R.E.A.D. paragraph).
- I feel like I have a solid understanding of *The Diary of a Young Girl*.

2. Next, students worked with their teams to complete the R.E.A.D. paragraph they started yesterday. If you were absent *either* today or yesterday, you can get credit for your team's paragraph. If you were absent *both* days, you'll have to do this on your own.

**The Big Question: R.E.A.D.**

As a team, write a R.E.A.D. paragraph to answer the following prompt:

Anne Frank was much more than a character from history. She was a real young person. Which of the thoughts and feelings in her diary could have been written by any teenager, at any time, and which are specific to her dire situation?

3. Finally, my students chose to do a quick quiz in place of the "Analyze the Text" assignment I'd planned. This will count as a class work grade.

Get a copy from the front pocket of the "Here's What We Did Today" binder in class. Fill in the bubble sheet, and get it back to Mrs. Day within the two days allotted for every day you're absent.

Here's what we did on

# January 16<sup>th</sup>, 2020

1. Warm Up - Add the definition of literature to your Vocabulary Notebook. **Literature (noun) written works, especially those considered of superior or lasting artistic merit.**

Then, in the regular section of your composition book, answer this prompt: **Do you think Anne Frank's diary should be considered a work of literature, in addition to a historical document? Give your answer and explanation in a sentence or two.**

**Our two "Today's Successes" goals for the day were:**

- I understand what "literature" is.
- I understand the argument over Anne's diary being literature.

2. After our Brain Smart Start, we started reading a new text called "Anne Frank: The Book, The Life, The Afterlife." As we read, I asked students to consider two guiding questions:

- *So, should we consider *The Diary of a Young Girl* to be literature?*

- Does the author, Francine Prose, make a strong argument in this text?

We didn't finish our first reading, and needed a brain break in our class, so if you were absent just read to line 110 on p. 372.

Here's what we did on

# January 17<sup>th</sup>, 2020

We had two tasks to complete in class today, and students worked on their own (and with a partner) to complete them at their own pace/s.

1) Get all old work from the return bins. If you're happy with a grade, tape it into your composition book. If you want to make corrections to anything, do so and then re-submit the assignment to Mrs. Day.

2) Evaluate the Argument – Work with a partner (if you were absent, you'll have to complete this on your own) to finish reading “Anne Frank: The Book, The Life, The Afterlife.” Then, decide whether you think its author, Francine Prose, made a strong argument. On a small index card, write a short analysis (3-4 sentences) that explains whether or not you believe her argument in this text was strong. You'll need evidence to answer this question thoroughly, but it doesn't need to be a direct quotation/quotations. Paraphrasing or summarizing the text will be sufficient.

Here's what we did on

# January 21<sup>st</sup>, 2020

We took a break from our regularly-scheduled curriculum today to study one of America's greatest orations (speeches) – Dr. Martin Luther King's "I Have A Dream" speech. Actually, it was never titled that, but that's something we talked about in class 😊. The text of the speech is on my website (under "Class Documents"), and you can watch the speech here: <https://www.youtube.com/watch?v=smEqnklfYs&t=907s>

We reviewed what figurative language is:

**Figurative Language Hunt** 1/21/20

**Figurative Language Examples:**

- Simile
- Metaphor
- Personification
- Hyperbole
- Allusion
- Alliteration

Also:  
Repetition  
Opposites

Right now, use your book's glossary to add any of these words that you don't already have (and their definitions) to your Vocabulary Notebook.

Then, we completed a "Figurative Language Hunt":

**Figurative Language Hunt** 1/21/20

Read/Listen to the speech.

With your group, find as many examples of figurative language as you can! Write them on a large notecard like this:

Alliteration - "sweltering summer"  
Metaphor - "flames of injustice"

King is comparing fire and injustice because they both hurt and destroy.

You must explain what two things are being compared for all similes and metaphors.

If you were absent, create your own "Figurative Language Hunt" on an sheet of paper. You should find at least six examples of figurative language.

# January 22<sup>nd</sup>, 2020

1. Warm Up - Get a “Drama Terms” crossword puzzle from the “Here’s What You Missed” binder. We’ll be working with these terms over the next few weeks, so make sure you understand all of them, and can recognize them in dramatic works. You *might* even see them come up soon in some kind of...quiz. 😊
2. We talked a little bit about the setup of the play *The Diary of Anne Frank*. Major takeaways – it’s a work of fiction. While it’s based on a real historical event, the dialogue and events were made up by the playwrights. Also, all of the characters in this play are on stage at all times. We talked about the ways that this makes the audience see/feel how trapped the characters are.
3. We read/listened to Act I, Scene I of *The Diary of Anne Frank*. Read this scene to catch up with the class.
4. Exit Ticket - Why do you think the playwrights, Goodrich & Hackett, made the decision to start this play with a flash forward? What purpose does it serve? What tone does it set?

Here's what we did on

# January 23<sup>rd</sup>, 2020

1. As a warm up, students set up a new page in their composition books for a “Character Study Chart.” Basically, you’re going to pick one character from this play, and follow her/him through all of Act I. You’re going to carefully inspect his/her actions and dialogue to see what they tell you about who she/he is as a person. Here’s an example for the character Mr. Frank:

<u>Character Study Sheet</u>		
<u>My Character: Otto Frank</u>		
<u>Action/Dialogue</u>	<u>Page &amp; Line</u>	<u>What this tells me about the character.</u>
“There were too many of the Green Police on the streets...we had to take the long way around.”	p. 284, lines 224-227	It seems, immediately, like Mr. Frank is the one in charge of his family. He seems to know what’s going on, and is making the decisions for the rest.

