



Here's what we did on

September 3rd, 2019:

1. We started out with a warm up that reviewed some of Mrs. Day's classroom policies and procedures, then we moved on to our "Brain Smart Start." You don't need to make up either of these activities.
2. Next, I spoke to my students (at some length, I rather fear) about how to make "Conventions Jail" corrections, quiz corrections, and all other kinds of corrections and revisions. Here are those slides:

I GIVE YOU FEEDBACK BECAUSE I CARE ABOUT YOU & WANT YOU TO IMPROVE.

If judgement were all I cared about, I would just put a grade on it and move on!

I GIVE YOU FEEDBACK BECAUSE I CARE ABOUT YOU & WANT YOU TO IMPROVE.

SO, if you got a "Conventions Jail" stamp, fix the mistakes circled and turn your card back in to me.
Circled Errors = Conventions Errors
If you need other corrections, see my notes and my sample R.E.A.D. paragraphs. Re-write your response, and turn it in! You can earn half-credit for corrected assessments.

R.E.A.D. Short Response 8/28/19

R – Re-state AND answer the question.

* Most common mistake – you did **one** of these, but not **both**.

E – Evidence from the text.

* Most common mistake – your evidence was not **precise**.

A – Analyze the evidence.

* Most common mistake – you simply re-stated the evidence. **Analyze** – examine *in detail* for the purposes of explanation and interpretation

D – Draw conclusions/sum up your response.

* Most common mistake – you forgot this part!

Stellar Student Example 8/28/19

One part of "My Favorite Chaperone" that I **R** can relate to is when Maya is in the bathroom imagining all of her worries away.

E The text showed Maya's thoughts of, "I imagined running away...And then I would be at the Lui's house. Mrs. Lui would greet me...she would hug me and hold me close."

This reminds me of myself now. I often want **A**to leave my house to escape everything going on in my life. I can easily relate to

D this aspect of Maya's life. (4/4)

To make corrections to any quiz or test, you must fill out a "Test Corrections" sheet. This can be found on my website under "Class Documents."

The class then spent about ten minutes making corrections and revisions to the "My Favorite Chaperone" R.E.A.D. paragraph and the "My Favorite Chaperone" Quiz. Get these from your period's return box and make corrections. **You have one week from the date you receive an assessment back to make any/all corrections.**

3. We finished the day with a shadowbox! You can't make this up, but you can ask your classmates about the "Woman of the Siene."

September 4th, 2019:

1. Warm Up - Sometimes it takes an adventure to learn something new about yourself. Have you ever gone to a new place, or tried a new activity, that taught you something you didn't know about yourself? Write about an experience like that, in which a new adventure or new challenge taught you something new.
2. After our "Brain Smart Start," I talked to my students about the idea of "Effective Struggle." Essentially, that is when students find a text or concept challenging, but find ways to understand it anyway. *One* way to do that is with a KWL chart, which we did next.
3. "Golden Glass" KWTL Chart – copy the chart below into your composition book. Then, as you read "Golden Glass," fill in the "What I Know" and "What I Want to Know" columns. This is a "during reading" strategy, which means you do it *as* you read, not after you've finished.

What I KNOW -Details about the story I understand	What I WANT to know -Questions I have about the text	What THEY know -Details my team-mates wrote/noticed	What I LEARNED -Answers to questions I asked

September 5th, 2019:

1. Instead of a typical warm up today, students took time to finish the “K” and W” columns from their KWTL Chart from yesterday, and complete their first reading of “Golden Glass.”

ALSO, students were instructed to get all papers from their period's return bin. Some people made corrections to recent assignments, but didn't do so completely! That means that they still have the original grade. Make sure to do this as soon as you return to school.

2. After our “Brain Smart Start,” we did a family (whole class) reading of “Golden Glass,” completing some of (but not all of) the “close reading tasks” on each page. Because we decided in each class which tasks to do, you will need to talk to a classmate who was here today and find out which tasks to complete.

3. Finally, I went through some instructions for tomorrow (I'll be absent)! Consult the next page to see what that will be.

Here's what we did on

September 6th, 2019:

I was absent today! Here's what was *supposed* to happen.

Complete your 2nd reading of “Golden Glass,” and the following “close reading” tasks (the numbered questions/tasks on each page): #7, 8, 10, and the “Short Response” question at the end. MAKE SURE that the prompt is fully answered, as you'll notice there are really two questions in it! So, instead of a R.E.A.D. paragraph, it's really more like an R.R.E.A.E.A.D. paragraph.

