



Here's what we did on

October 1st, 2019:



1. We began today by going over Friday's Tracing Arguments IV, and some of the common errors people made. Here is the slide I shared with the class:

Warm Up 10/1/19

Retrieve your Tracing Arguments IV (and anything else of yours) from your period's return basket.

Note: if you did not correctly identify the claim of this text, I could not give you credit for reason or evidence either.

<p>Tracing Arguments IV 9/28/19</p> <p>✓ Claim – Parents should back off, and give their young adult children room to learn and grow on their own.</p> <p>✓ Reason – Parents are doing too much to manage their college-age children.</p> <p>✓ Evidence – “One in five students in our study report parents are editing and proofing their papers...” (lines 172-173).</p> <p>✓ Evidence – “...many college students are in frequent contact with their parents – nearly twice daily, on average...” (lines 163-164).</p> <p>✓ My Evaluation – Hofer makes a great argument here. She is, herself, an expert on this subject. However, I wish she had used more evidence from outside sources.</p>	<p>Evaluation – Your opinion on whether or not this was a good argument, based on what you know a good argument should have/be.</p>
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2. After our “Brain Smart Start,” we moved on to our “Moving Debate.” You do not have to make up this assignment, and in fact we will work on the skills we practiced today while doing the argumentative essay we will start tomorrow.

October 2nd, 2019:

1. Warm Up - How do you feel about argumentative essays? How good do you feel you are at them? What aspects of a text-based essay are you good at, and what aspects do you know you need to work on? Reflect on argumentative essays, in general, in two-three sentences.
2. After our “Brain Smart Start” we went over the plan for the next week and a half (the last days of this 9-weeks). Basically, they’ll be filled with writing our argumentative essays!
3. Next, we did a first-read of the essay prompt and the sources (well, the first two). To catch up with the class, read the prompt and the sources. Mark the text in any way you feel will be useful to you. I gave the class *my* strategy of marking evidence for one side of an argument in one color and evidence for the other side in a different color. However, you should mark it however is useful to you.



Here's what we did on

October 3rd, 2019:

Actually, I wasn't here today! I was on the "Hipler" field trip! Here's what I left on the board for my students. If you were absent, take the time to work on your essay plan at home, so that it can be ready to check by Monday at the latest.

The Plan:

With your team (or on your own - at the substitute teacher's discretion), complete the "Close Read" questions and "Discuss + Decide" question on pp. 25-29*. Then, begin your Planning Sheet, starting with your claim. Tomorrow, I will start checking those Planning Sheets, and once yours is a 12/12, you may begin typing your essay.

* If yours was one of the classes that didn't finish reading all three sources yesterday, do that first.

Use your teammates as resources! I'll bet that there's at least one person in each team who's good at writing claims, another who's good at finding evidence, another who's good at opposing claim/counterargument, etc. Help each other to excel!

♥ Mrs. Day

Here's what we did on

October 4th, 2019:

1. We started today with a mini-shadowbox. Can you figure out what the “He” in this poem is?

In the heavens and the Earth
He makes the stars shine
yet He cannot be seen
He is noble, abundant
and fills the Universe
He can lift you into the sky
and bring you gently down
He can take many forms
He can help heal
He can help kill
He can help create
and He can help destroy
Praise be unto He



2. Next, I showed my students where to find all of the resources available to help them on their argumentative essays. On my website, click on “Class Documents,” then “Argumentative Essay Documents – 8th Grade.” There, you can find a digital copy of the prompt and sources, my model essay and plan, along with lots of other things to help you write this essay.

3. Students spent the rest of the period working on their argumentative essay plans. Make sure you finish yours and have Mrs. Day grade it *before* starting to type your essay!

Here's what we did on

October 7th, 2019:

Today we worked on our argumentative essay plans and on the essays themselves. Once students had their plans checked by me, they were free to start typing.

I also went over two of the resources I have for you to use while writing this essay. Those were my “Introductions: How-To” (which can be found here: <https://www.leonschools.net/Page/29813>) and “Leading In to Evidence” (found here: <https://www.leonschools.net/Page/37696>).