2. Read Act I, Scene II of *The Diary of Anne Frank* up to Line 590. As you read, remember to practice seeing things in your mind as you read. Also, start thinking about what character you’d like to focus on in your Character Study Sheet.

Here's what we did on

# January 24<sup>th</sup>, 2020

Actually, I was absent today! Here are the instructions I left on the board:

*Mrs. Day  
get a ND in  
the year board!*

## THE PLAN

- 1) Finish reading Act I, Scene II of The Diary of Anne Frank. You may read in parts or silently on your own.
- 2) Select the character\* you'll follow through Act I of this play, and create three entries on your Character Study Sheet for Scene II. Remember, the entries should focus on what certain actions + dialogue tell us about who a character is, not merely how they're feeling at that one moment.

Action/Dialogue	Page + Line	What it tells me about the character:
"You can't throw...? Something they branded you with...? That they made you wear so they could spit on you?"	p. 289, lines 581-584	<del>This shows that Peter is angry at the Nazis.</del> This shows that Peter is passionate about his beliefs, and not afraid to show it.

\*For this assignment, you may not choose Miep, Dussel, or Kraler. They don't get enough character development.

Mrs. Day loves you; see you Monday!

Please read those instructions CAREFULLY! I had a few students last year who didn't remember they were following ONE character through Act I, and had to redo a lot of their chart. Also, pay attention to the example I crossed out, and the correct one beneath it.

Here's what we did on

# January 27<sup>th</sup>, 2020

1. It's Literacy Week here at Cobb! For today's Warm Up we talked about our "first loves" – the first books we loved as children. You don't need to make this up, but be prepared to talk about a love of books this week!
2. After our Brain Smart Start, I reiterated what I'm looking for in your Character Study Sheet. See, the point is for us to focus on a language arts standard that says, "Analyze how particular lines of dialogue or actions...reveal aspects of a character." SO, in the "What This Tells Me About The Character" section of your chart, I'm NOT looking for how that character is feeling/what they're thinking in the moment. Rather, I'm looking for what that action or line of speech tells you about who they are as a person. Here's my example:

<u>Character Study Sheet</u>		
<u>My Character: Peter Van Daan</u>		
<u>Action/Dialogue</u>	<u>Page &amp; Line</u>	<u>What this tells me about the character.</u>
"You can't throw...? Something they branded you with...? That they made you wear so they could spit on you?"	p. 289, lines 581-584	<del>This shows me that Peter really hates the Nazis.</del> This shows me that Peter is passionate. He cares a lot about things, and he's not shy with his opinions.
<b>Scene II – Three Entries</b>		<b>Scene III – Four Entries (it's long)</b>

3. Next, we started reading Act I, Scene III as a class. To catch up with us, read up to p. 296. Some classes had time to work on their Character Study Sheets at the end of class while others didn't.



Here's what we did on

# January 28<sup>th</sup>, 2020

1. We played a little literature trivia game today. I'm sorry you missed it! You don't have to make it up, though.
2. Reminder – If you need/want to take your composition book home, you may always do so. It's yours, after all. However, several people have gotten zeros lately because their CB wasn't in the bin when I went to grade something. Please leave them in your class' bin when you can!
3. I checked your Character Study Sheet so far, and made marks so you'd know if you're on the right track. Look at your chart, and see me if you have any questions.

Character Study Sheet Check #1 –  
For Feedback Only (Not for a Grade)

✓ This tells me something about who the character is as a person!

\* This tells me what the character is feeling/thinking at the moment.



4. We read a little bit more in *The Diary of Anne Frank*, so make sure you've read up to p. 297 if you were absent today!

Here's what we did on

# January 29<sup>th</sup>, 2020

1. For our Literacy Week activity today, we took a little “Which YA Literary Character Are You?” personality quiz! You don't have to make this up if you were absent, but there are some extra copies in the “Here's What We Did” binder (front pocket) if you'd like to do it!
2. After our Brain Smart Start, we read more of *The Diary of Anne Frank* Act I, Scene III. Read up to p. 300 to catch up with the class.
3. After reading, we worked on our Character Study Sheets. Here is the reminder I gave students:

Time to work on Character Study Sheets

Remember (and I realize I may be stressing this to death) the learning goal:

Analyze how particular lines of dialogue and actions reveal aspects of a character.



Here's what we did on

# January 30<sup>th</sup>, 2020

1. Today, we celebrated literacy by taking it back to kindergarten with Story Time! There's nothing to make up if you weren't here, but I'm sorry you missed it!
2. Next, we finished Act I, Scene III in *The Diary of Anne Frank*. Read up to p. 309 to catch up with the class!
3. Most classes didn't have much time after reading to work on their Character Study Sheets, so we'll take some time to finish Scene III on Monday.

Here's what we did on

January 31<sup>st</sup>, 2020

On this, the last day of Literacy Week, we had a silent reading day! There's nothing to make up if you were absent, but I hope you have something to read that you LOVE. If you don't, ask Mrs. Day for a recommendation!