September 9th, 2019:

1. Warm Up - Have you ever done something that you regretted? Maybe you did it on purpose; maybe you didn't. Maybe it hurt someone's feelings, hurt their property, or hurt you, yourself. In a sentence or two, write about a time you did something that you later regretted doing.
2. Brain Smart Start
3. Announcements – I have information about two writing contests! Check my counter for details on the Lee Bennett Hopkins Poetry Award for Young People and the Hispanic Heritage Month Essay Contest
3. Next, we talked a little bit about the Great Depression, in which our next short story is set. Here's a very short article about that time in history; you might read it if you don't know a lot about it: <https://www.khanacademy.org/humanities/us-history/rise-to-world-power/great-depression/a/the-great-depression>
4. We started reading the short story "Marigolds" by Eugenia Collier. Read pp. 213-215. As you read, complete a Book, Head, Heart Response Card:
Book – What do you know/notice about the people, places, and things in the story?
Head – What surprised you, challenged you, or confirmed something you already thought?
Heart – What does the story make you feel? Which part/s evoked an emotion?

September 10th, 2019:

1. Instead of a typical warm up today, students took time to complete two tasks: first, they added the definitions of “simile” and “metaphor” to their Vocabulary Notebooks; second, they completed their Book, Head, Heart Reflection Cards that we started yesterday.

2. A quick note about similes and metaphors:



3. After our “Brain Smart Start,” we began our second reading of the beginning of “Marigolds.” Sometimes a text is so dense that it requires multiple readings to glean understanding.

While we read, we played a Round Robin game to find text evidence. You can’t make up the game, but as you re-read the first three pages, think about these questions:

Name words and phrases from the first paragraph that help you (the reader) identify the time and place (setting) of this story.

Name words and phrases from the second page that characterize the protagonist, Lizabeth.

Name motivation words – words that show *why* a character did or said something.

September 11th, 2019:

1. Warm Up - Look through the short story, "Marigolds," scanning for words whose definitions you don't know or only *kind of* know.
 - Select two to define using paper or digital dictionaries.
 - The catch – you may not select ANY of the same words as your teammates.
 - Write both the words and their definitions under today's Warm Up title.
2. After our "Brain Smart Start," I did a short mini-lesson on Word Relationships. Those PowerPoint slides are on the back of this sheet.
3. Next, we continued reading "Marigolds." If you were absent, read up to p. 220.
4. Finally, the "Golden Glass" packets were due today. Please turn yours in to Mrs. Day as soon as you get back to school!

Mini-Lesson: Word Relationships

"And" Connections

The author refines a concept by using more than one word to explain that thing. Your comprehension of the thing/concept grows because you understand what it *also* is.

"But" Connections

The author refines a concept by using words that *contrast* with something else. Your comprehension of the thing grows because you understand what it *ISN'T*.

Mini-Lesson: Word Relationships

"And" Connections

"all that I seem to remember is **dust** - the brown, crumbly dust of late summer - arid, sterile dust that gets into the eyes and makes them water, gets into the throat and between the toes of bare brown feet."

"I feel again the chaotic **emotions** of adolescence...Joy and rage and wild animal gladness and shame..."

Mini-Lesson: Word Relationships

"But" Connections

"I don't know **what** it was that **we were waiting for**; certainly not the ~~prosperity~~ that was 'just around the corner'...Nor did we wait for ~~hard work and thrift to pay off~~ in shining success."

"Having no ~~radios~~, few ~~newspapers~~, and no ~~magazines~~, we were somewhat unaware of the ~~world outside our community~~...Nowadays we would be called '**culturally deprived**,'"

September 12th, 2019:

1. Instead of a regular warm up today, students worked on the Word Relationships assignment we discussed at the end of class yesterday. Here are the instructions:

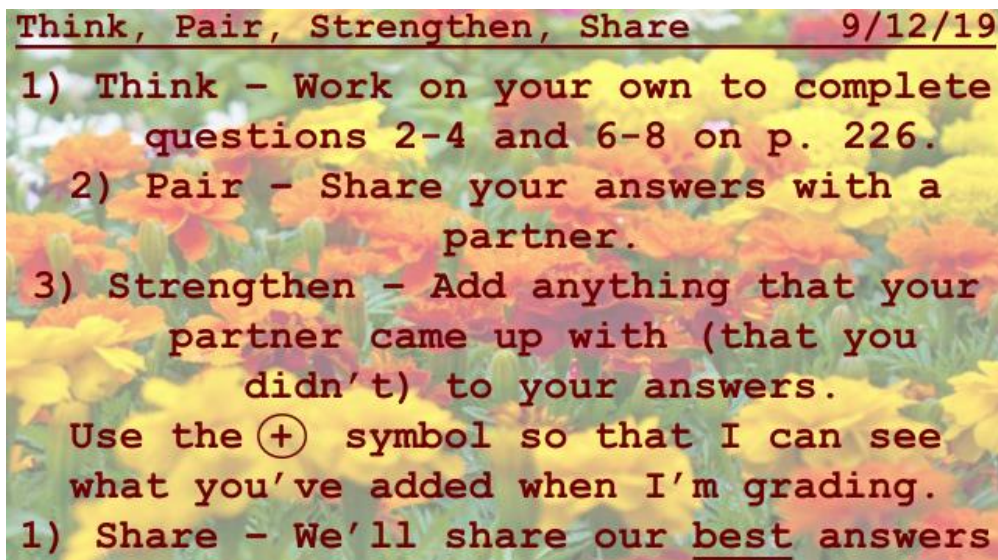
Complete your first reading of "Marigolds." As you read, find one "And" Connection and one "But" connection. What you're looking for is sections of text where a concept is refined (developed, explained) by what it ALSO is or by what it IS NOT.

"And" Connection Example:

"Innocence involves an unseeing acceptance of things at face value...an ignorance of the area below the surface."

2. One of my students led our "Brain Smart Start" today, but then we spent fifteen minutes or so on the Word Relationships assignment. My kids had a lot of questions, but also found a lot of good answers, which makes me think this was a good assignment! (That note isn't really for you, student who missed class, but for me) 😊

