

Mrs. Hinzman - Fall 2025 Lesson Plans

From this document, you will be able to see what we are doing in class and what you are responsible for completing outside of class. Click the current week to advance to that week's activities and homework. **Note:** For all linked items, I recommend that you "Open in a new tab." Please also bookmark/favorite this Google Doc URL to easily access this document.

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WEEK 1: August 21-22, 2025

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DAY	OBJECTIVE	CLASSROOM ACTIVITY	PRACTICE
Th	The student will be able to Compose creative responses to prompted writing tasks List/recall class policies and procedures:	DO NOW: Access Google Classroom - After accessing GC, students will view four choices for a first-day creative writing challenge, decide on their selection, then have time to write. Share with their partner; volunteers share with the class. - Students will receive Mrs. Rimel's policy/procedure sheet and begin to review it.	1.) Have a 1 ½ inch binder by Monday (just for ELA) ***dividers are helpful but not mandatory Q1 INDEPENDENT NOVEL IS DUE FRIDAY 8/29 (200+ pages, "new-to-you," appropriate age level - not below, FICTION)
F	The student will be able to: List/recall class policies and procedures Construct a list of grammar/writing mistakes	DO NOW: Review Our First Class Rule - The class will orally review Rule #1, which students read silently for the "Do Now," then review Rules 2/3 and Consequences. - More student volunteers will share their writings from yesterday. - Keep going with the policies sheet - Grading and Late Work, then share a few more student writings from yesterday. - Finally, we will review the parent letter. - We will visit our fire drill and emergency weather stations. - We are going to start off the year by killing things! We will be having a funeral the week after next.....for poor grammar and writing habits. Students will be assigned groups of 4 and they will work together to come up with as long of a list as possible of writing and grammar goofs. Groups will have 15-20 minutes to brainstorm a list; their goal is 25.	1.) Have a 1 ½ inch binder by Monday (just for ELA) 2.) Class policy signatures for Monday (page detached and ready to turn in) Q1 INDEPENDENT NOVEL IS DUE FRIDAY 8/29 (200+ pages, "new-to-you," appropriate age level - not below, FICTION)

GRADES/ASSESSMENTS THIS WEEK:

NONE!

WEEK 2: August 25-29, 2025

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DAY	OBJECTIVE	CLASSROOM ACTIVITY	PRACTICE
M	The student will be able to: Construct a list of grammar/writing mistakes Explain how/why two assigned mistakes weaken communication	DO NOW: Add to Your Dead Words and Practices List - Dead Words and Practices groups will reconvene to continue their brainstorm of 25+ grammar/style/writing mistakes or weaknesses. Today they may use outside resources for help. - Groups will have to place a star next to their top 4 choices. I will circulate the room to assign 2 mistakes/undesirables to them. - Students will receive an “Explanation of Offenses” sheet for the Dead Words and Practices assigned. They will work collaboratively to put into their own words why the mistakes are so “offensive,” using outside resources for help if necessary.	Q1 INDEPENDENT NOVEL IS DUE FRIDAY 8/29 (200+ pages, “new-to-you,” appropriate age level - not below, FICTION)
T	The student will be able to: Explain how/why two assigned mistakes weaken communication Define and list characteristics of a eulogy Brainstorm a creative character sketch of assigned Dead Words and Practices	DO NOW: Define Eulogy and List Characteristics - Groups will finish their “Explanation of Offenses” sheet for the Dead Words and Practices assigned. - Volunteers will share their ideas for characteristics of eulogies and we will make a class list. Students will then view a student model. - The class will review the Eulogy Brainstorm Sheet. Groups will have time to begin working on it. - Students will receive the list of context clue types and the practice sheet which will be for HW.	1.) Review context clue definition and types via this handout and complete this practice sheet Q1 INDEPENDENT NOVEL IS DUE FRIDAY 8/29 (200+ pages, “new-to-you,” appropriate age level - not below, FICTION)
W	The student will be able to: Brainstorm a creative character sketch of assigned Dead Words and Practices Collaborate to compose a creative eulogy for assigned Dead Words and	DO NOW: Read a Student Eulogy Model - Classes will visit the school library to search for a Q1 novel. - Students will reconvene in their Dead Words and Practices groups to finish their Eulogy Brainstorm Sheet. Drafting starts tomorrow! - We will review the eight types of context clues via this handout as we review last night’s HW practice sheet.	1.) Context Clues quiz Friday Q1 INDEPENDENT NOVEL IS DUE FRIDAY 8/29 (200+ pages, “new-to-you,” appropriate age level - not below, FICTION)

	<i>Practices</i> <i>List and identify 8 different context clue types</i>		
Th	<i>The student will be able to:</i> <i>List and identify 8 different context clue types</i> <i>Collaborate to compose a creative eulogy for assigned Dead Words and Practices</i>	DO NOW: Prepare to Play a Game of Froggy Jumps! - Students will play Froggy Jumps to practice identifying context clue types. - Students will work independently on the context clues practice Google form posted in Google Classroom. This has a “point value” of 16 listed, but you will not actually receive a grade. Try to do it WITHOUT the use of your yellow chart! - We will organize our binders (receive/label dividers, etc.) - We will set up our 8th grade writing folders in Drive, then group typists will create/share a DW/P eulogy rough draft doc. Groups will begin drafting their eulogies.	1.) Context Clues quiz tomorrow Q1 INDEPENDENT NOVEL IS DUE TOMORROW (200+ pages, “new-to-you,” appropriate age level - not below, FICTION)
F	<i>The student will be able to:</i> <i>Self-assess recognition of vocabulary words</i> <i>Demonstrate mastery of context clues</i> <i>Collaborate to compose a creative eulogy for assigned Dead Words and Practices</i>	DO NOW: Self-Assess Unit 1 Vocabulary - We will review vocabulary procedures. - Students will take the quiz on context clues. - Groups will continue drafting their Dead Words and Practices eulogies. - Students will set reading goals/dates for the quarter and then read from their Q1 independent novel	1.) “Choosing the Right Word” section of unit 1 vocabulary for Monday (even though we are off); “Synonyms” and “Antonyms” for Tuesday CRUSH THOSE READING GOALS!!

