

Snyder: Freshman English Weekly Agenda

If you have any questions, might be absent one day, or forget about homework, do not hesitate to email! (miranda.snyder@mdirss.org)

Final Evidence!!!!!!!

June 10-14

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Check in: Find a photo from Freshman year in your camera roll (or in a yearbook!). Could this be a standout point/body paragraph focus in your piece?</p> <p>- Paste it here.</p> <p>Calling us in: AI ethical use.</p> <p>- What is ethical use?</p> <p>- CHANT: Personal Reflection Goal: Outline, Throw up, Outline!</p> <p>Check out: Where are you at, right now? Where do you predict you will be tomorrow?</p>	<p>Check in: On here, look at the photo from yesterday (or find one online- it should capture something about how you've felt about this year).</p> <p>2 Minute Challenge: Throw up descriptive details about it on a sticky. Use your words to bring it to life!</p> <p>Personal Reflection Goal: Show v. Tell</p> <p>a. Let's annotate this model for show v. tell.</p> <p>b. Look in your own writing (you can do this with an outline or draft!) and indicate (you could do this in a comment, blurb-to-yourself, color-coding cue, etc.):</p> <ul style="list-style-type: none"> - Where is a place you plan to show? What might you include? - Where is a place you <i>do</i> show? What does this "showing" do? - What is a question you have about showing v. telling, for your piece? 	<p>Check in: Read one line or word from your piece. This is a practice in bravery!</p> <p>Personal Reflection Goal: Thesis & Punch!</p> <p>Let's appreciate this model and this model for their thesis and punch.</p> <ul style="list-style-type: none"> - Where do they connect? - Where do they expand on each other? <p>Look in your own writing (you can do this with any stage draft!) and indicate (you could do this in a comment, blurb-to-yourself, color-coding cue, etc.):</p> <ul style="list-style-type: none"> - Where do you see traces of your thesis? - Where do you see traces of your punch? <p>Challenge:</p> <ul style="list-style-type: none"> - Where is a place your thesis and punch connect? - Where is a place your thesis and punch expand? <p>Process-Check:</p> <ul style="list-style-type: none"> - If you could use assistance to <i>get words on the page</i>, try using a text-to-speech tool or dictating to a teacher, adult support, etc. - If you want to peer review, use this resource: Peer Review Guidelines: Final Self-Reflectio... 	<p>Check in #1: If you made a "Hot Ones" spinoff with any food, what food would you choose?</p> <p>Check in #2: Reflect, reflect reflect!</p> <p>- Take a few moments to fill out this survey, focused on your experiences in this classroom and me as your teacher. Your insights are the most important thing!</p> <p>Personal Reflection Goal: Revision & Reflection!</p> <ul style="list-style-type: none"> - Everyone must complete this writing self-reflection: https://forms.gle/ZN2BLZEbyPGaNPu8 - If you want to peer review, use this resource: Peer Review Guidelines: Final Self-Reflecti... <p>(at 9:45 + 10:50)</p> <p>Reminder: Tomorrow, we will do a final circle discussion. Everyone is required to read at least one line from their piece. You've got this, and your words deserve to be celebrated!</p> <p>To prepare and gather your thoughts, you can see the questions here: frehsman closign circle + BRING UR BOOKS IF U HVAEN'T YET</p>	<p>Closing circle.</p>

May 27 - May 31

Monday	Tuesday (B block) + Wednesday (A block)	Thursday	Friday
books read by today	<p>1. Check in:</p> <ul style="list-style-type: none"> - One thing from the weekend that you appreciated. - What is an animal you feel like right now? <p>2. Group Process: Read a standout quote from the end(ish) of your novel to the person sitting next to you. Why is it significant (what themes, lessons, or changes does it demonstrate)?</p> <p>3. Introduce BOE: book talk (assignment on Schoology).</p> <ul style="list-style-type: none"> - We will start presenting on <i>Monday</i>, using a randomized order. If you are ready to present by Friday, awesome! I will hear your talk then. - This is an SL1, R4, and R5 assessment. Only you are seeing your prep document; I am only assessing what you <i>say</i>. 	<p>1. Check in: Dream grad cap design.</p> <p>2. Werk: book talk (assignment on Schoology).</p> <ul style="list-style-type: none"> - We will start presenting on <i>Monday</i>, using a randomized order (we will decide the random order on Monday.) - If you are ready to present tomorrow, awesome! I will hear your talk then. - This is an SL1, R4, and R5 assessment. Only you are seeing your prep document; I am only assessing what you <i>say</i>. 	<p>1. Set up book talk random order:</p> <p>A block order: B block order:</p> <p>2. Werk: book talk (assignment on Schoology).</p> <ul style="list-style-type: none"> - This is an SL1, R4, and R5 assessment. Only you are seeing your prep document; I am only assessing what you <i>say</i>. - We will start presenting on <i>Monday</i>, using the randomized order (above). <p>3. Model book talk: Mr. Rush & Ms. Snyder.</p>

May 20 - May 24

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Check in: One positive from your weekend that you can take into this week.</p> <p>(30) Start “Book Club Meeting #1”</p> <p>(at 9:40 and 10:50) Read!</p>	<p>1. Check in: Share the standout quote and why you chose it + mascot you wrote on your sticky.</p> <p>2. A block: Finish “Book Club Meeting #1”</p> <p>B block: Coming of Age Check-In.</p> <p>What stages has your protagonist gone through?</p>	<p>1. (10) Comp. book Check in.</p> <p>mild: What is a stereotype or “single story” about a group of people/someone that shows up in your book? Who does the stereotype tell a story about? What does it suggest about the people it attempts to describe?</p> <p>medium: What is the harm of this stereotype, or single understanding? Who is hurt, and what could be long-term impacts of this?</p>	<p>1. (5 min) Comp. book Check in.</p> <p>Using your knowledge or this resource, write down:</p> <p>mild: What is an issue that matters to you? What about it stands out to you? Why are you invested in it?</p> <p>medium: What is something you know of that has been done to fight against/bring up/resolve this issue?</p> <p>Spicy: What is an action you imagine a student at MDIHS could take to raise awareness of, fight against, or help to resolve this issue?</p> <p>2. Share out Activist-Research.</p>	<p>1.</p> <div data-bbox="1686 1000 2055 1218"> <p>“</p> <p>I AM NO LONGER ACCEPTING THE THINGS I CANNOT CHANGE. I AM CHANGING THE THINGS I CANNOT ACCEPT.</p> <p>— ANGELA DAVIS</p> </div> <p>Check in: What is something you are hopeful about (even if you cannot accept the way things are right now)?</p> <p>2. (20) Read.</p>

	<p>3. (by 9:30 and 10:35) Read!</p>	<p>Spicy</p> <p>What is something someone could do to 1) acknowledge, 2) resist, and/or 3) fight back against this stereotype? What could happen as a result?</p> <p>OR</p> <p>What is a stereotype or bias you see the author of your text holding? What are moment(s) that demonstrate this?</p> <p>2. (20 min) Begin Unit 2: Call to Action! Lesson 1.</p> <p>Today-tomorrow, we are looking at individuals who respond to and seek to resolve issues in their community. They fight back against stereotypes, and use their identity factors as areas of strength.</p> <p>Jigsaw: Each group studies an activist.</p> <p>Use this resource: https://learnwithmoose.maine.gov/module/6610/art-allyship/step/7691.11/learning-from-wabanaki-activists/40854</p> <ul style="list-style-type: none"> - Everyone discusses, each person records in their digital journal. 	<p>Share:</p> <ul style="list-style-type: none"> - Activist Name & Tribal Affiliation - Areas of Concern (What are issues they see?) - Activism (What parts of their identity/experiences have impacted their activism? How have they responded to the issue? What have they done to spread their message?) - One powerful quotation. <p>While each group is sharing, write on your comp. book: What is a connection you see between an issue, an activist's efforts, etc., and your novel?</p> <p>Transition Q: What is something you're hopeful about?</p> <p>3. Read!!!</p> <ul style="list-style-type: none"> - <u>Which celebrity's</u> reading style are you channeling today? 	<p>3. (at 9:30 + 10:30) Book Club Meeting #2!</p> <p>4. Check out: A theme or lesson from your novel.</p>
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		<ul style="list-style-type: none"> - Use the guidelines in the slideshow (on the Module). ALSO include: <ul style="list-style-type: none"> - This person's identity factors & experiences -> What experiences and parts of their identity have impacted their activism? 		
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May 13 - May 17