3. Next, we began our Think, Pair, Strengthen, & Share activity. Here are those instructions:

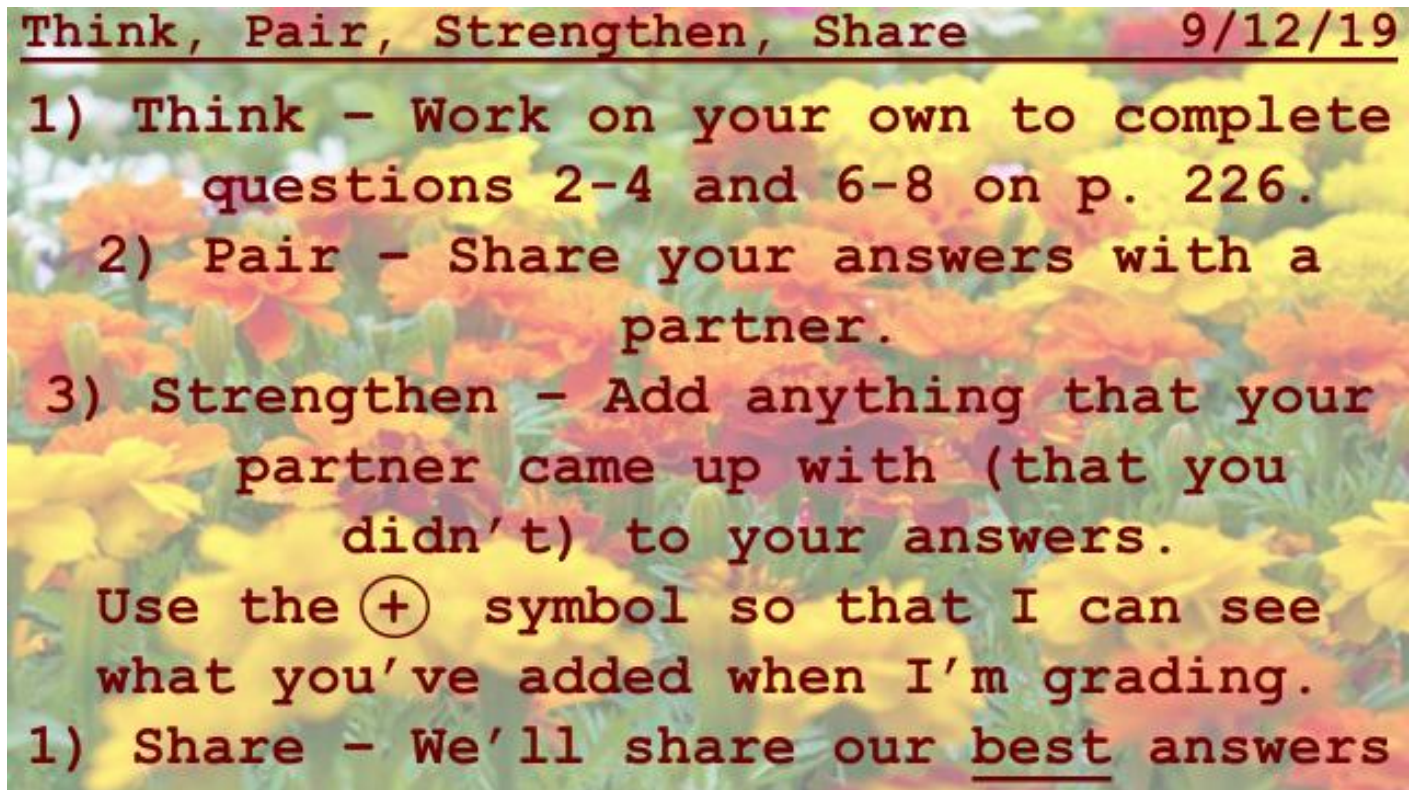


Think, Pair, Strengthen, Share 9/12/19

- 1) Think - Work on your own to complete questions 2-4 and 6-8 on p. 226.
- 2) Pair - Share your answers with a partner.
- 3) Strengthen - Add anything that your partner came up with (that you didn't) to your answers.
Use the (+) symbol so that I can see what you've added when I'm grading.
- 1) Share - We'll share our best answers

September 13th, 2019:

1. We started today with a Team Quiz! If you were absent, you'll have to do this on your own. See Mrs. Day for a quick, five-question quiz on "Marigolds."
2. Next, we worked on our Think, Pair, Strengthen, & Share questions.



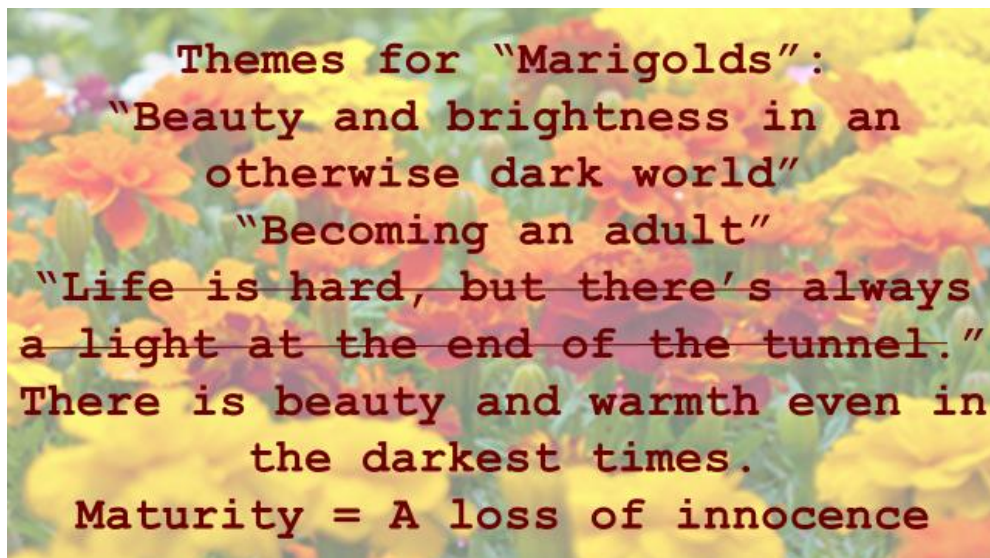
Today was a short day (Work/Fun Zone), so we will finish that assignment on Monday.

September 16th, 2019:

1. Warm Up - Open your textbook again to the short story "Marigolds." Head Connection - What was something about this story that surprised or challenged you? Heart Connection - What was something that evoked (suggested; brought to mind) an emotional response?
2. Next, students worked with partners to complete the "Pair and Strengthen" parts of Thursday's Think, Pair, Strengthen, & Share. If you weren't here today, please write "I missed the "Share" section," somewhere on your page. Complete p. 266, numbers 2-4 and 6-8 on your own.
3. Finally, we completed the "Share" part! We went over all of our best answers together as a class, "strengthening" as we went.
4. Some classes (but not all) finished by adding "theme," "symbol," and "motivation" to their Vocabulary Notebooks. Classes that didn't will do so tomorrow.

