

Weekly Plan F BLOCK

[Google Classroom](#) * [Syllabus](#) * [Email Mr. Richardson](#) * [Email Ms. Lessard](#) * [Grammar Reference Sheet](#)

Monday, 9/22

CLASSWORK

- Review: "A Sunrise on the Veld"
 - Which theme seems most appropriate for "A Sunrise on the Veld?"
 - A. an animal's life is equally as important as a humans
 - B. humans shouldn't take life for granted
 - C. a loss of innocence is often a difficult and humbling experience
 - D. hubris (pride) can lead to a false sense of identity
 - Debate [Questions](#) printed

HOMEWORK

- study for Roots Quiz 9/29
 - check your definitions/words here: [answer key](#)
 - you should know the root word, its definition and the words associated with that root
 - use the study material you created to prepare for the quiz
- FUTURE: Common Assessment 9/26

Tuesday, 9/23

NO SCHOOL

Wednesday, 9/24

CLASSWORK

- Common Assessment Prep
 - Changing Rhetorical Questions into [Statements](#)
 - Review your summer reading [book](#)
- make study [material](#) for [roots 3](#) quiz
 - access your copy of the HW in Google Docs
 - discuss studying strategies:
 - [Wayground](#) website, [directions](#)
 - [Gimkit](#) website, [directions](#)
 - [Quizlet](#) website, [directions](#)

HOMEWORK

- Common Assessment Friday
 - One paragraph/one page long
 - You should be finished by the end of the period
 - Review material from your summer reading book in preparation for the common assessment:
 - the author's name
 - main characters
 - conflicts
 - major action
 - timeline of events
 - themes
 - symbols

Thursday, 9/25

DROP

Friday, 9/26

CLASSWORK

- Common Assessment

HOMEWORK

- study for Roots Quiz 9/29
 - check your definitions/words here: [answer key](#)
 - you should know the root word, its definition and the words associated with that root
 - use the study material you created to prepare for the quiz

Monday, 9/29

CLASSWORK

- Roots 3 Quiz
- “[Us and Them](#)” [intro](#):
 - Student [intro](#) (printed)

HOMEWORK

- Read “[Us and Them](#)”

Tuesday, 10/1

CLASSWORK

- Media Center for independent reading book talk

HOMEWORK

- Read “[Us and Them](#)”

Wednesday, 10/2

CLASSWORK

- Review “[Us and Them](#)” ([notes 1](#)) ([notes 2](#))
 - group review [questions](#) (printed)

HOMEWORK

- none

Thursday, 10/3

DROP

Friday, 10/4

CLASSWORK

- grammar intro: 8th grade [review](#)
 - intro to prepositional [phrases](#) / [slide](#)

HOMEWORK

- grammar intro: 8th grade [review](#)
 - intro to prepositional [phrases](#) / [slide](#)

Monday, 10/7

CLASSWORK

- review prepositional phrases
 - answers to worksheet located [here](#)

HOMEWORK

- study for prepositional phrase quiz (open notes quiz!)
 - blank [worksheet](#) for practice
 - answers to worksheet located [here](#)
 - [review 1](#), [review 2](#), [review 3](#)

PREVIOUS WEEKS

Monday, 9/15

CLASSWORK

- “The Scarlet Ibis” intro: symbolism, [slide](#)
 - [symbolism practice](#)
 - read “[The Scarlet Ibis](#)”
- Homework Due Dates

HOMEWORK

- finish reading “The Scarlet Ibis”

Tuesday, 9/16

CLASSWORK

- Curr H class

- [questions/review](#): “The Scarlet Ibis”
- Short Essay [Practice 3](#)
 - Discuss Questions as [hooks](#)
 - These prompts are the same prompts from short essay practice 1. For this assignment, please choose one of the prompts that you didn't answer in the first assignment.

HOMEWORK

- Short Essay [Practice 3](#)
 - These prompts are the same prompts from short essay practice 1. For this assignment, please choose one of the prompts that you didn't answer in the first assignment.
 - follow this [link](#) for an example of a model response
 - [outline](#)

Wednesday, 9/17

CLASSWORK

- Discuss Short Essay [Practice 3](#)
 - writing [lessons](#): T.A.G
 - [grade](#) your essay
- [Roots Part 3](#)

HOMEWORK

- finish [Roots Part 3](#)

Thursday, 9/18

DROP

Friday, 9/19

CLASSWORK

- review [Roots 3](#)
- “[A Sunrise on the Veld](#)” [intro](#), [notes](#)
 - [Slide](#)
 - About Loss
 - Part 1 [assignment](#)
 - Part 2 [assignment](#)

HOMEWORK

- Read “[A Sunrise on the Veld](#)”
- study for [Roots Quiz](#), 9/26
 - you should know the root word, its definition and the words associated with that root
 - use the study material you created to prepare for the quiz

Monday, 9/8

CLASSWORK

- [Academic Habits](#)
- theme [slide](#)
- [questions/review 2](#) “The Most Dangerous Game” (teacher notes [one](#), [two](#))
- review [Roots Part 2](#)
 - access your copy of the HW in Google Docs
 - discuss studying strategies:
 - [Wayground](#) website, [directions](#)
 - [Gimkit](#) website, [directions](#)
 - [Quizlet](#) website, [directions](#)

HOMEWORK

- Make vocabulary [review material](#), share your work with us
- FUTURE: Roots Quiz 9/12
 - check your definitions/words here: [answer key](#)
 - you should know the root word, its definition and the words associated with that root
 - use the study material you created to prepare for the quiz

Tuesday, 9/9

CLASSWORK

- [Curriculum A or Curriculum H?](#) (Slide)
- review quiz format
- writing a short paragraph: [Slide](#)
 - student [work](#) (topic sentences)

HOMEWORK

- finish [topic sentences](#)
- FUTURE: Roots Quiz 9/12
 - check your definitions/words here: [answer key](#)
 - you should know the root word, its definition and the words associated with that root
 - use the study material you created to prepare for the quiz

Wednesday, 9/10

CLASSWORK

- quick look: common assessment model essay
 - student [work](#)
- short essay [practice](#), due 9/12
 - follow this [link](#) for an example of a model response
 - [outline](#)

HOMEWORK (Reminder: you have two nights to work on this because we drop tomorrow.)

- short essay [practice](#)
 - follow this [link](#) for an example of a model response
 - [outline](#)
- Roots Quiz 9/12
 - check your definitions/words here: [answer key](#)
 - you should know the root word, its definition and the words associated with that root
 - use the study material you created to prepare for the quiz

Thursday, 9/11

Friday, 9/12

CLASSWORK

- Roots Quiz 1
- review short [essay practice](#):
 - Short Essay Reflection [Questions](#)
- Writing Strategies “Hooks”
 - [Slide](#)
 - model [essay](#)
 - student [work 1](#), student [work 2](#)
 - discuss, provide positive feedback

HOMEWORK

- short essay [practice 2](#)
 - These prompts are the same prompts from short essay practice 1. For this assignment, please choose one of the prompts that you didn't answer in the first assignment.

Tuesday, 9/2

CLASSWORK

- [introductions](#) / [slide](#), google classroom code: **6e6e5cdc**
- review [syllabus](#), seating, classroom tour, review website/homework page
- powerschool [link](#), password: arlington2029

HOMEWORK

- Read/sign the [Syllabus](#)
- [What about you?](#)
- [How to use Google Classroom.](#)

Wednesday, 9/3

CLASSWORK

- Finish intro [slides/syllabus](#) (slide 13)
- Google Classroom private messages
- Classwork vs. Homework
- introduction: “[The Most Dangerous Game](#)” (teacher [notes](#))
 - intro/objectification [slide](#)
 - student [work](#), printed
- root words [slide](#), [intro](#)

HOMEWORK

- finish root words [intro](#), post to Google Classroom (follow these [examples](#) for completing the assignment)
- begin reading “[The Most Dangerous Game](#)” until -This is the end of the first reading-

Thursday, 9/4

DROP

Friday, 9/5

CLASSWORK

- setting [slide](#)
- [questions/review](#) “The Most Dangerous Game,” teacher [notes](#)
- review root words [intro](#) and the remainder of the packet
 - access your copy of the HW in Google Docs

HOMEWORK

- [Roots Part 2](#)
- finish reading “[The Most Dangerous Game](#)”
- FUTURE: Roots Quiz 9/10