Monday	Tuesday	Wednesday	Thursday	Friday
<p>1. (10) Comp. book check in: Calling Me Home - by Lyndon Lane</p> <p>Choice prompts:</p> <p>a. Take a line from the poem and run with it.</p> <ul style="list-style-type: none"> - "I can recall ..." - "I can smell ..." - "I can feel the souls of my ancestors calling me ..." <p>b. Word Cloud for "Home".</p> <p>c. List: What have you learned from your home?</p> <p>2. Read</p> <p>3. (at 9:40, 10:55) Club-Time! Topic: Importance of Setting - Application to Texts.</p>	<p>1. Check in: Favorite line dance?</p> <ul style="list-style-type: none"> - wobble, cotton eye joe, chicken dance, cupid shuffle, macarena, cha cha slide, electric slide, the hustle, square dance, YMCA, Hot to go! dance. <p>2. (5) Introduce MOOSE Modules. These are self-paced, complete mini-courses on various topics. They exist for <i>so</i> many subjects and topics; it's a great resource to learn about subjects and skills you're interested in!</p> <p>We are using these Modules to hear, engage with, and think about the power of history and culture in Wabanaki peoples' experiences. You will hear words like "colonization", "allyship", "activism", etc. Learning these terms and engaging with examples prepares you for future work: in schools, as a young voter, potential ally to marginalized populations, etc.</p> <p>3. (10) Housekeeping Directions: MOOSE Module (on Schoology).</p>	<p>1. Group Check in.</p> <ul style="list-style-type: none"> - round 1: What eyes-closed doodle did you add to your group sign? - round 2: What is one thing that stands out to you, from your reading yesterday? - round 3: What is one thing that you jotted down from the Module yesterday? <p>2. MOOSE Module work: unit 1, lesson 2 (Wabanaki Confederacy)</p> <p>I will play the video out loud. Take notes in the associated page (slide 3).</p> <p>3. Group Transition: What is one possible "C" connection you</p>	<p>1. Group Check in.</p> <ul style="list-style-type: none"> - round 1: If your group had a mascot, what would it be? - round 2: What is a notable or interesting quote from your reading yesterday? - round 3: What is one "C" connection you see between what was covered in the module yesterday, the day before, or our work (tribal sovereignty + the history of reservations) last week? <p>2. Read (until 9:35 + 10:35).</p> <p>3. Introduce: Group Meeting #1. (on Schoology)</p> <ul style="list-style-type: none"> - You will discuss the questions with your group members, but complete the document on your own. - You will start tomorrow. 	<p>Hi! I'm with 8th grade ELA teachers reviewing curriculum (aka, what 8th graders will read and write in their English classes next year. If you want me to say hi to you to a teacher on your behalf, shoot me an email! 😊)</p> <p>Your directions today are to:</p> <p>1) Continue Reading (reminder: three sticky notes).</p> <p>2) Finish the Book Club Meeting #1 assignment. We will talk about this for approx. 10 minutes Monday, and it is due Monday night.</p>

<p>Recap: History of Reservations + Penobscot Nation & Tribal Sovereignty.</p> <ul style="list-style-type: none">- Why are reservations important to the communities of people who live on them?- Why is tribal sovereignty important? What is a value you see in it? <p>Text Connection:</p> <p>Step 1: What is the main setting in your novel (place, time, year)? Who are the people that reside (are) there? Why is the setting important to them?</p> <p>Step 2: The people in a place are part of what makes a setting a “setting”, or a home a “home”. List the characters and their traits. Star the two people that intrigue you most.</p> <p>Step 3: Paste an interesting sticky note to the page. Talk about it with your group members, seeing if it is similar or different from anything they’ve noticed so far.</p> <p>Step 4: If you have time! Consider adding doodles, word-clouds for “Home” for the characters, etc.</p>	<p>2. (15 min) MOOSE Module work. Complete up until slide #2 on your online journal.</p> <p>3. Read until the bell! 😊</p>	<p>observe between what was covered in the module today, yesterday, or our work last week?</p> <p>4. (at 9:40, 10:55) Read!</p>		
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<ul style="list-style-type: none"> - Each person will contribute, with their first initial next to a point/addition they make. - Be as specific as possible, using page numbers, quotes, etc. <p>You will share out one part of your paper to the class.</p>				
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May 6 - May 10

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Final Process: The Natives</p> <p>Housekeeping: R+J Venn Diagram is due Friday at midnight. We will present/record tomorrow.</p> <p>You'll use your comp books for a lot of today, so have 'em ready!</p> <p>1. (15) Refresh & Reconnect</p> <ul style="list-style-type: none"> - The documentary focuses on the young protagonists recognizing, honoring, and fighting for their identities and experience(s). - In short, they recognize a problem and seek to solve it/respond to it. • ½ of class for short stories (choose at least two to focus on), ½ for Mango, ½ for R+J - In the other texts we've read so far: <ul style="list-style-type: none"> - What problems have the protagonists seen? 	<p>Sharing-Out: R+J BOE. Full BOE Due: FRIDAY @ midnight.</p> <p>Check in: Someone (fictional, celebrity, person from our school, etc.) who you'd like to twin with, today.</p> <p>1. What is required in this "presentation" that talks-out your Venn-Diagram?</p> <ul style="list-style-type: none"> - This recording/presentation should be at least 2 minutes long. - You must: Discuss every part of the Venn-Diagram. <p>(Explain WHY the evidence represents the theme, HOW your artifact/example(s) represent the theme, and HOW</p>	<p>Check in: Identity Connection - You are the protagonist of your own life. What is a favorite setting of yours?</p> <p>Housekeeping: All FP videos are now private.</p> <p>(30) All stories touch on important settings and what they mean to the people and communities who live in them. Let's take some time to learn about the history of reservations.</p> <p>Lean in: History of Reservations</p> <p>Comprehension Prompts:</p> <ul style="list-style-type: none"> - mild: What is a problem (historical or current) related to reservations? - medium: What can be done to respond to + solve these problems? What do you infer, or know, has been done? - spicy: Why are reservations important to the communities of people who live on them? Given difficulties, how do people persevere? <p>Zoom into Penobscot Nation:</p> <p>The Maine Indian Claims Settlement Act</p> <p>Tribal leaders in Maine praise passage of bill that grants them certa...</p> <p>Comprehension: Why is tribal sovereignty important?</p>	<p>Check in: If you could only dress in one pattern for the rest of your life, what would it be?</p> <p>1. You are in book club groups- yay!</p> <p>2. Norm Setting. Group Name.</p> <p>3. Reading log (on Schoology).</p> <p>4. Reading Expectations:</p> <ul style="list-style-type: none"> - Four C's. - No Airpods unless you are using an audiobook. Why?: <ul style="list-style-type: none"> - Should We Turn off the Music? Music with Lyrics Interferes with Cognitive Tasks - PMC - Why, and When, Does Music Interfere with Reading? Education & Teacher Conferences - One person out of the room at a time. Why? <p>5. Accessibility Check: Audible Access?</p>	<p>Check in: Dream class color/aesthetic?</p> <p>Housekeeping: Venn Diagram BOE due</p> <p>All of your novels touch on a setting and what they mean to the people and communities who live in them..</p> <p>Recap: History of Reservations</p> <ul style="list-style-type: none"> - Why are reservations important to the communities of people who live on them? <p>Zoom into Penobscot Nation:</p> <p>The Maine Indian Claims Settlement Act</p> <p>Tribal leaders in Maine praise passage of bill th...</p> <p>Comprehension:</p> <ul style="list-style-type: none"> - mild: What is tribal sovereignty? What has been a problem related to it? - medium: How have people responded to/solved the problems? - spicy: Why is tribal sovereignty important? What is a value you see in it?