September 17th, 2019:

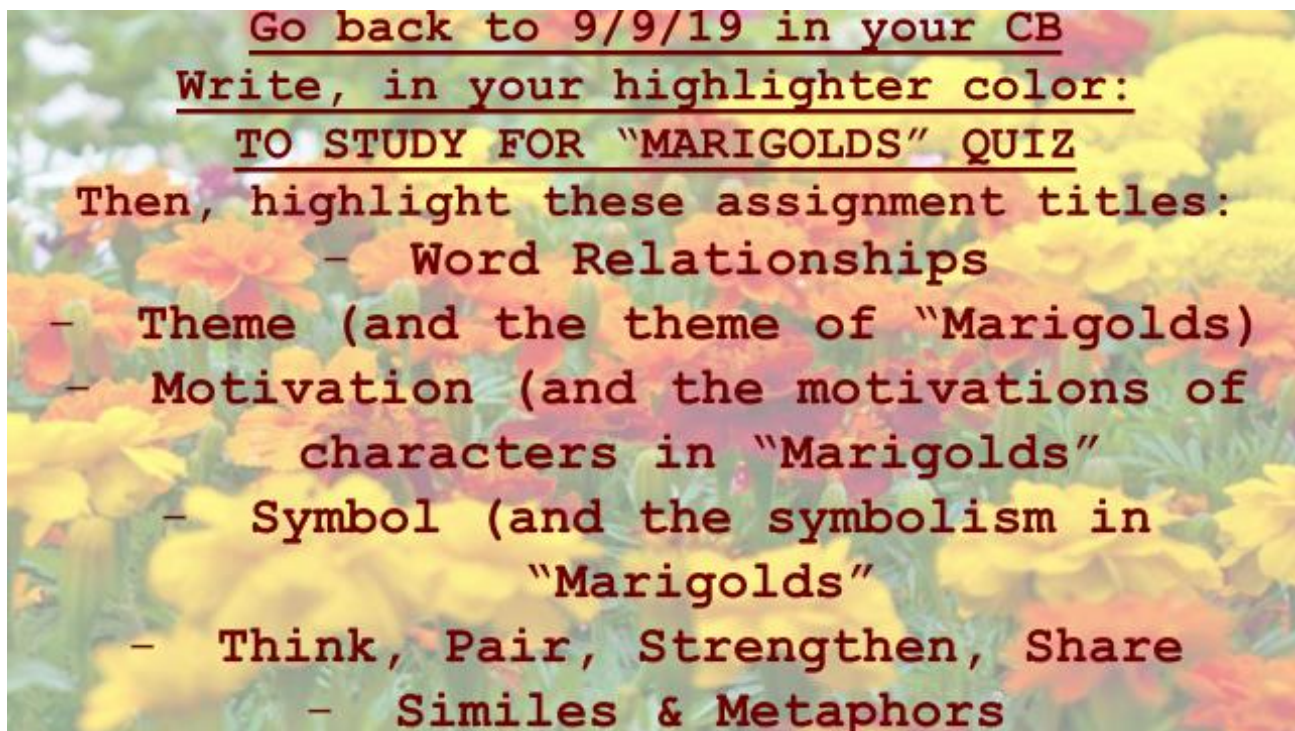
1. We began today with a Battleship vocabulary review game. You can't make this up, but I'm sorry you missed it! To review for tomorrow's "Marigolds" quiz, skim through the text again to find unfamiliar words. Look up any whose definitions you're unsure about.
2. Theme Review. I looked through some of my students' theme statements (#6 on the Think, Pair, Strengthen, & Share) and talked about why some of them were incorrect. Here are the examples I shared:



"Life is hard, but there's always a light at the end of the tunnel," is simply not a theme found in "Marigolds." The light in that story (the marigolds) was not something to work toward or aim at; it was the idea that light exists even in the darkest places.

3. Similes & Metaphors - On your own, look through “Marigolds” to find similes and metaphors. In your CB, write one simile and one metaphor and explain what each means. For each, you must explain what two things are being compared and what those two things have in common. E.g. “Everything was suddenly out of tune, like a broken accordion” (lines 290-291). She is saying that her world is like a broken accordion because both are confusing, hurtful, and upsetting.

4. Finally, we made our review materials for tomorrow’s quiz. Here are those instructions:



Here's what we did on

September 18th, 2019:

1. Students began by completing/perfecting/reviewing these assignments:

- Word Relationships
- Theme (definition and how it applies to "Marigolds")
- Motivation (definition and how it applies to "Marigolds")
- Symbol (definition and how it applies to "Marigolds")
- Think, Pair, Strengthen, Share
- Similes & Metaphors

These assignments were designed to help you closely read and understand the short story. Reviewing them will (ideally) prepare you for the quiz. If any of these are incomplete, finish/perfect them before taking the quiz.

2. After our "Brain Smart Start," I talked for just a minute about a test-taking strategy. Here's that slide:

Marigolds Quiz

Multiple-choice tests & quizzes usually have a **best answer** and a **key distractor** – that's the answer that's close, but not best.