GRADES/ASSESSMENTS THIS WEEK: 1.) Binder and Signed Policy Sheet (4 points - 2 points each) - MONDAY 2.) Context Clues Quiz (20 points) - FRIDAY			
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WEEK 3: September 1 - 5, 2025

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DAY	OBJECTIVE	CLASSROOM ACTIVITY	PRACTICE
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M	The student will be able to:		
T	The student will be able to: <i>Compose original sentences that accurately portray vocabulary words through the use of context clues</i> <i>Collaborate to compose a creative eulogy for assigned Dead Words and Practices</i>	DO NOW: Vocabulary Practice - The class will review the “Do Now” activity (volunteers will share their original sentences with context clues). Competition for prizes! - Students will read from their Q1 independent novels. - Student groups will continue to draft their Dead Words and Practices Eulogies. First drafts should be completed by the end of the class period. ***If groups finish early, students should continue to read from their independent novels.	1.) “Completing the Sentence” - Unit 1 vocabulary CRUSH THOSE READING GOALS!!
W	The student will be able to: <i>Compose original sentences that accurately portray vocabulary words through the use of context clues</i> <i>Know grading criteria for DW/P eulogies</i> <i>Proofread/revise</i>	DO NOW: More Vocabulary Practice - The class will review the “Do Now” activity (volunteers will share their original sentences with context clues). Competition for prizes. - Students will take the Acadience screening test. - Mrs. Hinzman will review the Q1 novel assignment. - We will review the Dead Words and Practices Eulogy rubric. as well as the Individual Speaking Rubric (both posted in GC). - Students will work independently in “Suggesting Mode” to make comments for revision/editing direction. Groups will then meet to make revisions/assign speaking roles/make “headstones”/print and retrieve/rehearse. ***Decide on printing responsibilities!	1.) Be prepared for your eulogy speech! 2.) Start preparing for Friday’s unit 1 vocabulary quiz (practice exercises and quizzes in the Stream) CRUSH THOSE READING GOALS!!
Th	The student will be able to: <i>Adapt speech to a variety of contexts and tasks by delivering a Dead Words and Practices eulogy to the class</i>	DO NOW: Prepare for Our Funeral - We will pay our DISrespects to the Dead Words and Practices with our funeral. Students will receive the “programs” for their class’s services, then groups will take turns presenting their Dead Words and Practices eulogies. PERIOD 1/2 PERIOD 4/5 PERIOD 6/7	1.) study for tomorrow’s unit 1 vocabulary quiz ***We will play a review game before the quiz!

	Define parts of plot	- Students will receive and review this plot handout to review parts of plot.	CRUSH THOSE READING GOALS!!
F	The student will be able to: Demonstrate mastery of vocabulary words Read independently for pleasure Locate parts of plot in a short story	DO NOW: Prepare for Reading/Quiz - Student will take their unit 1 vocabulary quiz. - Students will read from their independent novels. - Students will receive and read the 55-Fiction story “The Magician and His Assistant” and work as a class to fill out the accompanying plot chart.	1.) complete the 55-Fiction plot practice (both stories)

GRADES/ASSESSMENTS THIS WEEK:

- 1.) Dead Words and Practices Eulogy (50 points) - THURSDAY
- 2.) Individual Speaking Score for Eulogy (6 points) - THURSDAY
- 3.) Unit 1 Vocabulary Quiz (20 points) - FRIDAY
- 4.) Graded Unit 1 Vocabulary Exercises (to be determined) - FRIDAY

WEEK 4: September 8 - 12, 2025

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DAY	OBJECTIVE	CLASSROOM ACTIVITY	PRACTICE
M	The student will be able to: Demonstrate command of the conventions of standard English (list/define/recognize/correct mistakes) List/identify the different parts of plot in a short story	DO NOW: Log in to The New York Times - Mrs. Rimel will pass out the <i>New York Times</i> Assignment #1 (5 W's and an H) and go over log-in procedures, site navigation, and assignment guidelines. The class will view a model, then have time to search for an article of interest. Link, materials, and model are all located in Google Classroom. - The class will review the 55-Fiction plot practice completed over the weekend. - Students will work in pairs on a Dead Words and Practices Multiple Choice sheet. Review. Below are the sheets by class: PERIOD 1/2 PERIOD 4/5 PERIOD 6/7	1.) The New York Times Assignment #1 due Friday CRUSH THOSE READING GOALS!
T	The student will be able to: - Identify the parts of plot in a short story	DO NOW: Take Practice Plot Quiz in GC - We will review the practice quiz.	1.) plot quiz tomorrow (identify 6 parts of plot in 2 different 55-Fiction stories - dropdown

	- Demonstrate command of the conventions of standard English (list/define/recognize/correct mistakes)	- Students will work in pairs on a second Dead Words and Practices multiple-choice sheet. Review. They will then receive a 3rd DW/P list and practice sheet, which will be for HW. n (**All lists are linked under Monday.) - Unit opener activity for “Murderous Minds” unit! Students will work in groups to solve a murder mystery. (Absent students do not need to make up.)	menu) 2.) 3rd Dead Words and Practices multiple choice sheet 2.) The New York Times Assignment #1 due Friday CRUSH THOSE READING GOALS!
W	The student will be able to: - Demonstrate command of the conventions of standard English (list/define/recognize/correct mistakes) - Demonstrate mastery of plot - Make predictions about a short story before reading	DO NOW: Review Practice With Partner - We will review last night’s Dead Words and Practices multiple-choice practice. - Students will work in pairs on Part One of a matching activity for ALL THREE CLASSES’ DW/P lists. Review. - Students will take a brief quiz on plot in GC. - Students will view this profile for Neil Gaiman, author of our first selection in our “Murderous Minds” unit. Students will then respond to a pre-reading question in the Stream. Review.	1.) complete Part Two of the DW/P matching activity 2.) The New York Times Assignment #1 due Friday 3. Dead Words and Practices test Friday CRUSH THOSE READING GOALS!
Th	The student will be able to: - Demonstrate command of the conventions of standard English (list/define/recognize/correct mistakes) - Recognize suspense in a short story Identify parts of plot in a short story	DO NOW: Review Practice With Partner - We will review last night’s Dead Words and Practices matching practice. - Students will receive a copy of "Click-Clack the Rattlebag" and will listen to author Neil Gaiman read it aloud. As they are reading, they will highlight any areas they are experiencing suspense and annotate the reason. - Students will work independently to complete a plot chart for the story.	1.) The New York Times Assignment #1 due tomorrow 2.) Be ready for the DW/P test tomorrow (25 points) CRUSH THOSE READING GOALS!
F	The student will be able to: Demonstrate mastery of the Dead Words and Practices	DO NOW: Prepare to Share Your NYT - Students will share their <i>New York Times</i> assignment with their partners, then volunteers will share with the class. Submit. - Students will take the Dead Words and Practices test. - We will review the plot chart for “Click-Clack the Rattlebag.”	1.) none CRUSH THOSE READING GOALS!

- Students will read from their independent novels.

