

Here's what we did on

MARCH 2nd, 2020

Today, students worked to finish the “Fourteen” quiz we started on Friday. If you missed today, and didn’t take/finish the quiz on Friday (2/28), see Mrs. Day A.S.A.P. to arrange a time to complete your quiz.

At the end of the period, I shared *martenitzi* with my students – a Bulgarian tradition to celebrate the coming of spring. I’m sorry you weren’t here; come see me to get a bracelet!

March 3rd, 2020

1. We began today by checking in with the resolutions we made back in January. If you were absent, you do not have to complete this warm up, but do think about how you have learned and grown in the last couple of months; and think about what you want to do to keep learning and growing!
2. After our Brain Smart Start, we did an activity called Poetry – What Do You Know? Please ask a teammate to copy the notes from this assignment.
3. We read “Mother to Son” by Langston Hughes, and worked on our first poetry strategy, “TPCASTT.” Get a sheet from Mrs. Day, read this poem, and begin filling out the TPCASTT sheet. We’ll finish that sheet tomorrow.

March 4th, 2020

1. We began the day with some brainteasers. You do not need to make these up, but I'm sorry you missed them!
2. After our Brain Smart Start, students worked with their teams and partners to finish yesterday's TPCASTT sheet on "Mother to Son" by Langston Hughes. Finish this sheet on your own, and tape it into your CB.
3. Finally, I spent some time going over our recent assessments, CommonLit Quiz – Fourteen, and the Final Anne Frank Assessment. Here are the awesome student examples I shared:

How does paragraph 24 contribute to the humor of the scene?

"This paragraph is humorous because Mrs. Pringle is acting all upset on the phone, but she is actually happy that someone cancelled."

"This is funny because the audience can see her reacting one way, while the people on the phone hear something different."

"This paragraph is humorous because of the dramatic irony of the audience seeing her being happy when someone cancelled though she acts all upset on the phone."

How does the author develop Mrs. Pringle's perspective throughout the text?

The author develops Mrs. Pringle's perspective throughout the text by showing how [she] reacts to situations that compromise her plan to elevate her and Elaine's statuses. For example, when she finds out that Mr. Farnsworth isn't coming, she reacts by being angry that a man with such a high status won't be able to impress her other guests, which shows her perspective of wanting to have a high social status.

"The Big Question (R.E.A.D.)

Author's perspective comes into play when we think of how the story would be different if it were written by someone else. Since Anne's diary is the source of this play, the perspective is Anne's. If someone else in the annex [had written this account], such as Mr. Van Daan, everyone might have been presented to us differently. In Act I, Scene 3, [Anne describes how annoying Mr. Dussel is when he complains to Anne about her behavior]. Since he only said these things to Anne, if Mr. Van Daan were telling the story, he might not have described Dussel as annoying or loud. [Another writer] might also not have been so descriptive or provided such imagery. Even though it might be interesting to see this story from another perspective, Anne's perspective on the situation is...captivating.

If you want to make corrections to these (OR ANYTHING ELSE!), get a test corrections sheet from the counter in our classroom. Remember, you MUST attach corrections/edits to the original so that I can see what you changed!

March 5th, 2020

1. We began today by highlighting an “Elements of Poetry Notes/Definitions” sheet with words & concepts we felt we knew very well in one color, and words we know less well in a different color. You don’t have to make up the marking of this text, but DEFINITELY get a sheet to tape in your Vocabulary Notebook. They’ll be in the front pocket of the “Here’s What We Did” binder.
2. Next, we played a little game of movement and debate! You don’t have to make this up if you were absent, but I’m sorry you missed it!
3. After our Brain Smart Start, we used the second poetry strategy this week (called SOAPSTone) to tackle the poem “won’t you celebrate with me” by Lucille Clifton. Get a copy of the SOAPSTone sheet from Mrs. Day when you return, and we will finish our study of this poem tomorrow.

March 6th, 2020

1. After our Brain Smart Start, we finished our study of “won’t you celebrate with me” by Lucille Clifton, as well as our SOAPSTone sheets from yesterday. If you were absent, finish this on your own.

2. We *were* going to move on to a third poem and third poetry strategy today, but my students seemed really stressed about their grades and about the end of this 9-weeks. SO, instead we took the rest of today to work on old assignments, make corrections, finish work, and have grade conferences.

March 9th, 2020

1. For our Warm Up today, students took time to review their “Elements of Poetry Notes/Definitions” sheet that we color-coded last week. Then, we played a game of Battleship with those terms! If you were absent, you do not have to make this up, but I’m sorry you missed it!

2. After our Brain Smart Start, students used the third poetry strategy, “What I Know” to tackle the poem “If We Must Die” by Claude McKay.

We got through annotation aprox. the first two stanzas. So, if you were absent, get those annotation notes from a teammate. We’ll finish this poem tomorrow.

March 10th, 2020

1. We began today with a “five-minute research project” on the Harlem Renaissance. All three poems we’ve read so far came out of that movement. If you were absent, here are just a couple of the facts teams learned:

- It was a cultural, artistic, and intellectual movement of African Americans in New York in the 1920s and 30s.

- Some notable figures in the movement were Langston Hughes, W.E.B. DuBois, Claude McKay, and Zora Neale Hurston.

2. After our Brain Smart Start, we finished our study of “If We Must Die” and the “What I Know” poetry strategy. If you were absent, you may get those notes from a teammate if you wish.

3. Finally, we read “We Wear the Mask” by Paul Laurence Dunbar (not a poet to come out of the Harlem Renaissance – he was a bit earlier). To analyze this poem, students did one final poetry analysis strategy of their choice, and took a CommonLit quiz on that poem. This poem will **ONLY** be entered for points if the team scored an A. Otherwise, it will be excused, as there is no time for corrections.

Here's what we did on

March 11th, 2020

1. We started class today by completing the “We Wear the Mask” team quiz from yesterday. If you were absent one of these days, yours will be excused.

2. After our Brain Smart Start, we had a coffee-house-style poetry day! We read and discussed poems of the students' choosing. If you were absent, there's nothing to make up, but I'm sorry you missed it!