<p>- Have they tried to solve them/respond to them? If so, how? Why?</p> <p>- How are the efforts of the protagonists in <i>The Natives</i> different or similar?</p> <p>2. (10) Stations: Using your curiosity-guide, write down your thoughts on <i>or</i> using the questions, to discuss at each station. I will time for three minutes at each station.</p> <p>3. (10) Refresh & Review: Identity Webs</p> <p>- What are parts (identities and experiences) of you that are similar/different from the people in the documentary? (I suggest choosing one individual to focus on.)</p> <p>- What values do you share?</p> <p>4. (15) Using Identity-Conscious Reader Response, answer #3 or #4.</p> <p>5. Check Out.</p>	<p>you see the similarities/ differences).</p> <p>2. Flipgrid: How to Record?</p> <ul style="list-style-type: none"> - Use THIS LINK to do so. - You can use Ms. Muzzy's or Mrs. Dillon's room to record. <p>3. Presentation in-class: Who's Game?</p>	<p>at 9:35 + 10:45: Book Speed Dating, for our upcoming unit. *You <i>must</i> finish this by the end of the school day, latest.</p> <p>- Click here for book info (you'll use your laptop to access the book trailers/etc. at each station).</p> <p>- EVERYONE: Click here to indicate your choices.</p>	<p>6. Start Reading!</p>	<p>Start Reading!!! 😊</p>
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April 29 - May 3

Focus: Work on R+J BOE + Intro IBC Unit.

Monday	Tuesday	Wednesday	Thursday	Friday
				<p>Sticky Note BOE Last Due Date: May 3</p> <p>Thematic Venn Diagram Presentation: Monday (May 6)</p>

<p>Check in: Name something that made you smile OR something you ate over the weekend.</p> <p>Comp. Book:</p> <ol style="list-style-type: none"> 1. A strength from last unit, that you or our class can take away and channel into our last one. 2. Something that could have been better last unit. Can we focus on it this last month? 3. Something that I (Ms. Snyder) can do for you, this unit. 4. Something you are left thinking/curious about from last unit. What might you do with this curiosity? <p>(on Schoology) R+J Sticky Note BOE.</p> <ul style="list-style-type: none"> - When you finish, take a look at the “Thematic Venn Diagram” BOE. <p>at 9:50 + 11: Introduce R+J Thematic Venn Diagram.</p> <p>Check out: Something in the rest of the day that you can smile about.</p>	<p>Check in: Favorite (real or fictional) type of precipitation.</p> <p>Review Model Venn Diagram</p> <p>Worktime: R+J Thematic Venn Diagram BOE</p> <p>at 9:35, 10:30: Halftime Share. What theme are you analyzing?</p> <p>Use this resource to help you find quotes and evidence from the play.</p>	<p>Check in: Share something from your R+J BOE.</p> <p>Clarification & a Connection:</p> <ul style="list-style-type: none"> - Refresh: <ul style="list-style-type: none"> ▶ Romeo and Juliet - William Shakes... - Modern Connection: <ul style="list-style-type: none"> ▶ Should you care what your parents ... <p>Resource-Share:</p> <ul style="list-style-type: none"> - Romeo and Juliet - Characters in the Play Folger Shakespeare Library (online script) - ▶ Romeo and Juliet in 5 minutes (...) (story recap) <p>Worktime: BOE</p> <p>at 9:45, 11: Introduce Our Next Unit: Indigenous Book Clubs & Problem-Solving.</p> <ul style="list-style-type: none"> - Complete the individual KWL chart. 	<p>Check in: If you could make any food glow in the dark, what would it be?</p> <ol style="list-style-type: none"> 1. Shared Knowledge & Wonders. <ul style="list-style-type: none"> - Check off every thing that you also have on your sheet. - Add at least one thing that you don't. 2. Start: The Natives 3. Check out: <ul style="list-style-type: none"> - Something from today that stands out to you. 	<ol style="list-style-type: none"> 1. Check in: Favorite food to eat outside? 2. “Wonders” Teach-in. Direct your curiosity! Explore the resources linked, should they apply to your wonders. <ul style="list-style-type: none"> - “What happened with DAPL?” Here is a recent article. Here is great background: arguments for and against it, activism efforts, etc. - Land/Farms, Housing. 3. Finish: The Natives
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April 22 - April 26

Monday	Tuesday	Wednesday	Thursday	Friday
3.5	Processing day	Start: 5.3	Finish: 5.3	
<p>Silent, Solo Check in: https://forms.gle/Y6CxfY8HwW84oBe9</p> <p>Class Check in's:</p> <ul style="list-style-type: none"> - Do you have all of your sticky notes in your comp. book? - How are you doing today, on this scale? - What do you remember, and what do you predict from the last scene we watched (3.1)? 	<p>Watch: 3.5 - 5.2. (1:09 - 1:36 of this film)</p> <p>Start: Sticky Note BOE.</p> <ul style="list-style-type: none"> - Ms. Snyder's class: This is on Schoology, on the homepage. Please reach out (email) if 	<p>Read until line 170(ish).</p> <p>5.3 Theme foci:</p> <ul style="list-style-type: none"> - Fate/Control - Time - Tragic Misunderstanding 	<ol style="list-style-type: none"> 1. Read from line 173 - end. <ul style="list-style-type: none"> - The start of this section: https://i.gifer.com/XuV.gif - The end of this section: https://i.gifer.com/2Rk.gif 2. <i>Partner Challenge: Write a six-word sentence describing this play.</i> 3. Teach-In: Aristotelian Tragedy 	<ol style="list-style-type: none"> 1. Four Corners Exercise: Thematic Moral Statements 2. <ul style="list-style-type: none"> ▶ The Reduced Shakespeare Company - The ... 3. Theme One-Pagers <ol style="list-style-type: none"> 1. Place your THEME sticky notes on the corresponding space in the room.

<p>Recap: What has happened so far.</p> <p>Watch: 3.5. (1:31 - 1:46 of Zafarelli)</p> <p>Theme foci:</p> <ul style="list-style-type: none"> - Time - Fate/Control - Mental Health - Gender roles - Generational Knowledge: Adults v. Youth's Knowledge 	<p>you have any questions.</p>		<ul style="list-style-type: none"> • What are the elements of Tragedy? <ul style="list-style-type: none"> ◦ What additional plot elements does tragedy contain? <ul style="list-style-type: none"> ■ Reversal ■ Recognition ■ Catastrophe ■ Catharsis <p>4. One group per plot element.</p> <ul style="list-style-type: none"> - On your sheet, include at least three plot-points (things that happen, things people do or say) that demonstrate this element. 	<p>2. At each theme, use the sticky notes to help you!</p> <p>Write:</p> <ul style="list-style-type: none"> - What moments/character actions/etc. demonstrate this theme (EVIDENCE)? - What does the EVIDENCE show ABOUT the theme? In other words, what do you think Shakespeare is trying to SAY about the theme? - How would you answer the ESSENTIAL QUESTIONS of this theme? - Write a #hashtag for this theme. - Draw doodles that represent this theme. - Add modern connections for/examples of the theme.
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April 8 - April 12

Monday ½ Day	Tuesday	Wednesday	Thursday	Friday
Processing	2.2 - By tomorrow, have the sticky note scavenger-hunt completed for this scene.		Sticky Note Processing & Thematic Synthesis. + Read 2.6 and beyond!	3.1 - By the end of today, have at least one CHARACTER and one THEME sticky note completed.
<p>Using your choice of these tools, write a Shakespearean message to a friend:</p> <ul style="list-style-type: none"> - General 	<p>1. Turn & Talk. -> Recap what we have seen in the play up to now, around the room.</p> <ul style="list-style-type: none"> - Round 1: Name a Plot Point. - Round 2: Name a Theme/ Big Message/Universal Experience. 	SAT/Community Service!	<p>BLOCK A: Ms. Snyder is out today.</p> <p>Your job is to watch (on Mr. Rush's TV) from 40:00 (the end of the ball/love at first sight scene -> 1:10 (Romeo and Juliet are married).</p> <p>Six Stickys complete!</p> <ul style="list-style-type: none"> • Thematic Check in: & Synthesis <hr/>	<p>Watch: 3.1</p> <p>While watching each clip, work on your sticky notes for this scene. You should leave with at least a CHARACTER and THEME note.</p> <p>Reminder:</p> <ul style="list-style-type: none"> - R and J are married - M is R's homie - Mercutio is funny, sarcastic, and prideful <p>While watching, think about:</p> <ul style="list-style-type: none"> - Romeo's change -> How do his emotions shift?