GRADES/ASSESSMENTS THIS WEEK:

- 1.) Plot Quiz (12 points) - WEDNESDAY
- 2.) "Click Clack..." Plot Chart (4 points) - THURSDAY
- 3.) *New York Times* Assignment #1 (20 points) - FRIDAY
- 4.) Dead Words and Practices Test (25 points) - FRIDAY

WEEK 5: September 15 - 19, 2025

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DAY	OBJECTIVE	CLASSROOM ACTIVITY	PRACTICE
M	<i>The student will be able to:</i> <i>Write expressively based on a prompt</i> <i>Recognize suspense in a short story</i> <i>Determine elements of plot in a novel</i>	DO NOW: Prepare for Expressive Writing 1 - Students will have time to respond to the writing prompt; share with partners; volunteers share with the class. - The class will re-listen to Neil Gaiman reading "Click Clack the Rattlebag" and we will discuss the areas of suspense highlighted and annotated last week. The class will discuss the suspense within. - Novel Project work day #1	1.) none CRUSH THOSE READING GOALS!
T	<i>The student will be able to:</i> <i>Write expressively based on a prompt.</i> <i>Define/locate/label/analyze suspense</i>	DO NOW: Prepare for Expressive Writing #2 - Students will have time to respond to the writing prompt; share with partners; volunteers share with the class. - Students will receive the suspense definition/techniques and handout and review. - Students will then view the clip "Cut the Rope" from the movie <i>Vertical Limit</i>. Afterward, they will be asked to fill in a chart with examples the suspense in the clip. View again - review. - We will return to "Click-Clack..." and label the types of suspense within. Discuss	1.) none CRUSH THOSE READING GOALS!
W	<i>The student will be able to:</i> <i>Write expressively based on a prompt</i>	DO NOW: Prepare for Expressive Writing #3 - Students will have time to respond to the writing prompt; share with partners; volunteers share with the class.	1.) Continue the Story Writing for "Click Clack..."

	<i>Define/locate/label/analyze suspense</i> <i>Visually represent a character based on text description</i>	- We will finish labeling the suspense techniques in “Click Clack...” - Click Clack drawing activity! We will end our study of “Click-Clack the Rattlebag” with a collaborative drawing exercise. Students will then receive the “Continue the Story” page on which they have to extend the ending of “Click-Clack...” to: ❖ Stay in the original point of view/style ❖ Capture a vivid description of the Click Clack monster according to the drawing	CRUSH THOSE READING GOALS
Th	<i>The student will be able to:</i> <i>Write expressively based on a prompt</i> <i>List the rules of the 55 Fiction genre</i> <i>Brainstorm original 55 fiction plot ideas</i>	DO NOW: Prepare for Expressive Writing #4 - Students will have time to respond to the writing prompt; share with partners; volunteers share with the class. - Students will share their “Click Clack...” Continue the Story activity with a “new” partner. Volunteers share with the class. Submit. - After listening to a few more examples of the genre, students will receive the Rules of 55 Fiction sheet. We will review all pertinent “rules.” - Students will receive a double-sided plot chart to brainstorm plot ideas for an original 55-Fiction story. Their goal is to have at least one idea charted by end of class.	1.) have two 55 fiction plot brainstormed on sheet for tomorrow
F	<i>The student will be able to:</i> <i>Self-assess knowledge of vocabulary words.</i> <i>Write expressively based on a prompt.</i> <i>Create original fiction that follows a plot structure as well as rules of the 55 Fiction genre</i>	DO NOW: Preview Unit 2 Vocabulary Words - The class will review the unit 2 vocabulary list. - Students will read/have time to respond to today’s expressive writing prompt; share with partners; volunteers share with the class. 9/19 Expressive Writing #5: 10-Sentence Suspense Challenge - Students will compose a first draft of their original stories. Today, students should not be worried about the 55 word count; take the story from brainstormed plot line to concise draft. - Students will read from their Q1 independent novels.	1.) “Choosing the Right Word” - unit 2 vocabulary CRUSH THOSE READING GOALS!

GRADES/ASSESSMENTS THIS WEEK:

1.) “Continue the Story” for “Click-CLack...” (20 points) - THURSDAY

WEEK 6: September 22 - 26, 2025

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DAY	OBJECTIVE	CLASSROOM ACTIVITY	PRACTICE
M	<i>The student will be able to:</i> <i>Use vocabulary words in context.</i> <i>Consider/formulate opinions on topics related to an upcoming short story</i> <i>Compose a short story featuring all parts of plot</i>	DO NOW: Vocabulary Practice - Students will share their vocabulary Do Now responses with their partner; volunteers share with the class. - Students will complete a pre-reading activity for “The Tell-Tale Heart.” This is posted in GC. Discuss. - Students will play a Quizlet Live to review vocabulary words related to the story. - Students will finish drafting their original 55-fiction story.	1.) “Synonyms” and “Antonyms” - unit 2 vocabulary CRUSH THOSE READING GOALS!!!
T	<i>The student will be able to:</i> <i>Use vocabulary words in context</i> <i>Know pertinent biographical and historical information about a story/author</i> <i>Locate and analyze suspense in a short story</i>	DO NOW: More Vocabulary Practice - Students will share their vocabulary Do Now responses with their partner; volunteers share with the class. - Students will view this video about Edgar Allan Poe. - The class will receive a copy of “The Tell-Tale Heart” and we will read it aloud, stopping periodically for students to highlight and annotate suspense/techniques/effects. Here is a dramatic reading! Discuss. - The class will finish reviewing the Rules of 55 Fiction; students will HAVE to be at 55 words with a title for tomorrow. What they don’t accomplish in class is to be done at home.	1.) “Completing the Sentence” - Unit 2 vocabulary 2.) EXACTLY 55 of your best words and a title for your hand-written 55 fiction story CRUSH THOSE READING GOALS!!!
W	<i>The student will be able to:</i> <i>Use vocabulary words in context</i> <i>Analyze suspense in a short story</i>	DO NOW: Even MORE Vocabulary Practice - Students will share their vocabulary Do Now responses with their partner; volunteers share with the class. - The class will review the difference between active and passive voice verbs via this PowerPoint; they will receive a practice worksheet and students will work on #1-10 of exercise A on page 178. - Students will finish listening to “The Tell-Tale Heart” and annotating suspense/techniques/effects.	1.) all vocabulary activities due by 8am tomorrow 2.) choose ONE of the two EdPuzzle assignments in GC to complete CRUSH THOSE READING GOALS!!!
Th	<i>The student will be able to:</i> <i>Use vocabulary words in context</i>	DO NOW: Choose “This Day in History” Write-Up - Students will receive the This Day in History assignment for unit 2 vocabulary words and we will go over the process/rubric and look at the model posted in GC. Students will then have 30	1.) study for tomorrow’s unit 2 vocabulary quiz CRUSH THOSE READING GOALS!!!