3. Line 8 of "Marigolds" says, "Memory is an abstract painting." This metaphor compares memory to a painting. What do those two things have in common?

A. Memories and abstract paintings are both colorful and vivid.
B. Memories and abstract paintings are always personal.
C. Memories and abstract paintings both show impressions, not necessarily facts. **Correct Answer**
D. Memories and abstract paintings both portray feelings and memories. **Key Distractor**

As you work on this quiz, look for the **key distractor**, and argue in your head why the **best answer** is best.

3. We finished with our "Marigolds" quiz! Please see Mrs. Day at your earliest convenience to schedule a re-take.

September 19th, 2019:

1. Warm Up - Nothing to write down. Just a bit of fun.

A palindrome is a word, phrase, or sequence that is spelled the same backward and forward.

Palindrome Examples:

Taco Cat; Murder for a jar of red rum; Madam I'm Adam
Today is the last day of "palindrome week." All week long, the dates have been palindromes! Today is 91919.

2. Next, we took a "cold-read" quiz, meaning a quiz on a new text that you're reading for the first time. Why would I give a quiz the DAY after a quiz, you may wonder? Well, as we read "Marigolds," I tried to teach you about "theme," "symbols," and "characterization" (among other things). But did you learn about those literary concepts, or did you just remember what I said about that particular story? With a cold-read, I get to find out.

Get a copy of the quiz from Mrs. Day, and take it as soon as possible.

3. Today was an odd day. Some of my classes finished their quizzes and were able to talk about corrections, while others took the entire period to finish. SO, we will not be able to have the silent reading day tomorrow that I'd planned. Ah well.

September 20th, 2019:

1. Warm Up – If you were absent, you do not have to complete this warm up. You certainly may, if you wish!

Creative Quick-Write:

You're walking around your home when you encounter a dragon. Describe that encounter. What does it look like? How do you interact? What happens next?

2. I talked through the two most-missed questions from yesterday's cold-read quiz. The takeaway, remember that you're looking for the BEST answer, not just a correct one.

3. We spent the rest of today's short period on corrections to old assignments. If you were out today, retrieve all papers from your period's return bin. If you are happy with the grades you've received, tape them into your CB. Remember, WE KEEP EVERYTHING in those books. If you wish to make corrections to anything (last Friday's "Team Quiz," the "Marigolds" quiz, or yesterday's cold-read "Four Dragons" quiz), get a Test Corrections sheet from the front pocket of the "Here's What We Did" binder. Make those corrections, and submit them to Mrs. Day!

September 23rd, 2019:

1. You do not have to make up today's warm up, but here is what it was (and what we discussed): What was the last argument you got in? Did you win it? What do you think makes for a strong argument?
2. After our "Brain Smart Start," I gave a mini-lesson on "The Art of the Argument." Please get these definitions in your Vocabulary Notebook:

The Art of the Argument

Argument - speaking or writing that expresses a position (claim) and backs it up with reasons and evidence

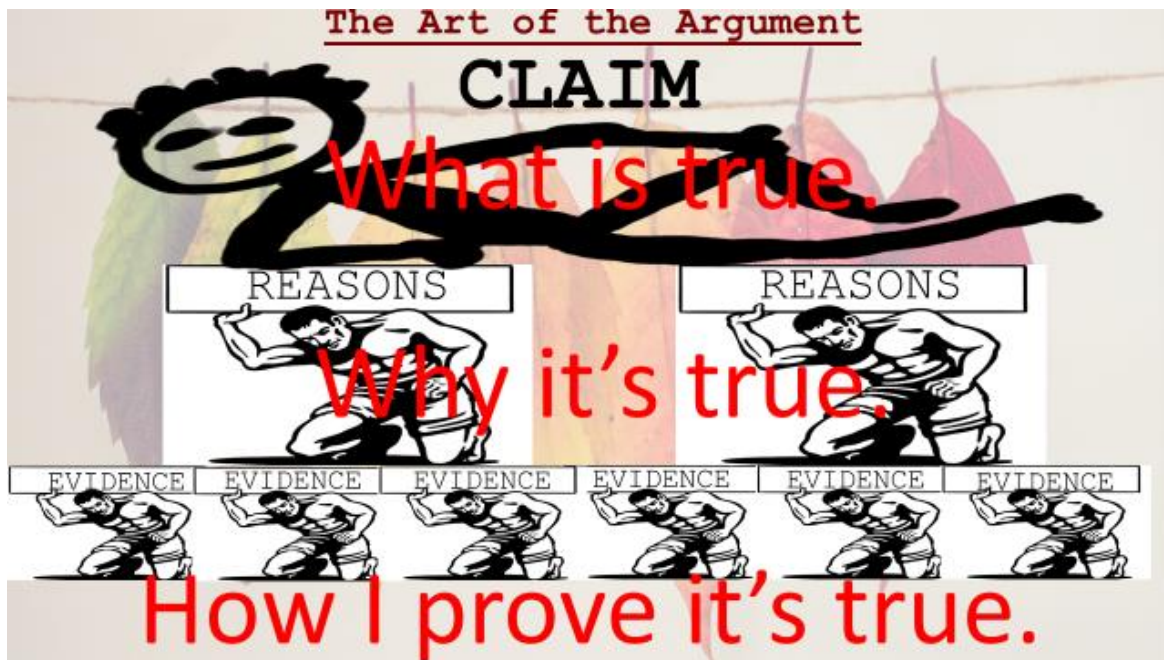
Claim - a writer/speaker's position on an issue

Reasons - a writer's explanation for his/her claim

Evidence - specific information used to support a claim or reasons. Evidence can be facts, examples, statistics, quotations from experts, or personal anecdotes (among other things)

Then, I talked a little bit about the structure of a good argument. Here's what I think it should look like:

Continued on Next (Back) Page



3. Next, we read “When Do Kids Become Adults,” pp. 235-236, and completed “Tracing Arguments I.” Please read the first argument (on p. 236), and review our “tracing.” You’ll be completing this same task several times this week with new arguments.

Tracing Arguments I

9/23/19

Claim: We should think about changing age-based laws.

Reasons: Brains are not suddenly mature on the day you turn eighteen!

Evidence:

- 1) Lines: “some brain regions and systems do not reach maturity until the early or mid-20s” (lines 10-11).
- 2) Lines: “There is no single age at which the adolescent brain becomes an adult brain” (lines 16-17).
- 3) Lines: “Systems responsible for logical reasoning mature by the time people are sixteen...those involved in self-regulation are still developing in young adulthood” (lines 18-20).

Evaluate: Steinberg not make a convincing argument to me. While his evidence was strong, the claim was not very clear.

Here's what we did on

September 24th, 2019:

Actually, I was absent today!

Below are the instructions I left on the board. In class, students worked in their teams to complete this assignment; I'm sorry, if you were absent today you'll have to do it on your own.

Conventions
If you see this sign on your paper, you have made a conventions error. Change your mistake and bring it to Mrs. Day to check. YOUR GRADE IS A ZERO UNTIL YOU DO IT.

The Plan:
Hello, beautiful children! Today, you're going to read and "trace" the argument on p. 237 with your team. First, read the text together. Then, trace the argument (like we did yesterday) on a large index card. The handwriting must change on each line.

Tracing Arguments II

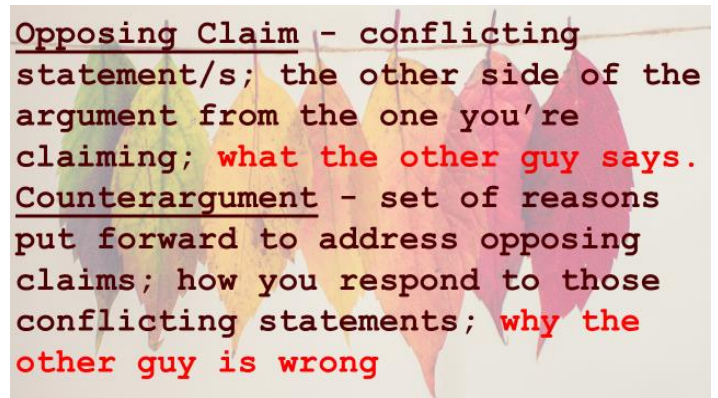
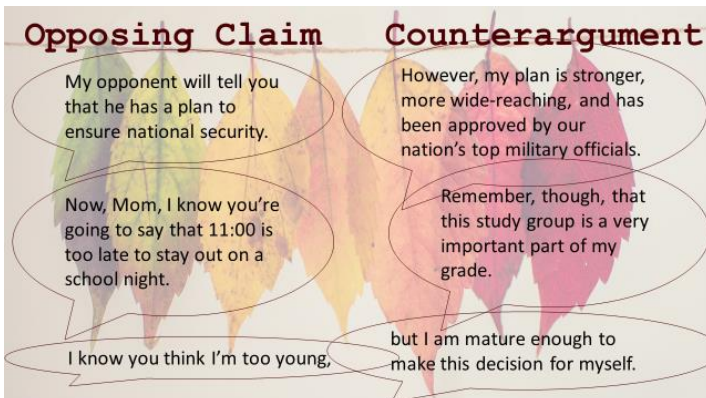
Claim-
Reason-
Evidence
1
2
3
Evaluation-

What the author says is true
Why the claim is true
How the author attempts to prove the reasons are true
Do you think the author made a good argument? Why or why not?