The rest of the period was given over to planning and typing! If you were absent, make sure you are on track to have your essay finished by class time on Thursday!

Here's what we did on

October 8th, 2019:

Once again, today we were working on our argumentative essays! I shared two more of my resources, the grading rubric (which you can find here: <https://www.leonschools.net/Page/29816>) and a video on transitions (found here: <https://www.leonschools.net/Page/34366>). I spoke with my students about using more sophisticated transitions, instead of the ridiculously tired “Firstly,” or “In conclusion.” It’s not that those things are *wrong*, per se, just that they’re a bit immature and I believe my 8th graders can do better!

The rest of the period was used for typing those essays! If you were absent, make sure you are on track to have your essay finished by class time on Thursday!

Here's what we did on

October 9th, 2019:

I began today with a bit of an apology. I thought my 8th graders had more experience with essay writing than it turns out they have had. Whoops! I tried to rectify my error by spending some time going over my sample essay in depth, showing some corrections for common mistakes my students seemed to be making. I also reviewed the resource on how to write conclusions.

Also in an effort to correct my mistake, I moved the deadline for this essay to Friday! I will print out everyone's essays *during their class period* on Friday. So make sure what I print is what you want graded!

The rest of the period was used to work on essays!

October 10th, 2019:

After our “Brain Smart Start” I drew my students’ attention to three small conventions errors I’ve noticed in their essays thus far.

1) Always put a comma before a quotation.

Example: The child psychologist, Eden Foster, says, “Cyberbullying can be worse than traditional bullying.”

2) Indent each new paragraph. Put your cursor (the blinking line that shows where you’re currently typing) in front of the first letter of the paragraph and press “Tab.” Or, you can hit the space bar five times if you prefer.

3)

Remember,

Affect is a

Verb.

Effect is a

Noun.

After these short announcements, we spent the whole period working on argumentative essays!

Here's what we did on

October 11th, 2019:

As this was the final day of the 9-weeks, we used it as a “Taking Care of Business” day. Students received grade printouts, and had the whole period to make edits/additions to old work or turn in old assignments. Students should have left the classroom today knowing what grade would appear on their 1st 9-weeks report card.



I also had to make a big announcement. I decided that the grades for the argumentative essay would go onto next 9-weeks' gradebook. I thought a lot about it, and decided that if you've had an A all term long it wasn't kind or productive for me to put in a grade at the last minute that you had no opportunity to fix. So, that will be the first grade for *next* 9-weeks. It is still my goal, however, to have those essays back to you on Tuesday so that you can see my feedback and make corrections.

Here's what we did on

October 15th, 2019:

1. Our Warm Up today was a reflection on the argumentative essay writing *process* (i.e. how you went about writing this essay, not how you performed on it). You don't have to make this up, though.
2. Mrs. Day's Essay Takeaways – Please **get these notes from a classmate**. They're short (only four things), but they represent the things that I saw in LOTS of essays, not just a few.
3. I talked, again, about how grades should be FEEDBACK, NOT JUDGEMENT. I even made a little picture to illustrate this idea:

Time for Feedback



I am not a referee who only cares about judging what you did right or wrong.

I'm your coach. What matters to me is that you improve, and there is NO ONE who wants to see you win more than I do. I am giving you this feedback because I care about you.

4. Next, students got their graded argumentative essays back. YES I DID GRADE 136 essays IN A WEEKEND! Hold your applause, please.
5. Essay Corrections Card (i.e. How to Improve This Grade):

Feedback Reflection

Blue highlighting = A Shout Out
Green highlighting = Opportunity for Improvement

Corrections Card

1. Write one thing Mrs. Day felt you did well on this essay. This may require looking at all of the blue highlights and making a deduction. You can also use the grading rubric.
2. Write one thing Mrs. Day felt you could improve upon in this essay. Again, you may have to look at the green highlights and find a pattern.
3. If you wish to bring this grade up, what steps can you take to do so?

October 16th, 2019:

1. Warm Up – Students worked with their teams to use phones/smart devices to learn as much as they could about Edgar Allan Poe in five minutes. You do not have to make up this assignment, but read the “Background” on Poe on p. 89 to learn a little bit about this famous author.
2. After our “Brain Smart Start,” we began our first reading of “The Tell-Tale Heart.” Read up to Line 134 to catch up with the class.