	Analyze suspense in a short story Revise sentences from passive into active	minutes to compose their responses. Submit. - The class will discuss suspense in “The Tell-Tale Heart.” - Students will work on worksheet 30 to rewrite passive sentences into active (#1-5 only). Review if time allows.	
F	The student will be able to: Proofread for passive voice Demonstrate mastery of vocabulary words Read independently for pleasure	DO NOW: Finish #6-10 on Worksheet 30 - We will review the Do Now. - Students will proofread for passive voice on this handout. Review. - Students will take the unit 2 vocabulary quiz. - The class will read from independent novels.	1.) none CRUSH THOSE READING GOALS!!!

GRADES/ASSESSMENTS THIS WEEK: 1.) Pre-Reading for “The Tell-Tale Heart” (5 points) - MONDAY 2.) Unit 2 “This Day in History” (15 points) - THURSDAY 3.) Unit 2 Vocabulary Quiz (20 points) - FRIDAY 4.) Unit 2 Graded Vocabulary Exercises (TBD) - FRIDAY			
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WEEK 7: September 29 - October 3, 2025

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DAY	OBJECTIVE	CLASSROOM ACTIVITY	PRACTICE
M	The student will be able to: Deconstruct a TDA prompt Assess a peer’s original story Analyze suspense in a short story	DO NOW: Review NYT Assignment #2 - After reviewing this week’s <i>New York Times</i> assignment as a class, students will have 5 minutes to search for an article of interest. - Students will participate in a peer review of a classmate’s 55 Fiction story. Students will then have time to make edits based on feedback. - Students will receive the prompt for our instructional TDA on “The Tell-Tale Heart” and we will work together to deconstruct it. - Novel Project work day #2	1.) Active/Passive Sentence Construction assignment (posted in GC) ***Do not “Turn In” until class CRUSH THOSE READING GOALS!!!
T	The student will be	DO NOW: Improve Active/Passive HW!	1.) finish #14 - 24 of

	<i>able to:</i> <i>Make stylistic improvements to sentences</i> <i>Plan for a TDA</i> <i>Define and identify wordiness and redundancies</i>	- Students will copy the definition of wordiness into their grammar and style notes (posted in GC); students will receive the “Ridiculous Redundancies” handout to review, then they will complete the Identifying Redundancies Practice in pairs (#1-13 only) Review. - The class will make decisions about how to proceed with the planning (what techniques will we focus on?) and fill out the 3-column chart.	“identifying Redundancies Practice” 2.) New York Times Assignment #2 due FRIDAY CRUSH THOSE READING GOALS!!!
W	<i>The student will be able to:</i> <i>Locate and identify causes of wordiness in sentences</i> <i>Revise sentences to reduce wordiness</i> <i>Analyze suspense in a short story</i>	DO NOW: Check Your Identifying Redundancies Practice - Students will receive the “Causes of Wordiness” packet and we will review the causes/examples within. Students will work in pairs on Ex. 2 - Review. - Students will work in pairs on #1-5 of Exercise 3. They will highlight all wordy areas then label the causes of the wordiness as well as the original word counts in the margins. Then, they will rewrite them to be more concise and do a new word count. Review. - The class will finish filling out a 3-column chart analyzing the impact of the suspense in “The Tell-Tale Heart.”	1.) #6-11 of Exercise 3 in your Causes of Wordiness packet 2.) New York Times Assignment #2 due FRIDAY CRUSH THOSE READING GOALS!!!
Th	<i>The student will be able to:</i> <i>Locate/identify causes of/revise wordiness in a paragraph</i> <i>List/identify parts of the funnel introduction</i>	DO NOW: n/a - We will review last night’s causes of wordiness practice. - Students will work in pairs on the “Word Weight Loss Challenge” activity posted in GC. Share. - Students will take notes on the funnel introduction onto this paper. They will then work in pairs to color-code the literary analysis model introductions. Review. - Students will receive the Glossary of Good Beginnings for attention-grabbers and peruse it. They will return to the sample funnel introductions and identify the method used in each.	1.) New York Times Assignment #2 due tomorrow CRUSH THOSE READING GOALS!!!
F	<i>The student will be able to:</i> <i>Compose a funnel introduction to a TDA</i> <i>Read independently for pleasure</i>	DO NOW: Finish Checking Funnel-Intro Color Coding - The class will collaborate to compose a TDA funnel introduction; students will input text onto the outline posted in GC. - Students will share their <i>New York Times</i> assignment #2 with their partner, then volunteers will share with the class. Submit. - Students will read from their independent novels.	CRUSH THOSE READING GOALS!!!

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DAY	OBJECTIVE	CLASSROOM ACTIVITY	PRACTICE
M	The student will be able to: Use the ellipsis for effect Write expressively Compose an Exploding Analysis paragraph	DO NOW: Learn About Ellipses - We will review the “Do Now” and share student sentences. (Here’s the handout). - Students will compose their Expressive Writing #6 with the using first two uses of ellipses from the “Do Now” as a goal. Share with partners; volunteers share with the class. - Students will play the Causes of Wordiness Matching Game (posted in Stream) - Students will assess their 55 Fiction for wordiness. We will review the rubric (which is posted in GC). - Students will copy/paste Exploding Analysis Body Paragraph #1 for “The Tell-Tale Heart” TDA into their own outlines. The paragraph is located in GC. - The class will work collaboratively to compose the claim, context, and evidence portions of body paragraph #2.	1) Final copy of 55 Fiction story due WEDNESDAY
T	The student will be able to: Use the ellipsis for effect Write expressively Compose an Exploding Analysis paragraph	DO NOW: Learn MORE About Ellipses - We will review the “Do Now” and share student sentences. (Here’s the handout). - Students will compose their Expressive Writing #7 with using the third and fourth uses of ellipses from the “Do Now” as a goal. Share with partners; volunteers share with the class. - Students will go over submission guidelines for the 55-Fiction story and have time to polish work and print/assemble if ready. - Students will finish composing body paragraph #2 of the TDA as a class. Students will then compose body paragraph #3 in groups.	1.) final copy of 55 Fiction due tomorrow (see the Stream for submission info) ***last week to read novel in class - final project work day next Tuesday - Extended Plot Structure due next Friday