Names of team members on unlined side of card

September 25th, 2019:

1. Instead of a traditional warm up today, students retrieved their Tracing Arguments II (done yesterday) from their period's return basket and checked them. Make sure you're happy with your team's performance on this assignment, and that you know what you scored. If you were out yesterday too, see yesterday's "Here's What We Did" page and do this assignment!
2. After our "Brain Smart Start," I did a quick review of the elements of argumentation we learned/reviewed on Monday. Then, we added "Opposing Claim" and "Counterargument" to our Vocabulary Notebooks. Here are my examples and definitions (you don't have to add the examples).



3. Next, we played a quick teambuilding game. You don't have to make up this part. 😊
4. Tracing Arguments III - Finally, we worked with partners to read and trace "Better Training for New Drivers" on p. 239. Work with an established partner-pair tomorrow to complete this assignment.

Here's what we did on

September 26th, 2019:

1. We began today by finishing our Tracing Arguments III. Students worked with their partners to finish this assignment. If you were absent today, check with your partner to see if they finished. If you were out today *and* yesterday, you'll have to do that assignment on your own. Here are those instructions:

Tracing Arguments III		9/25/19
<u>Claim:</u>	<div>Read "Better Training for New Drivers" on p. 239 of your textbook, and then complete this assignment.</div>	
<u>Reasons:</u>		
<u>Evidence:</u>	<div>Everything except the "Evaluation" should be a direct quotation.</div>	
1)		
2)		
<u>Opposing Claim:</u>		
<u>Counterargument:</u>		
<u>Evaluation:</u>		

2. After our "Brain Smart Start" we played a little "Would You Rather" game! You don't have to make this up; it was a bit of a preparatory exercise for our "moving" debate tomorrow.

3. Tracing Arguments IV as the assessment for this week's work:

Tracing Arguments IV		9/26/19
Read the article "A Parent's Role in the Path to Adulthood" on p. 240. Then, on a large note card, trace and evaluate the article.		
Tracing Arguments IV	9/26/19	<div>Note - The author of this text is, herself, an expert on the topic. However, the evidence you choose should be specific pieces of information that support her argument - not just anything she says.</div>
Claim -		
Reason -		<div>Also - Your two pieces of evidence need to be direct quotations; Claim and Reason may be paraphrased/summarized.</div>
Evidence -		
Evidence -		
My Evaluation -		

Here's what we did on

September 27th, 2019:

Well, today didn't go as I'd planned.

We began the period by finishing our Tracing Arguments IV. We were *supposed* to start our "moving" debate after that, but because of the nature of the assignment and the fact that today had shortened periods (Work Zone/Fun Zone) most classes didn't get to the debate. No worries! We'll move that to next week.

I *did* go over a couple of things to help people trace those arguments (based on the ones I saw and graded yesterday). Here are those notes:

Remember, reasons must support the claim and evidence must support the reasons.
#1 way students are losing points.

CLAIM
What is true.

REASONS
Why it's true.

EVIDENCE
How I prove it's true.



Tracing Arguments IV 9/26/19

Examples of claims:

- Leon County Schools should not have a dress code.
- Virginia Woolf is a more effective writer than James Joyce...
- Puerto Rico ought to be independent and refuse commonwealth to the United States of America.
- Television's contribution to family life has been a negative one, for while it has kept the members of the family from disbanding, it has not served to bring them together.

Notice - each is a clear statement on a debatable value, policy, fact, or effect.

If you were out today, finish your Tracing Arguments IV, here are those instructions:

Tracing Arguments IV 9/26/19

Read the article "A Parent's Role in the Path to Adulthood" on p. 240. Then, on a large note card, trace and evaluate the article.

Tracing Arguments IV	9/26/19
Claim -	
Reason -	
Evidence -	
Evidence -	
My Evaluation -	

Note - The author of this text is, herself, an expert on the topic. However, the evidence you choose should be specific pieces of information that support her argument - not just anything she says.

Also - Your two pieces of evidence need to be direct quotations; Claim and Reason may be paraphrased/summarized.