translator - Sonnet-Creator - Love letter worksheet - Insult Generator	<ul style="list-style-type: none"> - Round 3: Predictions? Hot takes? Conspiracies? <p>2. Introduce today's theme foci: Gender Roles & Names/Identity & Trust.</p> <p>3. Read 2.2 - the Balcony Scene.</p> <p>Cast: Romeo & Juliet (have at least two people cast in each role).</p> <p>Throughout reading, scavenger-hunt. (We pause and process significant moments as they come up).</p> <p><u>Scavenger Hunt instructions:</u> (On Schoology + doc is linked here)</p>	<p>BLOCK B:</p> <ol style="list-style-type: none"> 1. Sticky Note Theme + Character + Spicy C Consolidation. <ul style="list-style-type: none"> - Sticky Note Scavenger Hunt Criteria - Individually, make sure you have three sticky notes (one for each foci) completed for scene 1.1 and scene 2.2. - Take this opportunity to beef up your sticky notes. 2. Check in: Share your strongest sticky note yet. Defend why you feel it is strong. 3. In small groups: Read 2.6 (Marriage). 4. Exit Ticket: Happily ever after, or nah? 	<ul style="list-style-type: none"> - Tension level -> How does the tension change? - Themes: How do people feel about the violence? What is the importance of friendship (love) in this scene? - Watch Zef. clip <p>Process:</p> <ol style="list-style-type: none"> a. What's happened? b. What theme(s) do we see? c. Conflict Resolution Theme Focus: How do you predict characters will try to resolve this conflict? <ul style="list-style-type: none"> - Watch Baz. clip d. Character Focus: How does Lady C. want to resolve the conflict? How does the Prince want to resolve the conflict? <ul style="list-style-type: none"> - What is your opinion of either resolution-method? e. What do the different adaptations illustrate? <p>Exit Ticket: Write a prediction for what will happen next.</p>
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April 1st - April 5th

Monday	Tuesday	Wednesday	Friday
	Prologue	1.1 - By tomorrow, have the sticky note scavenger-hunt completed.	Watch through 1.5
<u>Pre-teaching: Sonnet #3</u> 1. Teamwork Exercise: Can you translate	(20) Prologue cards . *We will need 14 volunteers to read <ul style="list-style-type: none"> - Read cards 1X, to <i>hear</i> it - Define vocab. - How is this prologue a 	Assign parts (in order of speaking most - least). <ul style="list-style-type: none"> - Romeo Montague, - a lot (lol) - Benvolio (Romeo's friend) - Sampson (Capulet servant) - Gregory (Capulet servant) 	1. Check in question or Friday game! 2. (35) Watch the play from 1.1 (our work Wednesday) - 1.5.

<p>these sonnets? What is the central “theme” or “message” of these sonnets?</p> <ul style="list-style-type: none"> - sonnet 1 - sonnet 2 <p>2. Sonnet #3:</p> <p>Dark Lady Sonnets</p> <p>Click this link to access the list of sonnets:</p> <p> The So...</p> <p>3. Scavenger Hunt #3. You will do this in two halves of the room. One half will have Sonnet # and</p>	<ul style="list-style-type: none"> - What do we best-guess story? Why is Shakespeare telling immediately? <p>Introduce Theme Focus #1: Bias & EQ: Why and how is bias formed, carried out? What can happen if it is unchallenged? Can hate/bias be changed?</p> <p>(5) Group Word Cloud: “Bias” / “Tension” / “Hate” associations examples in pencil.</p> <p>(5) Add in green: How is <u>your word</u> Reinforced? Consider: What environmental factor?</p> <p>(5) Add in red: What can be done to <i>stop</i> this cycle? Consider:</p> <ul style="list-style-type: none"> - Things that individuals - Environmental conditions changed - Cultural/Political changes can be made <p>(5) Complete in pencil: Why are these steps always taken?</p>	<ul style="list-style-type: none"> - Abram (Montague servant) - Tybalt (Capulet, Juliet’s cousin) - Capulet - 1, Lady Capulet - 1, Montague - 1, Lady Montague - 1 <p>At the end of reading, begin the scavenger-hunt. (We pause and process significant moments as they come up).</p> <ul style="list-style-type: none"> - <u>Scavenger Hunt instructions</u>: (On Schoology + doc is linked here) 	<p>3. (20) In groups of 3-4, choose a clip you are interested in, and use the table to document your inferences.</p> <p>A Block doc:  A block: 1.2 - 1.5 Retellings</p> <p>B Block doc:  B block: 1.2 - 1.5 Retellings</p> <p>4. (by 9:55 + 11:05) Create a Theme-Focus sticky note for scene 1.5. Slap it into your comp book! 😊</p>
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the other will have Sonnet # . 4. Share out: A <i>spicy</i> connection you've made about any sonnet read so far.			
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March 25th - March 29th

Monday	Tuesday	Wednesday	Thursday	
Happy Monday, and last Mango day! First 20 minutes: Essay Clean-Up. 1. Name, Date, Title 2. Works Cited 3. Formatting - Double Spaced, 12 pt. Font, no	 Start our work together! + <u>Start Pre-teaching.</u> 1. Introduce unit, etc. - Why this play? Why all-together? - What norms do we	<u>Pre-teaching: Sonnet #1</u> 1. Comp. book connection: What advice would you give to an eighth grader? Why would you give this advice? 2. What is a sonnet?	<u>Pre-teaching: Sonnet #2</u> 1. Comp. book connection: Make a Venn Diagram. On one side, write: Who is someone you view as a mentor?	MCLEA

<p>highlights.</p> <p>4. Reminder - Do this on ur own time: (Cisneros, pg #) after every quote and signal phrasing (ex: "She says" or : before a quote).</p> <p>5. Reminder - Do this on ur own time: proper capitalization/spelling.</p> <p>6. Self-Reflection</p> <p>Unit Closing Circle</p>	<p>need to succeed?</p> <ul style="list-style-type: none">- Respect- Responsibility- Bravery- Fun <p>2. (20) Introduce: Shakespearean language - Quote Tossing</p> <ul style="list-style-type: none">- Each person gets a quote. Read them over to yourself, ask for help on pronunciation, etc.- Circle up! Read 1x - Just GO.- Write: What do you think your line means? Best guess.- Read 2x - Focus on FEELING/delivery.- Write + Share out: An idea that more than one quote relates to. <p>3. Exit Ticket: Write a sonnet, or insult , or love letter.</p>	<p>3. (on Schoology) Sonnet #1: Fair Youth Poems (Sonnet 18):</p> <p>4. (on Schoology) Scavenger Hunt #1.</p> <p>5. Share Out: Spicy Connections.</p>	<p>On the other, write: Who is someone who challenges you? (to be better, to think about things in different ways, etc.)?</p> <p>In the middle, write: What qualities/traits do they share?</p> <p>2. Sonnet #2: Rival Poet Poems (Sonnet #)</p> <p>3. Scavenger Hunt #2.</p> <ul style="list-style-type: none">- If small group work yesterday worked for you, awesome! Start on it.- If you would like to walk through a sonnet together (with Ms. Muzzy/Snyder), you can do that. <p>4. Share Out: Spicy Connections.</p>
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March 18 - 22

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Check in: What animal are you today?</p> <p>Today's focus: Structure + Outline (Essay)</p> <p>Today's goals:</p> <ol style="list-style-type: none"> 1. Prewriting Steps of step-by-step essay doc. 2. Begin drafting steps. <p>By tomorrow's class, your paragraphs must be complete. This is on you, and you can do it.</p> <p>Exit Ticket: click here!</p>	<ol style="list-style-type: none"> 1. Check in: With a group of three, grab an animal. <p>Today's focus: Thesis Connection (Essay)</p> <p>Today's goal:</p> <ul style="list-style-type: none"> - Drafting Steps of step-by-step essay doc, with a focus on THESIS statements. <ol style="list-style-type: none"> 2. Mini-lesson: Thesis statements 101 3. Worktime. <p>Exit Ticket: Write a thesis statement for your animal.</p>	<p>Check in: Review animal thesis statements.</p> <ul style="list-style-type: none"> - According to W3, which thesis statement is best? Vote on the top three. <p>Today's focus: Drafting.</p> <p>Essay goal (by tomorrow): Have Thesis Statement + All Body Paragraphs drafted.</p> <p>Wherever you are in this process, follow along on this step-by-step doc for next-steps.</p> <p>(by 9:50, 11) Introduce Mango Extension: "My COA".</p> <ul style="list-style-type: none"> - This is NOT required alongside the essay. You will NOT be penalized for not doing this. 	<p>Check in: Grab a NEW animal with a group.</p> <p>Today's focus: So What? (Wrap up + Big-Picture)</p> <ul style="list-style-type: none"> - Essay goal (by tomorrow): Have Thesis Statement + All Body Paragraphs + So What/Conclusion drafted. - Wherever you are in this process, follow along on this step-by-step doc for next-steps, use a peer review worksheet, or start the "My COA" extension. <p>Mini-lesson: So What statements.</p> <p>For the animal you chose, use the sentence-stems to write a "so what" statement for it.</p>	<p>FINAL-DRAFT ESSAYS & MY COA EXTENSIONS ARE DUE MONDAY, 3/25, @ MIDNIGHT</p> <p>WE WILL SPEND MONDAY'S CLASS DOING <i>BRIEF</i> FINAL TOUCHES + CELEBRATING & SHARING THIS UNIT AND YOUR WORK</p> <p>It is your choice whether to work on 1) the lit. analysis essay or 2) the MY COA extension.</p> <p>For the essay, consider using these W3 - focused feedback/revision options:</p> <ul style="list-style-type: none"> - Click here for a peer edit sheet. (You can also use it for yourself). - Look for anytime you use the same word or phrase, and think about other words/phrases you can use. Try Thesaurus.com to help!