W	<i>The student will be able to:</i> <i>Write expressively</i> <i>Use ellipses for effect</i> <i>Compose an Exploding Analysis paragraph</i> <i>Identify and label the parts of the inverted funnel conclusion</i>	DO NOW: Prepare for Expressive Writing #8 - Students will compose their Expressive Writing #8. Use at least one ellipsis for effect and under your poem, identify how you used the ellipsis from your handout (to create suspense; to show a trailing off thought; to show hesitation, emotion, or an uneasy silence; to show incomplete sentences). Share with partner; volunteers share with the class. - Groups will finish composing body paragraph #3 of TDA - share. Mrs. Hinzman will share her paragraph (posted in GC as another model). - Students will take notes on the inverted funnel conclusion. - Students will complete a Google Form to indicate interest in a choice of short stories for the Benchmark TDA. - Volunteers will share their 55-Fiction stories with the class. Submit.	1.) none :) ***last week to read novel in class - final project work day next Tuesday - Extended Plot Structure due next Friday
Th	<i>The student will be able to:</i> <i>Write expressively</i> <i>Know how to use the ellipsis to indicate an omission from a quote</i> <i>Identify the parts of inverted funnel conclusions</i> <i>Compose an inverted funnel conclusion</i>	DO NOW: Prepare for Expressive Writing #9 - Students will compose their expressive writing and share with their partner; volunteers share with the class. - Students will work independently to complete the reverse side of the ellipsis sheet. Review. - After reviewing parts of the inverted funnel conclusion, students will complete this color-coding activity. Review. - The class will work collaboratively to compose an inverted funnel conclusion for “The Tell-Tale Heart” TDA. - More volunteers will share their 55 Fiction stories.	1.) none ***last week to read novel in class - final project work day next Tuesday - Extended Plot Structure due next Friday
F	<i>The student will be able to:</i> <i>Self assess knowledge of vocabulary words</i> <i>Write expressively</i> <i>Locate/analyze suspense in a short story</i>	DO NOW: Preview Unit 3 Vocabulary Words - The class will review all unit 3 definitions and pronunciations. - Students will compose Expressive Writing #10.. Share with partner; volunteers share with the class. - Students will receive the independent, Benchmark TDA prompt as well as a copy of their chosen story. They will have class time to read the story and highlight/annotate/label for suspense techniques.	1.) “Choosing the Right Word” - Unit 3 for Monday, “Synonyms” and “Antonyms” for Tuesday 2.) finish reading/highlight-

		- Students will read from their independent novels.	ing/annotating your Benchmark TDA story
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GRADES/ASSESSMENTS THIS WEEK: 1.) 55 Fiction (40 points) - WEDNESDAY
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WEEK 9: October 13-17, 2025

***Subject to change. Each CURRENT day will be complete and accurate.
 Future days may be revised. Please check regularly for updates.***

DAY	OBJECTIVE	CLASSROOM ACTIVITY	PRACTICE
M	The student will be able to:		
T	The student will be able to: Use vocabulary in context Use ellipses to indicate omissions Plan for a Benchmark suspense TDA	DO NOW: Vocabulary Practice - The class will review the analogies Do Now. - Students will receive an ellipses for omission practice sheet and we will review this use of the ellipsis. We will complete #1 together, then students will work in pairs on #2-5. Review. They will work independently on the reverse side of the page - review. - Students will meet briefly with classmates who have read the same TDA suspense story as them to discuss findings. - Students will receive their 3-column chart for the Benchmark suspense TDA and begin to complete it. - Students will use the rest of the class on their novel project work day.	1.) “Completing the Sentence” - Unit 3 vocabulary 2.) finish 3-column chart for Benchmark TDA if you did not complete it in class ***Novel Project due FRIDAY. We will assemble them in class.
W	The student will be able to:	DO NOW: MORE Vocabulary Practice - The class will review the analogies Do Now.	1.) study for tomorrow’s active/passive,

	<i>Use vocabulary in context</i> <i>Answer PSSA-style questions on voice/wordiness/ellipses</i> <i>Compose a TDA introduction independently</i>	- Day at the Races! Students will participate in a horse derby race to review active/passive voice, wordiness, and ellipsis PSSA-style questions. - Students will compose the introduction to their Benchmark TDA. - With remaining time, students may work on their novel project OR continue on to their TDA body paragraph #1.	wordiness, and ellipsis test ***Novel Project due FRIDAY. We will assemble them in class.
Th	<i>The student will be able to:</i> <i>Use vocabulary in context</i> <i>Demonstrate mastery of verb voice, wordiness, and ellipsis use</i>	DO NOW: Even MORE Vocabulary Practice - The class will review the analogies Do Now. - Students will work in groups to review for unit 3 vocabulary words by playing a Puzzle Race to fill in blanks on an in-context writing. Review - With any remaining time, students will work on their Benchmark TDA outline. - Students will take a test on active/passive voice, wordiness, and ellipsis.	1.) study for tomorrow's vocabulary quiz ***Novel Project due TOMORROW. We will assemble them in class.
F	<i>The student will be able to:</i> <i>Demonstrate mastery of vocabulary words</i> <i>Compose a TDA on suspense</i>	DO NOW: Finish Yesterday's Test - After “spinning” for the graded vocabulary exercise, students will take their unit 3 vocabulary quiz. - Students will assemble their novel project plot charts; share and submit. - Students will use the remainder of the period to work on their Benchmark TDA outline. It is due by 7 am Monday if not finished in class.	1.) TDA Outline due by 7 am Monday

GRADES/ASSESSMENTS THIS WEEK: 1.) 3-Column TDA Chart (9 points) - WEDNESDAY 2.) Plot Chart Novel Project (50 points) - FRIDAY 3.) Unit 3 Vocabulary Quiz (20 points) - FRIDAY 4.) Unit 3 Graded Vocabulary Exercises (TBD) - FRIDAY

WEEK 10: October 20 - 24, 2025

*****Subject to change. Each CURRENT day will be complete and accurate. Future days may be revised. Please check regularly for updates.*****