We didn't talk much about the story, I really wanted my students to just experience the story, however we did talk about the way Poe taps into a lot of universal fears in this story. Notice how he uses the fears of the dark, of being watched, of noises in the night, and of death itself to make this story so scary and suspenseful.

3. Exit Ticket – In your composition book (not on an index card), respond to the following prompt: “The Tell-Tale Heart” is a classic of the horror genre. Write a couple of sentences about *why* you think this story, and its narrator, are so interesting/creepy/thought-provoking.

Here's what we did on

October 17th, 2019:

1. For our Warm Up today, we went over yesterday's Exit Ticket, and shared what it was about "The Tell-Tale Heart" that we, personally, had found so interesting/creepy/suspenseful. If you were absent, you don't need to make this part up.
2. After our Brain Smart Start, we finished our first reading of "The Tell-Tale Heart." Finish this story to catch up with the class.
3. We watched the following video:
<https://www.youtube.com/watch?v=ENDzM02Kowc> . Watch this on your own, and (in your head, no need to write it down) answer the question at the end.
4. Get these two "Big Ideas" into your Vocabulary Notebook:

Big Ideas for Today

<p><u>Unreliable Narrator</u> – one who tells a story in a way that makes the reader doubt what she/he is saying. If we can't trust him, can we trust anything he says?</p>	<p><u>Suspense</u> – the sense of growing tension, fear, and excitement felt by the reader. Why was this story suspenseful?</p>
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5. Finally, we started answering the Guiding Questions for this story. You may complete these with your team tomorrow, as we only worked on them for five-ten minutes.

Here's what we did on

October 18th, 2019:

1. Students worked with their (new) teams to complete the following questions. If you were absent, you'll have to complete these on your own and turn them in to Mrs. Day.

1) (Lines 45-52) Select details that suggest that the narrator may not be reliable. What is it about him that makes him seem unreliable?

2) Lines 103-115. Find examples of ways Poe creates suspense. Why do these phrases create suspense?

3) Lines 130-141. In this passage, how does the narrator try to convince the reader that he is sane and reliable? What effect do the narrator's explanations have on the reader?

2. I also spoke with the class about one more way a narrator can be unreliable. So far, we've seen a narrator who is untrustworthy because he was outright lying:



We have another narrator who's unreliable because he is/seems mentally unsound:



I showed the class one more example – someone who is unreliable as a narrator simply because she is too young and lacks the language skills to tell a whole, factual story:



Today we had very short periods because of the Fall Sports Pep Rally.

October 21st, 2019:

1. We started today with a little teambuilding game! You don't have to make this up, but I'm sorry you missed it!
2. After our Brain Smart Start, we went over team jobs. Remember, this 9-weeks you'll have one job for the first half (4 weeks or so). It is your responsibility to do that job every day. We also talked about "High Fives." If someone has done something nice for you, write a little high five for them! Put it in my inbox, and I'll staple them onto the bulletin board.
3. Analyze the Text – Answer questions 1, 2, 5, and 6 from p. 96. These questions should clarify your understanding of the "big ideas" in "The Tell-Tale Heart." (This is a solo assignment).
4. R.E.A.D. Paragraph - How does Edgar Allan Poe create suspense in his short story, "The Tell-Tale Heart"? Your answer should take the form of a paragraph, using the R.E.A.D. strategy.

Use the unlined side of your card to make some notes before you begin writing. List a few things that make this story suspenseful. Then, pick the best evidence you can find, and write it down. The lined side should be an organized, R.E.A.D. paragraph with carefully-selected evidence. Change writers with each new sentence.

Here's what we did on

October 22nd, 2019:

1. Our first objective today was to complete the R.E.A.D. Paragraph from yesterday. If you were absent, you'll have to complete this on your own. You may do it on a large index card, and turn it in to Mrs. Day. Here is the prompt:

Warm Up – Finish Short Response (R.E.A.D.)

How does Edgar Allan Poe create suspense in his short story, "The Tell-Tale Heart"?

Your answer should take the form of a paragraph, using the R.E.A.D. strategy. Use the unlined side of your card to make some notes before you begin writing. List a few things that make this story suspenseful. Then, pick the best evidence you can find, and write it down. The lined side should be an organized, R.E.A.D. paragraph with carefully-selected evidence. Change writers with each new sentence.

As a reminder, a R.E.A.D. paragraph should R – RESTATE AND answer the question/s, E – (Give) EVIDENCE that proves your answer, A – ANALYZE the evidence (explain/elaborate, in detail, why your chosen evidence proves your answer), and D – DRAW CONCLUSIONS.

2. Next, we did an assignment called "Analyze the Assignments." Basically, students worked with their teams to look at the three main assignments we did about "The Tell-Tale Heart." Then, they created two quiz questions. The point of this was to review the material and try to anticipate what I'd ask on the Quick Quiz. You do not have to make up this activity, but DO review/study those three assignments – Guiding Questions (done with your team), Analyze the Text, and the R.E.A.D. Paragraph.

3. Quick Quiz! Please see Mrs. Day as soon as possible to make up this quiz. Remember that you have two days for every day you're absent to make up missed work.

October 23rd, 2019:

1. We began today by retrieving all returned assignments. You should find the Guiding Questions from Friday, the R.E.A.D. Paragraph we finished yesterday, and the Quick Quiz. After I went through some of the common errors and showed a student exemplar, students had times to make corrections and additions to those assignments. If you were absent, **get any returned work and make any corrections/additions/edits you wish and turn the work back in to Mrs. Day.**

2. Next, we had a brief discussion about the medium of film. Specifically, why do filmmakers change things from books when those books are adapted into movies?

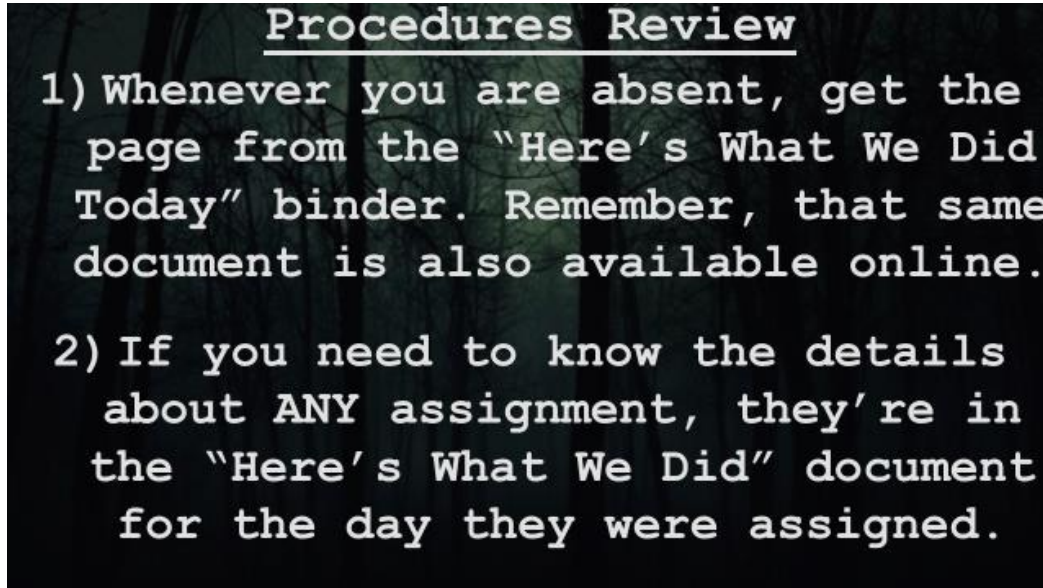
3. We watched this short film!