		<ul style="list-style-type: none"> - This will be one option for final evidence at the end of the course. SO, if you start it now, amazing! You will have a head start then. - This personal, creative work may help you jog your headspace for this Lit. Thesis Essay. - On Monday, we will process our thoughts on this unit in a talking circle. Folks can share parts of their COA chart, but you do not have to do the chart to participate in the circle. <p>Exit Ticket: click here</p>	Rest of class: Worktime.	<ul style="list-style-type: none"> - Click here to view two model essays from past students. <p>For the essay, complete the self-reflection: https://docs.google.com/forms/d/e/1FAIpQLSf2UtkZt6isg3HSk7gpziwcm4FuM1ClvdVzCEIFfoWKwZTHKA/viewform</p>
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March 11 - 15

Monday	Tuesday	Wednesday	Thursday	
Read Entry 5 + Three Sticky Notes due by tomorrow.	Read Entry 6 + Three Sticky Notes due by tomorrow.	All DEJ's due ASAP; by Sunday @ midnight.	ALL C-sections of DEJ's revised as academic paragraphs by Monday's class.	
(15) Start reading entry #5 , and compose one sticky.	Check-in: Choose an animal. Create a name for it.	Check-in: In your comp. Book, take this line from the last vignette as inspiration:	(45) Esperanza & Your Coming of Age Assignment .	P D

<p>(10) Share a Sticky.</p> <ul style="list-style-type: none"> - Choose a sticky note from entry #5 that you are most interested/engaged in. - Find someone who has the same type of “C” as you. - Share your sticky note, and add to your own accordingly. Use each other’s brains to create stronger collective insights! <p>(30) entry #5 Spotlight Vignettes: “Sally”, “Bums in the Attic”, and “Beautiful and Cruel”.</p> <ul style="list-style-type: none"> - <i>What identity factors/traits of Esperanza are spotlighted?</i> - <i>What is shown about Esperanza's coming-of-age process at this moment? What is she thinking about, and what could this suggest about where she's at?</i> - <i>What universal experiences/themes do we see?</i> 	<p>(15) Read entry #6, *Growing up means facing unique challenges. Content Warnings: “What Sally Said” mentions DV/abuse and “Red Clowns” mentions SA. On a similar note, <i>aim</i> to keep these facts in mind when reading.</p> <p>(30) entry #6 Spotlight Vignettes: “Linoleum Roses”, “Alicia and I Talking on Edna’s Steps” and “Mango says Goodbye Sometimes”</p> <ul style="list-style-type: none"> - <i>What is the character going through (struggling with; growing through)?</i> - <i>What is shown about the character's coming-of-age process at this moment?</i> - <i>What major universal experiences/themes do we see?</i> 	<p>“I like to tell stories. I am going to tell you a story about a girl who didn't want to belong.”</p> <ul style="list-style-type: none"> - Fill in the ... of “I am going to tell you a story about a who did/didn't want to ...” - Fill in the ... for yourself OR - Fill in the ... for an animal of your choice. <p>Writing: DEJ #3</p> <p>Congratulations! This is your last double entry journal.</p> <ul style="list-style-type: none"> - You’ve done a great job choosing focus vignettes, finding important moments within them, and <i>reasoning</i> how the evidence supports your opinion. <p>(5) A reminder: Our standard-focus for these entries.</p> <p>(10) Take a moment to look at where you have been (on past DEJ’s) and where you can go.</p> <ul style="list-style-type: none"> - Review my feedback. 	<ul style="list-style-type: none"> - (10) In partners, brainstorm step #1. - (10) Share out - Individually -or in partners-, complete step #2. <p>(by 9:45, 11) <i>Intro</i> BOE #1:</p> <ul style="list-style-type: none"> - Lit. Analysis essay. - To hit the ground running, have ALL C-sections of DEJ’s revised as academic paragraphs by Monday’s class. - Use this resource to help your revision. 	
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Exit Ticket: 1) Would anyone like me to tag them for FT tomorrow? This can be to touch base, to receive extra support, to read, or to just chill in this space. 2) Arrange animals on a scale of least - most ferocious.	Exit Ticket: Tear out a slip of paper from your journal. On it, write important identities/universal experience/major lesson/theme/etc. that you see in the novel (as a whole). Rinse and repeat, for as many themes as possible!	<ul style="list-style-type: none"> - Write a comment (@ me!) with a goal for this last DEJ. - <i>Spicy</i>: Leave me a question. Exit Ticket: Refresh. Remember the Coming of Age plot ? <ul style="list-style-type: none"> - With a partner, start to chart where you see Esperanza at various points in the novel. 		
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March 4 - 8

Monday	Tuesday	Wednesday	Thursday	Friday
DEJ #1 due ASAP (before Friday's class).	Read Entry #3 + Three Sticky Notes due by Wednesday's class.	Read Passage #4 + Three Sticky Notes due by Thursday's class.		DEJ #2 due by Sunday night @ midnight.
Check-in: One title, word, or line from <i>The House on Mango Street</i> (so far) that sums up your weekend. Reading Processing: (25) Complete group vignette-processing from Friday. Split class into four groups; one for each V.	1. (5) Comp. book: How do you define "community"? 2. Reading : (20) start reading entry #3 , and mark at least 3 sticky notes. Have this completed by class tomorrow.	(5) Comp. book: Inspired by Esperanza's community's assets . Add to your definition of community. Draw the assets, values, knowledge, and persistence/growth of ur community.	(15) Share a Sticky from entry #4. <ul style="list-style-type: none"> - Choose a sticky note from entry #4 that you are most interested/engaged in. - Find someone who has the same type of "C" as you. 	Comp. Book: Draw your favorite animal. (15) <div>Identity-Conscious ...</div> In your journal, use the brainstorming or the sentence-stems to lean into one vignette from an identity-conscious stance.

<p>On your poster, write:</p> <ul style="list-style-type: none"> - What identiti(es)/experience(s) is/are important/spotlighted in this vignette? - How is it illustrated? (Choose at least one line or moment to read + Write page #'s/starting quotes ("first word ... last word.")) - What are their impact/importance? *This connects to universal themes (which can be shared struggles, lessons, etc.). <p>Writing: (5) intro DEJ's - on Schoology.</p> <p>(10) Model response + Lay out the steps of completing a DEJ.</p> <p>(20) DEJ work. DEJ #1 is due ASAP; latest time is before Friday's class.</p>	<p>3. (at 9:30 and 10:30) Thematic Focus. Let's take some time to unpack a central theme in this story: Community.</p> <p>(10) Project AMD "community" definition + define "collectivism" v. "individualism".</p> <ul style="list-style-type: none"> - Jot down words, phrases, etc. that resonate with your definition, or expand/challenge it. Consider: What stands out to you? <p>(10)</p> <ul style="list-style-type: none"> - Where do we see some traits of community in E's neighborhood? - Why is this important? - Spicy: How does this impact E's coming of age? <p>4. In a small group or partnership, create an asset-map of Esperanza's community.</p>	<p>Reading Processing. (15) entry #3 Spotlight Vignette: "The Family of Little Feet"</p> <ul style="list-style-type: none"> - What identiti(es)/experience(s) is/are spotlighted in this vignette? - How is it illustrated? (Choose at least one line or moment to read.) - What are their impact/importance? *This connects to universal themes (which can be shared struggles, lessons, etc.). <p>(20) Group Vignette Processing: Split class into two halves; one for each V.</p> <p>Discuss (and be ready to share out):</p>	<ul style="list-style-type: none"> - Share your sticky note, and compare the similarities and differences how you engaged with the text. <p>(30) Entry #4 Spotlight Vignettes: "Born Bad" and "Sire"</p> <ul style="list-style-type: none"> - What does this passage show about Esperanza's coming-of-age process at this moment? - Is she acting as a "confused child" or as a "practicing adult"? - What identities + experiences/universal experiences/themes do we see? <p>Rest of class: Finish DEJ #1.</p>	<p>As a challenge option, I'll introduce the character-analysis step.</p> <ul style="list-style-type: none"> - Ms. Snyder's model (on whiteboard), for "Geraldo". - Independent response. <p>Writing: DEJ #2</p>
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	<p>This should include:</p> <ul style="list-style-type: none"> - The places and people (click here for a list of them) - Their strengths/unique knowledge/skills/assets - The community's challenges to overcome 	<ul style="list-style-type: none"> - What identiti(es)/experience(s) is/are important in this vignette? - How is it illustrated? (Choose at least one line or moment to read.) - What are their impact/importance? *This connects to universal themes (which can be shared struggles, lessons, etc.). <p>Reading: Start reading entry #4, and mark at least 3 sticky notes.</p>		
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February 26th - March 1st

Monday	Tuesday	Wednesday	Thursday	Friday
		Read Passage #1 and #2 + Three Sticky Notes for each (six total) due by Thursday's class.		
Reset Day. Welcome back! (5) Shout-Outs from before break.	(40) Circle discussion:  HOMS Anti...	A block (9:00 - 9:30):	<p>1. (20) Spotlight Vignette: "My Name".</p> <ul style="list-style-type: none"> - What identities and experiences are spotlighted? 	<p>1. (10) Finish our starting identity-web for E (from yesterday).</p> <p>2. (20)  Identity-Conscious Reader Response</p>

<p>(5) Review feedback on final response.</p> <ul style="list-style-type: none"> - If you'd like, in a comment on the doc or in an email, tell me 1) something you did well 2) something you can grow in 3) something you have a question about. - This is how you'll tell me you'd like to Try-Again. TELL ME if you'd like me to tag you for Flex tomorrow. <p>(30) Identity inventory activity. The main character of our upcoming novel, Esperanza, has identities and experiences that may be similar and different than some of yours. Since the novel documents her coming of age, several of these identities and inventories are spotlighted at different times.</p>	<p>Start reading!</p> <p>(at :35) Read: The House on Mango Street, passage #1</p> <ul style="list-style-type: none"> - HW: mark at least 3 sticky notes. <p>(three minutes before the bell) Heads-up for Tomorrow.</p>	<p>Finish sticky noting entry #1 and complete one quiz as a whole class.</p> <p>Quiz options:</p> <ul style="list-style-type: none"> - Quizizz (Kahoot-esque) - Sparknotes (More classic, teacher-led and discussion-based) <p>(9:30 - 10:02): Begin reading + sticky noting entry #2.</p> <p>Annotations for both entries are due by Thursday night.</p> <hr/> <p>B block</p> <p>(10:06 -10:40): Finish sticky noting entry #1 and complete one quiz as a class. Quiz options:</p>	<ul style="list-style-type: none"> - How are they illustrated - examples? - What are their impact on Esperanza/importance to her? <p>2. Create E's identity web, using this entry's vignettes.</p> <p>(15) Split the class into groups; one for each V.</p> <p>On your whiteboard, write:</p> <ul style="list-style-type: none"> - What identiti(es)/experience(s) is/are spotlighted? - How is it illustrated? (Choose at least one line or moment to read.) - What are their impact/importance? *This connects to THEME, since each part of her has a unique impact on her, what she does, and what she learns. THEME is our next focus-standard (R5). <p>3. (5) Share out.</p> <p>4. Reading:</p> <p>(15) Continue reading entry #2, and mark at least 3 sticky notes. This will be due by tomorrow's class.</p> <p>If you are finished reading:</p> <ul style="list-style-type: none"> - Write your own piece inspired by "My Name"! - Write an acrostic poem for your name! 	<p>In your journal, use the brainstorming or sentence-stems to analyze one vignette from an identity-conscious stance.</p> <ul style="list-style-type: none"> - Ms. Snyder's model (on whiteboard), for "Cathy, Queen of Cats". - Independent response (for any vignette from entry #1 or entry #2). <p>3. (25) Spotlight Vignettes: "Those Who Don't", "- There Was an Old Woman She Had So Many Children", "Darius & the Clouds".</p> <ul style="list-style-type: none"> - What identities/experiences/traits of character(s) are spotlighted in this vignette? IE: How would you describe them? - How are they illustrated? - Why is it impactful/important that E. is making this observation? This connects to universal themes (which can be shared struggles, lessons, etc.). <p>4. (at 9:45, 11) Start: Process Character-Vignettes.</p> <p>Split class into four groups; one for each V.</p>
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<p>1. Return to your identity-web (or list) that we created in the first week of class. If you can't find it, flash-write your thoughts on these social identities and experiences that are important to you. Take two minutes to reflect: What did you star and identify as most meaningful to you? Have any new experiences, or shifts in your self-knowledge changed this web?</p> <p>2. Let's star again. Take 30 seconds to re-star what three factors most impact the way you navigate the world.</p> <p>3. Now, let's critically reflect on our lives. Please cross off one element at a time that has the <i>least</i> impact on how you navigate the world. Cross off, until you</p>		<ul style="list-style-type: none"> - Quizizz (Kahoot-esque) - Sparknotes (More classic, teacher-led and discussion-based) <p>(10:40 - 11:13): Begin reading + sticky noting entry #2.</p> <p>Annotations for both entries are due by Thursday night.</p>	<ul style="list-style-type: none"> - Try using Chat GPT to help you brainstorm fun names. (<i>For example, you could type in: "Give me a list of five names that show power, strength, and". Which one would you name a baby, and why?</i> 	<p>On your poster, write:</p> <ul style="list-style-type: none"> - What identiti(es)/experience(s) is/are important in this vignette? - How is it illustrated? (Choose at least one line or moment to read.) - What are their impact/importance? *This connects to universal themes (which can be shared struggles, lessons, etc.).
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<p>have only one - three left.</p> <p>4. Take one minute to jot down what your head/heart process was like, crossing these off. Take one minute to share with someone near you.</p> <p>5. Process Together: Why did we cross off what we did?</p> <ul style="list-style-type: none">- Crossed-off aspects are often things that are not obstacles we overcome everyday. For example, I never have to think about if I'll be able to read something on a road sign, in a text, or in an email, so I				
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<p>crossed off language.</p> <p>(10) Now, let's shift our focus to identities and experiences that are important to us.</p> <ul style="list-style-type: none">- You can flash-write using any prompt/reflective direction that feels right to you, as long as it touches on the various parts of you that you just reflected on.- Possible prompt: Take three minutes to flash-write a story about a time that this particular (starred, not crossed-off) identity/experience was very important/standout for you. <p>(20) Introduce:</p> <p>📄 Sandra Cisneros, HO...</p> <ul style="list-style-type: none">- While we hear about and from Cisneros herself,				
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take notes on each question in your journal. We will use these questions to discuss out-loud.				
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Unit 1: Who are you? Y'all? As humans? Readers?

February 12th - February 16th

Monday	Tuesday	Wednesday	Thursday	Friday
	By Midnight, response #5 complete.	BY MIDNIGHT, COMPLETE ALL READING RESPONSES.		FINAL READING RESPONSE And STICKY NOTE BOE DUE TONIGHT.
<p>(5) Comp. book: Write what you think is the CLAIM, EVIDENCE, and REASONING behind one of these photos.</p> <p>Prompt: <i>Why was this the final photo?</i> <i>This was the final photo because ...</i> EVIDENCE and REASONING.</p> <p>Housekeeping:</p> <ul style="list-style-type: none"> Your sticky note reflections have 	<p>Check in: "Baby, Baby" by Amy Grant. Bop or flop?</p> <p>(15) Direct Instruction: Types of Coming of Age stories. (page 25 of your packet)</p> <ul style="list-style-type: none"> Choose an example from our coming-of-age plot charts. What type(s) 	<p>Check In</p> <p>*Both BOE started today are due Friday at midnight.*</p> <p>(30) Sticky Note Reflection BOE.</p> <p>Intro + Start Work: Written Response BOE</p> <p>(10) Introduce &</p>	<p>Check in: This is ChatGPT's idea of how you would respond. Thoughts?</p> <p>Let's beat the robot!</p> <ul style="list-style-type: none"> What does it do well that we can take inspiration from? What does it do poorly? (Aka: What 	<p>Three Things:</p> <ul style="list-style-type: none"> CLAIM: Title of story + author's name EVIDENCE: signal phrase + cite REASONING: tie every point back to evidence + name a COA story element Spelling and Grammar are solid. <p>AI Ethics with Kate Meyer!</p>

<p>feedback given!</p> <ul style="list-style-type: none"> - Most folks placed 2.5 - 3. This is a healthy place to be. <p>(40) Read short narrative #5: "When Your Family Wants you to be 'All Boy'" Read 1x</p> <p>Process:</p> <ul style="list-style-type: none"> - Mild: What's the start of the story like? The end of it? - Medium: What inferences do you have about the characters? Their relationships? - What questions or curiosities do you have about them? - Spicy: What is significant? <p>Read 2x, crafting three sticky-notes.</p> <p>(15) Shifting our focus to your sticky notes:</p> <ul style="list-style-type: none"> - Find someone who 	<p>of coming of age stories is it?</p> <ul style="list-style-type: none"> - What stories, out of our five stories, fall into these different types? <p>(10) Shifting our focus to your sticky notes:</p> <ul style="list-style-type: none"> - For "When Your ... Boy", find someone who chose the same type of "C" as you. Share your inference to them! - Review: What are the collective inferences we formed about this piece? New curiosities or wonders? <p>FINAL short narrative response! Congratulations!</p>	<p>Breakdown: Standard W3 + L1/L2</p> <ul style="list-style-type: none"> - What do these mean, in general? - What do they look like, in the context of this piece? - What questions or focus-areas do you hold? <p>(rest of class): Prewriting.</p> <ul style="list-style-type: none"> - Decide on your #1 story choice. - Decide on what elements of a good/effective story it demonstrates. 	<p>do we do <i>better</i>?)</p> <p>(15) Mini-lesson: Academic Paragraphs. What must this include, in W3 terms?</p> <ul style="list-style-type: none"> - Claim - Evidence <ul style="list-style-type: none"> - Signal Phrasing - Citation - Reasoning <p>What must this include, in L1/L2 terms?</p> <ul style="list-style-type: none"> - Full sentences - Punctuation - Spelling <p>Work: written response BOE</p>	
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<p>chose the same type of “C” as you. Share your inference to them!</p> <p>- Review: What are the collective inferences we formed about this piece?</p>				
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February 5th - February 9th

Monday	Tuesday	Wednesday	Thursday	Friday
<p>(10) Comp. book. Describe a location/setting from your weekend OR from this morning using ✨imagery✨.</p> <p>(10) Historical Context & Setting. Why is setting important to a story? How can it add to our appreciation or understanding of a character?</p>	<p>(5) Comp. Book: “In the Blink of an Eye” by Jennifer Betts What’s a moment the length of the blink of an eye that changed you? Challenge: What specific detail in that moment spurred the change?</p> <p>(10) Direct Instruction: COA Elements: Turning Point, Initiation, and any other elements?</p> <ul style="list-style-type: none"> - I want to hear your voices. - Let’s locate where in the piece a <i>shift</i> happens, and label it. How does Myop react? - Challenge: What specific detail in that moment spurred the change? 	<p>(10) Comp. book: Inspired by this clip of today’s author, reminisce about a specific, special memory that caught your attention and stands out in your memory OR respond to Jason Reynolds’ point about reading.</p> <p>(30) Read short narrative #4: “The Ingredients”</p> <p>Read 1x, just to hear it. Process & discuss:</p> <ul style="list-style-type: none"> - Questions? Reactions? - What happens? - What’s significant? Is it really just about them talking about sandwiches? <p>Read 2x, sticky-noting as you go.</p>	<p>(10) Direct Instruction: Characterization.</p> <ul style="list-style-type: none"> - What is characterizati on? - Your practice. <p>(30) Short Narrative Response</p> <ul style="list-style-type: none"> - I will spend some focused time with each group 	<p>(10) Check in: Using this sandwich maker, create a sandwich and answer this prompt, rewriting it as a claim:</p> <p><i>What is your sandwich? Why did you build it the way you did?</i></p> <p>Claim:</p> <p><i>My sandwich is very veggie-dense, with</i></p>

<ul style="list-style-type: none"> - Sharecropping Definition - Personal testimony of sharecropping - What could be the impacts of sharecropping for the individuals involved in it? <p>(30) Read short narrative #3: “The Flowers”</p> <p>Read 1x, just to hear it. Process & discuss:</p> <ul style="list-style-type: none"> - Questions? Reactions? - What happens? - What’s significant? <p>Read 2x, sticky-noting as you go.</p> <p>(10) Naming our skills: Let’s break down Standard R4. How can we put this standard in our own words?</p>	<p>(10) Response-Feedback Review</p> <p>Look over my feedback on your past two responses. I leave feedback in three ways: GLOW - something you do strongly GROW - something you could add to, be more specific in, to strengthen QUESTION - a question you could answer/add to in your writing, a question I have for you about your process, etc. to think more deeply about your R4 skill.</p> <p>Write a comment or reply to one of mine and @ me. This comment should include:</p> <ol style="list-style-type: none"> 1) Something you did well 2) Something you will improve 3) A question you have <p>(30) Short Narrative Response</p>	<p>Shifting back our focus to Inferencing (skill R4):</p> <p>(5) Literary elements, like plot, allow you to dive deeper into and analyze a text/moment. Standard R4 represents how you grow in this.</p> <p>The process of analysis is:</p> <ol style="list-style-type: none"> 1) reading closely to get what happens, seeing something that stands out to you, 2) forming an inference/educated guess/gut reaction/opinion/etc. how/why it stands out -using a C-, + saying how the “C” shows up (identifying what (evidence) is most important) 3) discussing how (using the evidence) it impacts you. The how work is where the deepest inferencing happens: What’s significant? So what- how does this “C” impact your reading of the piece + the story itself? 	<p>today, leaning into your focus-goal for skill R4.</p>	<p><i>multi-grain bread and turkey and bacon. I built it the way I did because I love veggies, and am largely plant-based, but enjoy a solid, filling base (multigrain bread) because it keeps me full and salty proteins, like turkey and bacon.</i></p> <p>(20) Sticky self-assessment</p> <p>(30) Let’s revise your responses so far to best express your clear, important thinking. This requires skills of Standard W3.</p> <p>Minilesson + Practice each skill.</p> <ul style="list-style-type: none"> - 10 Rewriting prompt as a clear claim. Prompt: What is the best weird food combination, and
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<ul style="list-style-type: none">- Synonyms for verbs? Nouns?- Examples of when you've practiced this skill? <p>Exit Ticket: Share a "C" to a partner. Are you and your partner's "C" connected in any way?</p>				<p>why?</p> <p>Claim: _____ is the best weird food combination, because _____ .</p> <ul style="list-style-type: none">- 10 Citing (last name, page #) at the END OF THE SENTENCE that the quote is used in.- 10 Reasoning beefing-up OR so what/final sentence
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January 29th - February 2nd

Monday	Tuesday	Wednesday	Thursday	Friday
	BY TOMORROW'S CLASS, HAVE THREE STICKY NOTES WRITTEN FOR "SEVEN THINGS".	BY MIDNIGHT, COMPLETE RESPONSE #1.	BY TOMORROW'S CLASS, HAVE THREE STICKY NOTES WRITTEN FOR "GIRL".	BY MIDNIGHT, COMPLETE RESPONSE #2.

<p>Happy Monday! Settle in and grab a comp. book. On the first page, draw something that captures your weekend.</p> <p>(5) Recap: 11 diagnostic.</p> <ul style="list-style-type: none"> - Take five minutes to review my feedback (written in purple). - If you have any questions or would like to virtually share your thoughts, write a comment and @ me! - Feedback is focused on two standards: R4 and W3. <p>(30) Identity web - Who Am I Who Reads?</p> <ol style="list-style-type: none"> 1. In your journal, open up to a fresh page. I will list nine social identities (identities that shape your social distinction, like identifying as asian v. white in a group 	<p>To start today: Take out your comp. Book, sticky notes, and a pencil. 😊</p> <p>(5) Comp. Book: What advice would you give your younger (eleven) self?</p> <p>(10) Conversation: what makes a good story, according to you?</p> <ul style="list-style-type: none"> - A block, click here <p>(30) Read: Short narrative #1: “Seven Things I Would Tell Eleven Year Old Me”</p> <ul style="list-style-type: none"> - (10) Read 1x, just to hear it. - (10) Teach-in: Four C annotations - (10) Read 2x, annotating as you go. <p>By the end of class, have at least three sticky-notes (of any C) created for this story.</p>	<p>Today, we are going to practice skill R4 (inferencing w/ evidence), using one of our criteria for what makes a good story: Plot.</p> <p>Our major question is: How does plot add to a story? To our understanding of a character?</p> <p>(5) Check in: Let’s vote on our favorite coming of age story (or just a story about a young person maturing).</p> <ul style="list-style-type: none"> - If we struggle to think of a few, options are... - <i>Tangled</i> - <i>Red Riding Hood</i> - <i>Shrek</i> - <i>Lion</i> 	<p>Today, we are going to practice skill R4 (inferencing w/ evidence), using one of our criteria for what makes a good story: Plot & Conflict.</p> <p>Our major questions are: How does conflict add to a story? To our understanding of a character? Of what they struggle with?</p> <p>(15) Comp. book: What are the different lessons taught to different genders?</p> <ul style="list-style-type: none"> - Write on shreds in ur journal - Put them in each mug - Review lessons/expectations - Solo journaling: What could be the impacts of this? <p>(30) Read: Short narrative #2: “Girl”</p> <ul style="list-style-type: none"> - Jamaica Kincaid reading - (10) Read 1x, just to hear it. <p><i>Questions? Gut reactions?</i></p> <ul style="list-style-type: none"> - (10) Model: Four C Annotation + “Craft” Focus: Point of View - (10) Read 2x, sticky-noting as you go. 	<p>Today, we are going to practice skill R4 (inferencing w/ evidence), using one of our criteria for what makes a good story: Plot & Conflict.</p> <p>Our major questions are: How does conflict add to a story? To our understanding of a character? Of what they struggle with?</p> <p>There are a couple ways to think about this. One is identify-focused, and one is more craft-focused. Let’s try out both.</p> <p>(20) Teach-in: Identity-Conscious Reader Response.</p> <ul style="list-style-type: none"> - In your journal, use the brainstorming or the sentence-stems to lean into one story from this week (“Seven Things” or “Girl”) from an identity-conscious stance. <p>(10) Teach-in: Types of Conflict</p> <p>(30) Short narrative response #2</p>
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<p>of people). For each, jot down how you view yourself.</p> <ul style="list-style-type: none"> - There are no right or wrong answers. This is a practice for yourself; answer it for yourself the best you can. How you respond today might be different from next month, to next year, to the future. That is okay. You are not obligated to share this with anyone. - Age - Race - Gender identity - Sexual orientation - National origin/immigration status - Socioeconomic status - Home language(s) - Religion/Spiritual Practice - Ability <p>2. Now, star the top three that you are</p>		<p><i>King</i></p> <p>(15) Introduce & Identify: Coming of Age & Plot Where do we see these stages in our favorite story?</p> <p>Processing your inference:</p> <p>(25) Short narrative response (on Schoology)</p>		
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<p>most aware of. Write: How do these identities impact your everyday?</p> <p>3. Now, take two minutes to jot down any aspects of your identity, experiences, etc., that are <i>not</i> listed. Then, write: How do these identities impact your everyday?</p> <p>4. Last step. For two minutes, write: How do all these factors that make you <i>you</i> impact how you read? You can consider favorite books, books you loath, characters you like, characters you don't, genres you are curious about, etc. ...</p> <p>All of these factors, and others not listed, impact the way we move throughout the world-including how we read.</p>				
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Let's apply this to last week's story:				
Exit Ticket: Check out				

January 23rd - 26th

Tuesday	Wednesday	Thursday	Friday
			"Eleven" Diagnostic due by midnight.
<p>Welcome!</p> <p>(15) Introductions: Names, Pronouns, name an adjective + noun that speaks to you (for whatever reason).</p> <ul style="list-style-type: none"> - Mine is flexible peanut butter. <p>(15) Stations.</p> <p>(10) *Physical* classroom tour</p> <p>(10) *Digital* classroom tour</p> <ul style="list-style-type: none"> - Get onto Schoology - STAR ★ our weekly agenda <p>(rest of class) Student survey</p>	<p>(5) Recap: Shape Theory</p> <ul style="list-style-type: none"> - What do we think? Are the "shapes", or first impressions, we can base our understanding of people on, accurate? Inaccurate? - What are we curious about? <p>(10) Review: Yesterday's Data.</p> <p>goals:</p> <ul style="list-style-type: none"> - Improve writing, knowledge of parts of speech and ways to write - Speak and share thoughts more - Academics - passing, etc. <p>helpful strategies:</p> <ul style="list-style-type: none"> - Collaboration on texts, etc. - Check-in's on what kind of 	<p>Today, we will start brainstorming some class norms, building onto your values work..</p> <p>(5) On one sticky note for each question, answer:</p> <ul style="list-style-type: none"> - In this class and in the world, I want to be a person who... - In this class, I need others to... - Ms. Snyder can help me be successful by... - To show others respect, kindness and my top value, I will... - This semester, I commit to... <p>Paste your sticky note on the correlated big paper.</p> <p>(10) In groups, take three minutes to read through folks' responses, then share out. This is our first exercise in each of us appreciating others' contributions, for our collective wellbeing!</p> <p>Rest of class: Continue diagnostic assessment:</p>	<p>(5) Check-in: Name our top values.</p> <p>Let's set up our community agreement for this class! All the values and paper work you've done over this week have led to this.</p> <p>(30) Whole-class conversation: How do our values play into our needs and commitments? What non-negotiables aren't named on sticky notes, but should be?</p> <p>Be specific: What do our needs and commitments look like and sound like, in practice? Not look and not sound like?</p> <p>Snyder's non-negotiables:</p> <ul style="list-style-type: none"> - Curiosity over criticism. - The individual makes up the whole. - Embrace the awkward. <p>What they look like in practice:</p>

	<p>work we want to do</p> <ul style="list-style-type: none"> - Individual check-in's and brainstorming <p>Concerns:</p> <ul style="list-style-type: none"> - Reading and presenting in this class. - The world: Climate change! (a resource on climate anxiety) <p>How we feel about reading:</p> <ul style="list-style-type: none"> - 15 are in the middle. 4 love, 2 loath. <p>How we feel about writing:</p> <ul style="list-style-type: none"> - 15 are in the middle. 1 loath, 5 love. <p>What you value in adults:</p> <ul style="list-style-type: none"> - Your beautiful words! <p>Your "homework" from yesterday... organize your comp. books/journals + sticky notes.</p> <p>(10) Read "Remember" by Joy Harjo. What value(s) is she centering?</p> <p>(20) VALUES.</p> <p>(by 9:50, 11) Intro diagnostic assessment (on Schoology): "Eleven" by Sandra Cisneros.</p> <ul style="list-style-type: none"> - Read 1x today. - We will return to this tomorrow. 	<p>"Eleven" by Sandra Cisneros.</p> <ul style="list-style-type: none"> - Recap story. - Break down questions- how do you read, brainstorm, and answer these questions? 	<ul style="list-style-type: none"> - I assume best intent + will follow-up with you if you say, do something I am curious about, etc. - Communicate your needs; I will not judge you if something does not come in on time. - I will <i>respond</i> to your feedback! <p>(by 9:25, 10: 30) Finish: "Eleven" diagnostic.</p> <ul style="list-style-type: none"> - The full diagnostic is due tonight at midnight. - Tonight @ midnight won't work for you? Communicate your needs. <p>If you finish:</p> <ul style="list-style-type: none"> - Blackout Poetry - Poem Generator - Scattergories - Vocab Quiz
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