DAY	OBJECTIVE	CLASSROOM ACTIVITY	PRACTICE
M	<i>The student will be able to:</i> <i>Recognize cause/effect relationships in a text</i>	DO NOW: Preview New York Times Assignment #3 - The class will review all criteria for <i>NYT</i> Assignment #3 and look at some models then have time to search for an article of interest. - Students will receive a copy of the “Text Structures” packet and read the definition (first page). They will then flip to the “Cause/Effect” page and read all content. Finally, students will go to GC to read a sample paragraph and fill in a graphic organizer. Review. - Students will receive a pre-writing journaling prompt for our next short story, “The Landlady.” It asks them to discuss/ reflect upon “intuition” or “gut feelings.”	1.) New York Times Assignment #3 due FRIDAY
T	<i>The student will be able to:</i> <i>Recognize cause/effect relationships in a text</i> <i>Define metacognition and cognitive strategies and apply them to a short story</i>	DO NOW: Cause/Effect Paragraph #2 - The class will review the Do Now. - Students will create a “Suspense TDA” folder in their 8th grade writing folder, then create a document by the same name. They will copy and paste all parts into essay form (MLA!). They will engage in a peer review session for the essay, then have time to edit/revise accordingly - Students will read a definition for <i>metacognition</i> and <i>metacognitive strategies</i>. Students will then receive and review an explanatory packet of cognitive strategies when reading and we will begin reviewing it. - After more volunteers share yesterday’s “intuition” writing, students will receive a copy of “The Landlady” as well as a cognitive strategies tracking sheet. We will read chunk 1 aloud and students will have time to fill in their chart.	1.) New York Times Assignment #3 due FRIDAY ***Consider finishing up any necessary edits/revisions based on peer feedback if you didn’t finish in class.
W	<i>The student will be able to:</i> <i>Recognize cause/effect relationships in a text</i> <i>Know grading criteria of an essay and make peer suggestions/ personal revisions based on them</i> <i>Track metacognition</i>	DO NOW: Cause/Effect Practice #3 - Students will check their “Do Now” answers against Mrs. Hinzman’s answer key (projected). - After reviewing cognitive strategies, volunteers will share some of the things they wrote on their tracking sheet for chunk 1 of “The Landlady.” We will continue with chunks 2 and 3, pausing to fill in the cognitive strategies chart after each section. - Students will receive/review the TDA rubric(s). Tomorrow will be a peer review, but you are encouraged to work on polishing	1.) finish “The Landlady” and Cognitive Strategies Chart 2.) New York Times Assignment #3 due FRIDAY

	<i>of a short story</i>	your essay tonight based on the grading criteria!	
Th	<i>The student will be able to:</i> <i>Recognize cause/effect relationships in a text</i> <i>Contribute meaningfully to a large group discussion</i>	DO NOW: Read and Highlight Signal Words in Cause/Effect Essay - We will review the “Do Now.” - After students review their Cognitive Strategies chart for “The Landlady,” placing a star or asterisk next to their top comments for sharing, the class will engage in a large group discussion of the story. Submit cognitive strategies chart. - Students will engage in a peer review of their TDAs then have time to make revisions in preparation to submit tomorrow.	1.) New York Times Assignment #3 due tomorrow 2.) Final copy of TDA submitted by class time tomorrow
F	<i>The student will be able to:</i> <i>List twelve methods of foreshadowing</i> <i>Identify methods of foreshadowing in a short film</i>	DO NOW: Name our Halloween Cutouts! - Student will share their <i>NY Times</i> assignment with their partner, then volunteers will share with the class. Submit. - Students will view this video on foreshadowing and fill in this notes sheet as they go. Review. - Students will view the short film Alma (twice) and complete the viewing guide as they watch. We will review/discuss the foreshadowing within the movie.	1.) none

GRADES/ASSESSMENTS THIS WEEK:

- 1.) Group Discussion Participation for “The Landlady” (3 points) - THURSDAY**
- 2.) “The Landlady” Cognitive Strategies (10 points) - THURSDAY**
- 3.) New York Times Assignment #3 (20 points) - FRIDAY**

WEEK 11: October 27 - October 31, 2025

*****Subject to change. Each CURRENT day will be complete and accurate. Future days may be revised. Please check regularly for updates.*****

DAY	OBJECTIVE	CLASSROOM ACTIVITY	PRACTICE
M	<i>The student will be able to:</i> <i>Differentiate between 4 different uses of the dash</i> <i>Write expressively (using dashes for</i>	DO NOW: Vote on Final Cutout Name - Students will receive dashes worksheet 189 and we will go over the four uses of the dash at the top. Students will then work in pairs on Exercises 1 and 2; in addition to adding dashes, they must also identify which use is represented in the sentence. Review. Students will compose Expressive Writing #11. Use dashes in two	1.) be ready for a quiz on the 12 methods of foreshadowing and foreshadowing in “The Landlady” tomorrow

	effect) <i>Identify methods of foreshadowing in a short film</i> <i>Define and distinguish between four points of view</i>	different ways! Share with a partner; volunteers share with the class. - We will review the foreshadowing chart for <i>Alma</i>. - Students will view the short film Biba (twice) and complete the accompanying foreshadowing chart independently for a grade. Submit.	
T	<i>The student will be able to:</i> <i>Differentiate between 4 different uses of the dash</i> <i>Write expressively (using dashes for effect)</i> <i>Identify methods of foreshadowing in a short film</i>	DO NOW: Complete Dashes Worksheet 181 - Exercise 1 - After reviewing the Do Now, students will compose Expressive Writing #12. Share with a partner; volunteers share with the class. - Students will have time to finish the <i>Biba</i> foreshadowing chart, then students will then take their foreshadowing quiz (Form posted in GC). - Students will receive a handout defining <i>point of view</i> and establishing 4 types. They will work in pairs on the two accompanying practice exercises. Review.	1.) Finish practice on yellow point of view packet
W	<i>The student will be able to:</i> <i>Write expressively (using dashes for effect)</i> <i>Distinguish between 4 point of view</i> <i>Analyze point of view in a short story</i> <i>Compose a scene rewrite in a different point of view</i>	DO NOW: Prepare for Expressive Writing #12 - Student will compose their “I Want” poem. Share with a partner; volunteers share with the class. - We will review the point of view exercises completed for today. - Students will work in groups on a point of view analysis for “The Landlady.” Review. Pd. 1/2: - Miss Pasco will lead a lesson on rewriting a scene from “The Open Window.”	1.) Pd. 1/2 - finish your point of view scene rewrite for “The Open Window” 2.) Pd. 4/5 and 6/7 - finish the slides assignment for POV in “The Landlady”
Th	<i>The student will be able to:</i> <i>Compose a scene rewrite in a different point of view</i> <i>List differences and similarities between a sh</i>	DO NOW: Prepare for Expressive Writing #14 Pd. 1/2: - Students will finish their point of view analysis for “The Landlady.” Review. They will then revisit their scene rewrite for “The Open Window” and add gains/losses. Volunteers will share. - Students will view a film version of “The Landlady” and complete a compare/contrast chart for bonus (optional). Review.	1.) Pd. 1/2 - #4 - 7 of POV worksheet

F	<i>The student will be able to:</i>	DO NOW: Preview Unit 4 Vocabulary Words	1.) “Choosing the Right Word” - unit 4

GRADES/ASSESSMENTS THIS WEEK: 1.) Biba Foreshadowing Chart (TUESDAY) - 15 points 2.) Foreshadowing Quiz (TUESDAY) - 20 points			
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WEEK 12: November 3-7, 2025