[https://www.youtube.com/watch?v=wDLLHTdVSgU&t=3](https://www.youtube.com/watch?v=wDLLHTdVSgU&t=322s)

[22s](https://www.youtube.com/watch?v=wDLLHTdVSgU&t=322s) . Watch the film, and fill in the Text-to-Film comparison T-chart (available in the “Here’s What We Did Today” binder. Remember, you’re trying to deduce *why* the filmmakers made the changes they did, and made the artistic choices they did. **“To make the film more interesting,” is NOT an acceptable answer.**

October 24th, 2019:

1. After our "Brain Smart Start," I did a quick reminder for my students about what do to when they're absent:



2. Next, we took a "Lovecraft Listening Quiz" about the author H.P. Lovecraft. To make up this assignment, you should **listen to the first three minutes** of this radio documentary:

<https://www.youtube.com/watch?v=l1GVG8I5DE8> .

After (or during) your listening, answer these three questions:

- 1) What makes H.P. Lovecraft's horror stories different from those of other writers?
- 2) Would you call Lovecraft a successful writer? Explain the answer using what you learned from the piece.
- 3) Does H.P. Lovecraft sound like an author whose work you would chose to read? Why or why not?

3. Next, we did a "Dictionary Drill" to look up some of the challenging vocabulary as we read "The Outsider." You can't make up this activity, but definitely **get the definitions from a classmate**. You'll circle each word, draw a line to a point in the margins, and define the word there. **Then, read "The Outsider" from p. 21-p.23.**

Here's what we did on

October 25th, 2019:

Unfortunately, I had to be absent today! I'm sorry, I was feeling unwell.

Here are the instructions I left on the board: Please read "Scary Tales" on pp. 99-101 of the textbook, as well as "Determine Author's Viewpoint" and "Analyze the Meanings of Words and Phrases" on p. 102. You may read in any way you (and your group) choose, silently or by throwing the ball. Then, complete questions 2, 3, and 7 of Analyze the Text.

If you were absent, read those texts and complete those three questions.

Remember that you have two days to make up missed work for every day that you were absent.

October 28th, 2019:

1. Warm Up - On your own, complete tasks 1-3 at the bottom of the pages of "The Outsider". We discussed these answers as a class, so feel free to work with a teammate to check your answers.
 2. Next, we did another "Dictionary Drill" as we continued our reading of "The Outsider". **To catch up with the class, read this story up to p. 24, line 83 and get the definitions from a teammate.**
- This seems like we didn't do a lot today. We played some games and did some other during-reading strategies, I promise, just nothing needing to be made up. 😊

October 29th, 2019:

1. Warm Up - Collaborate with your team to write a brief summary of “The Outsider” so far (pp. 21-23). A summary should include all important pieces of a story, but should leave out less-significant details. Small index card.
2. Next, we finished reading “The Outsider!” This is a complex story, with at least two big twists. If you were absent, finish reading the story (pp. 21-30). You may want to talk to your teammates about the events; we broke a lot of the story down together as a class.
3. Next, we did tasks 6, 8, and 10 in our “The Outsider” packets. We’ll finish that tomorrow.

October 30th, 2019:

1. Warm Up – **Complete Tasks 6, 8, 10, and 12 of your “The Outsider” packet.** In class, students were able to work with their teams, but if you were absent, you'll need to finish these on your own.
2. Next, we did a quick, silly review game called “Stand Up, Hand Up, Pair Up, Share Up”. You definitely do not need to make up this game if you were absent, but do take a moment to think about the narrators of both “The Tell-Tale Heart” and “The Outsider”. What can you recall about their perspectives, or points of view?
3. Students worked on an assessment called Literary Analysis. Get a copy of this assessment from the “Here's What We Did” binder (front pocket). You will need your “The Outsider” packet as well as a textbook for this assignment, so check out a textbook from Mrs. Day.

Here's what we did on

October 31st, 2019:

Well, today did not go as I'd planned. I thought we'd spend the first ten-to-fifteen minutes finishing our Literary Analysis, and then do a fun Halloween activity. However, the assessment took almost the entire period. SO, we'll do our spooky, scary Halloween creative writing assignment tomorrow, and move tomorrow's Persuasive Paragraph to Monday.

If you were absent, get your Literary Analysis from Mrs. Day, and finish it. Remember that you have two days (for every day you're out) to make up old work. Also, make sure tasks 6, 8, 10, and 12 of your "The Outsider" packet are complete and correct to the best of your ability.

See you in November!