***Subject to change. Each CURRENT day will be complete and accurate.
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DAY	OBJECTIVE	CLASSROOM ACTIVITY	PRACTICE
M	<i>The student will be able to:</i> <i>Self-assess knowledge of vocabulary words</i> <i>Use vocabulary words in context</i> <i>Brainstorm ideas for a poetic taxidermy poem</i>	DO NOW: Preview Unit 4 Vocabulary Words - We will review definitions/pronunciations of unit 4 vocabulary words, then students will receive the “Perfect Meal” menu page and students will create an appetizer using at least one vocabulary word. Share with a partner; volunteers share with the class. - Students will have class time to work on their “Choosing the Right Word.” - On a fresh page in their Writer’s Notebook, students will label an entry as follows: 11/3 Poem First/Last Lines They will then list and highlight the following: Title: Poet: First Line: Last Line: Source: Summary: They will then spend class time accessing the poem sites posted in GC (under “Year-Long Important Resources”) and searching for a poem that has an engaging first and last line. When found, they will copy all information exactly as found and provide a brief summary. Mrs. Hinzman will introduce the idea of Poetic Taxidermy (“stuff” the first and last lines of an already-exisiting poem with your unique topic — can’t be the same topic as the	1.) “Choosing the Right Word” - unit 4 (due by class tomorrow) 2.) finish poem summary/ brainstorming if necessary

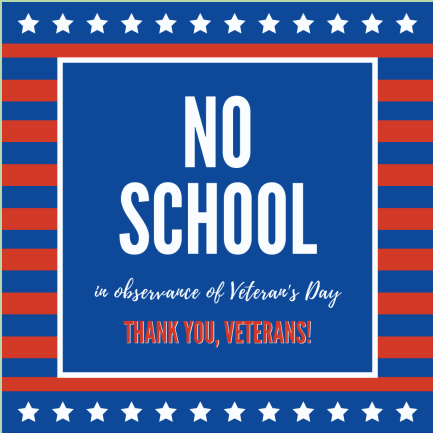
		original). - Students will then skip a space on their poem paper and label the next part “Original Poem Topic Brainstorm” and make a list of potential directions to take their taxidermy poem. Mrs. Hinzman will model first.	
T	<i>The student will be able to:</i> <i>Use vocabulary in context</i> <i>Brainstorm topics for poetic taxidermy poem.</i> <i>Read/highlight/annotate multiple texts to determine cause/effect relationships</i>	DO NOW: More Vocabulary Practice - Students will share their “Do Now” responses. - Students will do a “pass around” of their poetic taxidermy first/last lines, summary, and brainstorm; classmates will add ideas to their brainstorm list. - Students will receive copies of three non-fiction texts to finish our “Murderous Minds” unit; they all focus on nature vs. nurture aspects of killers. They will read/highlight/annotate for the purpose of noting cause/effect relationships and preparing for a paragraph writing tomorrow. PASSAGE 1 PASSAGE 2 PASSAGE 3	1.) “Synonyms” and “Antonyms” - unit 4 (due by class tomorrow) 2.) choose a “final” topic for poetic taxidermy (highlight or circle) 3.) finish reading/highlighting/annotating the three non-fiction texts for cause/effect etc.
W	<i>The student will be able to:</i> <i>Use vocabulary in context</i> <i>Plan/compose a cause/effect paragraph synthesizing information from multiple texts</i>	DO NOW: Even MORE Vocabulary Practice - Students will share their “Do Now” responses. - Students will share their poetic taxidermy final topics. - Students will receive the nature vs. nurture cause/effect paragraph prompt/materials and we will review the writing assignment. - Students will revisit their 3 highlighted/annotated passages to decide which of three cause/effect organizers will work for their writing; students will complete the organizer. - Students will write their cause/effect paragraph. - Students who finish early may work on/study vocabulary.	1.) “Completing the Sentence” - unit 4 (due by class tomorrow)
Th	<i>The student will be able to:</i> <i>Use vocabulary in context</i> <i>Compose an original</i>	DO NOW: Choose “This Day in History” Article - Students will have 30 minutes to compose their vocabulary response to This Day in History. - Students will complete an interest survey for their Q2 novel.	1.) study for tomorrow’s unit 4 vocabulary quiz

	<i>poetic taxidermy draft</i>	- After viewing teacher/student poetic taxidermy drafts, students will draft their own poem on paper.	
F	<i>The student will be able to:</i> <i>Demonstrate mastery of vocabulary</i> <i>Define and identify alliteration, assonance and consonance</i>	DO NOW: Finish Poetic Taxidermy Draft - Students will receive this sound devices packet and we will review alliteration, assonance and consonance. Students will work in pairs on parts 1 and 2 of the practice exercises. Review. - Students will take the unit 4 vocabulary quiz. - Wikispeedruns!	1.) none - enjoy your long weekend!

GRADES/ASSESSMENTS THIS WEEK: 1.) Cause/Effect Organizer (5 points) - WEDNESDAY 2.) Cause/Effect Paragraph (20 points) WEDNESDAY 3.) "This Day in History" Writing (15 points) - THURSDAY 4.) Unit 4 Vocabulary Quiz (20 points) - FRIDAY			
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WEEK 13: November 10 - 14, 2025

*****Subject to change. Each CURRENT day will be complete and accurate.**
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DAY	OBJECTIVE	CLASSROOM ACTIVITY	PRACTICE
M	<i>The student will be able to:</i>		
T	<i>The student will be able to:</i> <i>Identify problem-solution text structure elements in sample paragraphs</i> <i>Locate sound devices</i>	DO NOW: Preview New York Times #4 - After we review all assignment criteria for NYT Assignment #4, students will have time to search for an article of interest. - After reviewing the problem-solution page from their text structure packet, students will access a problem-solution activity in GC and follow directions to complete. Review.	1.) Sound Devices Scrible due Thursday ***HAVE YOUR POEM SAVED IN YOUR SCRIBBLE LIBRARY BY CLASS TOMORROW.

	<i>in a poem</i>	- Students will play a Gimkit to practice sound devices. - Mrs. Rimel will instruct students on how to sign up for Scribe and add it to their toolbar. We will then review the Sound Devices Scribe activity posted in GC. They will have time to find their poem.	2.) New York Times Assignment #4 due Friday
W	<i>The student will be able to:</i> <i>Identify problem-solution text structure elements in sample paragraphs</i> <i>Locate sound devices in a poem</i>	DO NOW: Problem/Solution Passage 2 - We will review the “Do Now,” identifying transitions, problems, and solutions in a paragraph. - Students will have time to work on their Sound Devices Scribe activity. ***We will submit together tomorrow. - Students will receive their Q2 novels and assignments. Students will meet in book club groups to set page goals.	1.) Sound Devices Scribe Activity due tomorrow
Th	<i>The student will be able to:</i> <i>Identify problem-solution text structure elements in sample paragraphs</i> <i>Define/recognize direct vs. indirect characterization</i> <i>Read independently</i>	DO NOW: Problem/Solution Passage 3 - We will review the “Do Now,” identifying transitions, problems, and solutions in a paragraph. - Students will receive a STEAL reference sheet to review characterization. They will then receive a practice page; the class will complete #1 together, then students will work in pairs on #2-4. Review. - After revisiting the Q2 novel project slide in GC to review more specifics about the #Booksnap, students will read from their novels. - Students will submit their Sound Devices Scribe following Mrs. Hinzman’s modeling. - Student will return to their poetic taxidermy poems; they will create a “Poetic Taxidermy” folder in their 8th grade writing folder as well as a doc by the same name. They will type their poem in preparation to make additional revisions.	1.) New York Times Assignment #4\ 2.) #5-7 of STEAL Practice page
F	<i>The student will be able to:</i>	DO NOW:	

GRADES/ASSESSMENTS THIS WEEK:

WEEK 14: November 17 - 21, 2025

*****Subject to change. Each CURRENT day will be complete and accurate.
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DAY	OBJECTIVE	CLASSROOM ACTIVITY	PRACTICE
M	<i>The student will be able to:</i> <i>Define, identify, and compose absolutes as a descriptive writing technique</i> <i>Write expressively</i>	DO NOW: Introduction to the Absolute Brush Stroke - Students will view slides 1-7 of this slideshow introducing Grammar Brushstrokes. The class will compose a written response to slide 8 together. - We will review the “Do Now” page, then students will work in pairs to compose two original sentences with absolutes at the bottom. - Students will compose their Expressive Writing #16 using at least two absolutes, which they will highlight. Share with partner; volunteers share with the class. - Students will revisit their poetic taxidermy poems to add at least one absolute brushstrokes and to continue adding sound devices. - Students will read from their book club novel.	1.) read from your book club novel BOOK CLUB MEETING #1: FRI. 11/21
T	<i>The student will be able to:</i> <i>Create sentences with absolutes based on interesting photos</i> <i>Write expressively</i> <i>Define central idea and main idea</i> <i>Express central idea in a 15-word abstract.</i>	DO NOW: Practice Absolutes - Students will read their peers’ sentences with absolutes, posted as comments in the Stream. - Students will compose their Expressive Writing #17 (posted in the Stream). Share with partner; volunteers share with the class. - Students will receive a copy of “Growing Up: Key Moments” and we will preview the text, looking at the title, headings, captions, etc. Makes guesses about what the text will be about. - Students will receive a handout defining central idea and main idea and we will review. - We will begin to read and highlight the passage, completing the 15-Word Abstracts paper as we go. Today we will do paragraph 1 and the central idea abstract.	1.) read from your book club novel BOOK CLUB MEETING #1: FRI. 11/21
W	<i>The student will be able to:</i> <i>Define, identify, and compose appositives as a descriptive</i>	DO NOW: Introduction to the Appositive Brush Stroke - Students will view slides 9-10 of this slideshow introducing Grammar Brushstrokes. The class will compose a response to slide 11 together.	1.) read from your book club novel BOOK CLUB MEETING #1: FRI. 11/21

	<i>writing technique</i> <i>Write expressively</i> <i>Express main idea in a 15-word abstract.</i>	- We will review the “Do Now” page, then students will work in pairs to compose two original sentences with appositives at the bottom. - Students will compose their Expressive Writing #18 using at least two appositives, which they will highlight. Share with partner; volunteers share with the class. - The class will continue working through “Growing Up: Key Moments” and writing 15-Word Abstracts. We will do “The Truth About Santa,” “Big News,” and “Parents: are they even human.” - Students will read from their book club novels.	
Th	<i>The student will be able to:</i>	DO NOW:	1.) read from your book club novel BOOK CLUB MEETING #1: TOMORROW
F	<i>The student will be able to:</i>	DO NOW:	

GRADES/ASSESSMENTS THIS WEEK:

WEEK 15: November 24 - 28, 2025

*****Subject to change. Each CURRENT day will be complete and accurate. Future days may be revised. Please check regularly for updates.*****

DAY	OBJECTIVE	CLASSROOM ACTIVITY	PRACTICE
M	<i>The student will be able to:</i>	DO NOW:	
T	<i>The student will be able to:</i>	DO NOW:	
W	<i>The student will be able to:</i>	DO NOW:	
Th	<i>The student will be</i>	DO NOW:	

	able to:		
F	The student will be able to:	DO NOW:	

GRADES/ASSESSMENTS THIS WEEK:

WEEK 16: December 1 - 5, 2025

***Subject to change. Each CURRENT day will be complete and accurate.
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DAY	OBJECTIVE	CLASSROOM ACTIVITY	PRACTICE
M	The student will be able to:	DO NOW:	
T	The student will be able to:	DO NOW:	
W	The student will be able to:	DO NOW:	
Th	The student will be able to:	DO NOW:	
F	The student will be able to:	DO NOW:	

GRADES/ASSESSMENTS THIS WEEK:

WEEK 17: December 8 - 12, 2025

***Subject to change. Each CURRENT day will be complete and accurate.
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DAY	OBJECTIVE	CLASSROOM ACTIVITY	PRACTICE
M	The student will be able to:	DO NOW:	
T	The student will be	DO NOW:	

	able to:		
W	The student will be able to:	DO NOW:	
Th	The student will be able to:	DO NOW:	
F	The student will be able to:	DO NOW:	

GRADES/ASSESSMENTS THIS WEEK:

WEEK 18: December 15 - 19, 2025

***Subject to change. Each CURRENT day will be complete and accurate.
Future days may be revised. Please check regularly for updates.***

DAY	OBJECTIVE	CLASSROOM ACTIVITY	PRACTICE
M	The student will be able to:	DO NOW:	
T	The student will be able to:	DO NOW:	
W	The student will be able to:	DO NOW:	
Th	The student will be able to:	DO NOW:	
F	The student will be able to:	DO NOW:	

GRADES/ASSESSMENTS THIS WEEK:

WEEK 19: December 22 - 26, 2025

***Subject to change. Each CURRENT day will be complete and accurate.
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DAY	OBJECTIVE	CLASSROOM ACTIVITY	PRACTICE
M	The student will be able to:	DO NOW:	
T	The student will be able to:	DO NOW:	
W	The student will be able to:	DO NOW:	
Th	The student will be able to:	DO NOW:	
F	The student will be able to:	DO NOW:	

GRADES/ASSESSMENTS THIS WEEK:
