## 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
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?  Paste it here.	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).  2 Minute Challenge: Throw up descriptive details about it on a sticky. Use your words to bring it to life!  Personal Reflection Goal: Show v. Tell  a. Let's annotate inis model, for show v. tell.	Check in: Read one line or word from your piece. This is a practice in bravery!  Personal Reflection Goal: Thesis & Punch!  Let's appreciate this model and this model for their thesis and punch.  - Where do they connect?  - Where do they expand on each other?  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.):	Check in #1: If you made a "Hot Ones" spinoff with any food, what food would you choose?  Check in #2: Reflect, reflect reflect! - 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!  Personal Reflection Goal: Revision & Reflection! - Everyone must complete this writing self-reflection: https://forms.gle/ZN2BLZEbyPGGaNPu8  - If you want to peer review, use this resource:	Closing circle.
Calling us in: AI ethical use.  - What is ethical use? - CHANT. Personal Reflection Goal: Outline, Throw up, Outline!  Check out: Where are you at, right now? Where do you predict you will be tomorrow?	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.):  - Where is a place you plan to show? What might you include?  - Where is a place you do show? What does this "showing" do?  - What is a question you have about showing v. telling, for your piece?	- Where do you see traces of your thesis - Where do you see traces of your punch?  Challenge: - Where is a place your thesis and punch connect? - Where is a place your thesis and punch expand?  Process-Check: - If you could use assistance to get words on the page, 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	Peer Review Guidelines: Final Self-Reflecti  (at 9:45 + 10:50)  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!  To prepare and gather your thoughts, you can see the questions here:   frehsman closign circle + BRING UR BOOKS IF U HVAEN'T YET	

Monday	Tuesday (B block) + Wednesday (A block)	Thursday	Friday
*books read by today*	1. Check in:  One thing from the weekend that you appreciated. What is an animal you feel like right now?  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)?  3. Introduce BOE: book talk (assignment on Schoology).  We will start presenting on Monday, using a randomized order. If you are ready to present by Friday, awesome! I will hear your talk then.  This is an SL.1, R4, and R5 assessment. Only you are seeing your prep document; I am only assessing what you say.	1. Check in: Dream grad cap design.  2. Werk: book talk (assignment on Schoology).  - We will start presenting on Monday, 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 SL.1, R4, and R5 assessment. Only you are seeing your prep document; I am only assessing what you say.	1. Set up book talk random order:  A block order: B block order:  2. Werk: book talk (assignment on Schoology).  - This is an SL.1, R4, and R5 assessment. Only you are seeing your prep document; I am only assessing what you say.  - We will start presenting on Monday, using the randomized order (above).  3. Model book talk: Mr. Rush & Ms. Snyder.

## May 20 - May 24

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

3. (by 9:30 and 10:35) Read!

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?

OR

What is a stereotype or bias you see the author of your text holding? What are moment(s) that demonstrate this?

2. (20 min) Begin Unit 2: Call to Action! Lesson 1.

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.

Jigsaw: Each group studies an activist.

Use this resource:

https://learnwithmoose.maine.gov/ module/6610/art-allyship/step/769 1.1/learning-from-wabanaki-activis ts/40854

> Everyone discusses, each person records in their digital journal.

#### Share:

- 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.

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?

Transition Q: What is something you're hopeful about?

#### 3. Read!!!

- Which celebrity's reading style are you channeling today?

3. (at 9:30 + 10:30) <u>Book Club</u> <u>Meeting #2!</u>

4. Check out: A theme or lesson from your novel.

May 13 - May 17		- Use the guidelines slideshow (on the Module). ALSO inc - This personal identity for the experience and parts their identity for their activity.	clude: on's actors ences ences of atity acted				
Monday	Tuesday		Wedn	esday	Thursday		Friday
1. (10) Comp. book check in: Calling Me Home - by Lyndon Lane  Choice prompts:  a. Take a line from the poem and run with it.  - "I can recall"	cupid shuffle, electric slide, YMCA, Hot to 2. (5) Introduce MOOS	n eye joe, chicken dance, macarena, cha cha slide, the hustle, square dance, o go! dance.	1. Gro	up Check in. 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	1. Group Check in.  - round 1: If your ground 2: What is a or interesting quo your reading yester connection you see	ld it be? a notable te from erday? one "C"	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,

"I can smell ..."

"I can feel the souls of my

ancestors calling me ..."

b. Word Cloud for "Home".

c. List: What have you learned from your home?

#### 2. Read

3. (at 9:40, 10:55) Club-Time! Topic: Importance of Setting -Application to Texts.

self-paced, complete mini-courses on various topics. They exist for so many subjects and topics; it's a great resource to learn about subjects and skills you're interested in!

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,

3. (10) Housekeeping Directions: MOOSE Module (on Schoology).

- you, from your reading yesterday?
- round 3: What is one thing that you jotted down from the Module yesterday?
- 2. MOOSE Module work: unit 1, lesson 2 (Wabanaki Confederacy)

I will play the video out loud. Take notes in the associated page (slide 3).

3. Group Transition: What is one possible "C" connection you

- 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?
- 2. Read (until 9:35 + 10:35).
- 3. Introduce: Group Meeting #1. (on Schoology)
  - You will discuss the questions with your group members, but complete the document on your own.
  - You will start tomorrow.

Your directions today are

shoot me an email! : )

- 1) Continue Reading (reminder: three sticky notes).
- 2) Finish the Book Club Meeting #1 assignment. We will talk about this for approx. 10 minutes Monday, and it is due Monday night.

Recap: History of Reservations + Penobscot Nation & Tribal Sovereignty.  - 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?  Text Connection: 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?  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.	2. (15 min) MOOSE Module work. Complete up until slide #2 on your online journal.  3. Read until the bell!	observe between what was covered in the module today, yesterday, or our work last week?  4. (at 9:40, 10:55) Read!	
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.  Step 4: If you have time! Consider adding doodles, word-clouds for "Home" for the characters, etc.			

-	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.

You will share out one part of your paper to the class.

May 6 - May 10

May 6 - May 10				
Monday	Tuesday	Wednesday	Thursday	Friday
Final Process: The Natives	Sharing-Out: R+J BOE. Full BOE Due: FRIDAY @	Check in: Identity Connection - You are the protagonist of your own life.	Check in: If you could only dress in one pattern for the rest of your life, what	Check in: Dream class color/aesthetic?
Housekeeping: R+J Venn Diagram is due Friday at midnight. We will present/record	midnight.	What is a favorite setting of yours?	would it be?	Housekeeping: Venn Diagram BOE due
tomorrow.	Check in: Someone (fictional, celebrity, person from our	Housekeeping: All FP videos are now private.	1. You are in <u>book club groups</u> - yay!	All of your novels touch on a <b>setting</b> and what they mean to the people and communities who live in
You'll use your comp books for a lot of today, so have 'em ready!	school, etc.) who you'd like to twin with, today.	(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	2. Norm Setting. Group Name.	them
1. (15) Refresh & Reconnect.		learn about the history of reservations.	3. Reading log (on Schoology).	Recap: <u>History of Reservations</u> - Why are reservations important to the
- The documentary focuses on the	1. What is required in this	Lean in: <u>History of Reservations</u>	4. Reading Expectations:	communities of people who live on
young protagonists recognizing,	"presentation" that talks-out	Comprehension Prompts:	- Four C's.	them?
honoring, and fighting for their	your Venn-Diagram?	- mild: What is a problem (historical or current) related to	- No Airpods unless you are using an	
identities and experience(s).		reservations?	audiobook. Why?:	Zoom into Penobscot Nation:
- In short, they recognize a	- This	<ul> <li>medium: What can be done to respond to + solve these</li> </ul>	- <u>Should We Turn off the</u>	The Maine Indian Claims Settlement Act
problem and seek to solve	recording/presentation	1 , , , , ,	Music? Music with Lyrics	Tribal leaders in Maine praise passage of bill th
it/respond to it.	should be at least 2	<ul> <li>spicy: Why are reservations important to the communities</li> </ul>	Interferes with Cognitive	
	minutes long.	of people who live on them? Given difficulties, how do	<u>Tasks - PMC</u>	Comprehension:
<ul> <li>½ of class for short stories</li> </ul>		people persevere?	- Why, and When, Does Music	- mild: What is tribal sovereignty? What
(choose at least two to focus on),	- You must: Discuss		Interfere with Reading?	has been a problem related to it?
1/3 for Mango, 1/3 for R+J	every part of the	Zoom into Penobscot Nation:	Education & Teacher	- medium: How have people responded
<ul> <li>In the other texts we've read so</li> </ul>	Venn-Diagram.	The Maine Indian Claims Settlement Act	<u>Conferences</u>	to/solved the problems?
<mark>far:</mark>		Tribal leaders in Maine praise passage of bill that grants them certa	- One person out of the room at a time.	- spicy: Why is tribal sovereignty
<ul> <li>What problems have</li> </ul>	(Explain WHY the evidence	- Comprehension: Why is tribal sovereignty important?	Why?	important? What is a value you see in
the protagonists	represents the theme, HOW	1		it?
seen?	your artifact/example(s)		5. Accessibility Check: Audible Access?	
	represent the theme, and HOW			

- Have they tried to solve them/respond to them? If so, how? Why?	you see the similarities/differences).  2. Flipgrid: How to Record?	at 9:35 + 10:45: <b>Book Speed Dating</b> , for our upcoming unit. *You <i>must</i> finish this by the end of the school day, latest.  - <u>Click here</u> for book info (you'll use your laptop to access	6. Start Reading!	Start Reading!!! 🙂
- How are the efforts of the protagonists in <i>The Natives</i> different or similar?	- Use THIS LINK to do so. - You can use Ms.	the book trailers/etc. at each station).  EVERYONE: Click here to indicate your choices.		
2. (10) <b>Stations</b> : Using your curiosity-guide, <b>write down</b> your thoughts on <i>or</i> using the questions, to	Muzzy's or Mrs. Dillon's room to record.			
discuss at each station. I will time for three minutes at each station.  3. (10) Refresh & Review: Identity Webs	3. Presentation in-class: Who's Game?			
- 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.)				
- What values do you share?  4. (15) Using Identity-Conscious Reader Response, answer #3 or #4.  5. Check Out.				

April 29 - May 3

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

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

Check in: Name something that made you smile OR something you are over the weekend.  Comp. Book:  1. A strength from last unit, that you or our class can take away and channel into our last one. 2. Something that Time from you are feet thinking/curious about from last unit. What might you do with this curiosity?  (on Schoology) R+J Sticky Note BOE.  - When you finish, take a look at the "Thematic Venn Diagram" BOE.  at 9:50 + 11: Introduce R+J Thematic Venn Diagram.  Check in: Favorite (real or fictional) type of precipitation.  Review Model Venn Diagram  Check in: Share something from your R+J BOE.  Clarification & a Connection:  - Referesh:  Diagram BOE  A 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?  (on Schoology) R+J Sticky Note BOE.  - When you finish, take a look at the "Thematic Venn Diagram" BOE.  at 9:50 + 11: Introduce R+J Thematic Venn Diagram.  Check out: Something in the rest of the day that you can smile about.  Check in: Share something from your R+J BOE.  Clarification & a Connection:  - Referesh:  - Romeo and Juliet - William Shakes.  - Modern Connection:  - Should you care what your parents  Resource-Share:  - Romeo and Juliet - Characters in the Play   Folger Shakespeare Library (online script)  - Romeo and Juliet in 5 minutes ( (story recap)  - Romeo and Juliet in 5 minutes ( (story recap)  - Worktime: BOE  at 9:50 + 11: Introduce Pt J Thematic Venn Diagram.  Check out: Something in the rest of the day that you can smile about.  - Check in: Share Knowledge & Wonders.  - 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:  - Something from you and your sheet.  - What theme are you analyzing?  - Worktime: BOE  at 9:50, 11: Introduce Our Next Unit: Indigenous Book Clubs & Problem-Solving.  - Complete the individual KWL chart.					
	Something you ate over the weekend.  Comp. Book:  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?  (on Schoology) R+J Sticky Note BOE.  - When you finish, take a look at the "Thematic Venn Diagram" BOE.  at 9:50 + 11: Introduce R+J Thematic Venn Diagram.  Check out: Something in the rest of the day that you can	or fictional) type of precipitation.  Review Model Venn Diagram  Worktime: R+J Thematic Venn Diagram BOE  at 9:35, 10:30: Halftime Share. What theme are you analyzing?  Use this resource to help you find quotes and evidence from the	Clarification & a Connection:  Refresh: Romeo and Juliet - William Shakes Modern Connection: Should you care what your parents  Resource-Share: Resource-Share: Remeo and Juliet - Characters in the Play   Folger Shakespeare Library (online script) Romeo and Juliet in 5 minutes ( (story recap)  Worktime: BOE  at 9:45, 11: Introduce Our Next Unit: Indigenous Book Clubs & Problem-Solving.	glow in the dark, what would it be?  1. Shared Knowledge & Wonders.  - 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:  - Something from today	Favorite food to eat outside?  2. "Wonders" Teach-in.  Direct your curiosity! Explore the resources linked, should they apply to your wonders.  - "What happened with DAPL?" Here is a recent article.  Here is great background: arguments for and against it, activism efforts, etc.  - Land/Farms, Housing.

April 22 - April 2
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Monday	Tuesday	Wednesday	Thursday	Friday
3.5	Processing day	Start: 5.3	Finish: 5.3	
Silent, Solo Check in: https://forms.gle/Y6CxkfY8HwW84oBe9	Watch: 3.5 - 5.2. (1:09 - 1:36 of this film)	Read until line 170(ish).	<ul><li>1. Read from line 173 - end.</li><li>- The start of this section:</li></ul>	Four Corners Exercise: Thematic Moral Statements
Class Check in's:  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)?	Start: Sticky Note BOE.  - Ms. Snyder's class: This is on Schoology, on the homepage. Please reach out (email) if	5.3 Theme foci:  - Fate/Co ntrol - Time - Tragic Misund erstand ing	https://i.qifer.com/XuV.qif  The end of this section: https://i.qifer.com/2Rk.qif  Partner Challenge: Write a six-word sentence describing this play.  Teach-In: Aristotelian Tragedy	<ol> <li>The Reduced Shakespeare Company - The</li> <li>Theme One-Pagers</li> <li>Place your THEME sticky notes on the corresponding space in the room.</li> </ol>

Theme foci: - Time - Fate/Contr - Mental He: - Gender rol - Generation Knowledge	alth es ial Knowledge: Adults v. Youth's				nclude at least three plot-points pen, things people do or say)	<ul> <li>What moments/character actions/etc. demonstrate this theme (EVIDENCE)?</li> <li>What does the EVIDENCE show ABOUT the theme? In other words, what do you think Shakespeare is trying to SAY about the theme?</li> <li>How would you answer the ESSENTIAL QUESTIONS of this theme?</li> <li>Write a #hashtag for this theme.</li> <li>Draw doodles that represent this theme.</li> <li>Add modern connections for/examples of the theme.</li> </ul>
Ар	oril 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 & The and beyond!	ematic Synthesis. + Read 2.6	3.1 - By the end of today, have a note completed.	at least one CHARACTER and one THEME sticky
Using your choice of these tools, write a Shakespearean message to a friend:	1. Turn & Talk> Recap what we have seen in the play up to now, around the room.  - Round 1: Name a Plot Point.  - Round 2: Name a	SAT/Community Service!	BLOCK A: Ms. Snyder is out today.  Your job is to watch (on Mr. I end of the ball/love at first sig Juliet are married).		Watch: <b>3.1</b> While watching each clip, worl leave with at least a CHARACT Reminder:  - R and J are married	on your sticky notes for this scene. You should TER <b>and</b> THEME note.

• Thematic <u>Check in</u>: & Synthesis

Six Stickys complete!

What are the elements of Tragedy?

tragedy contain?

What additional plot elements does

M is R's homie

While watching, think about:

Mercutio is funny, sarcastic, and prideful

Romeo's change -> How do his emotions shift?

2. At each theme, use the sticky notes to

help you!

Write:

you have any

questions.

Theme/ Big

Message/Univers

al Experience.

Recap: What has happened so far.

Watch: 3.5. (1:31 - 1:46 of Zafarelli)

<u>Gene</u>

<u>ral</u>

transl ator - Sonn et-Cr eator - Love letter works heet - Insult Gene rator	- Round 3: Predictions? Hot takes? Conspiracies?  2. Introduce today's theme foci: Gender Roles & Names/Identity & Trust.  3. Read 2.2 - the Balcony Scene.  Cast: Romeo & Juliet (have at least two people cast in each role).  Throughout reading,	BLOCK B:  1. Sticky Note Theme + Character + Spicy C Consolidation.  - 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?	- 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  Process: 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? - Watch Baz. clip d. Character Focus:     How does Lady C. want to resolve the conflict?     How does the Prince want to resolve the conflict? - What is your opinion of either resolution-method?  e. What do the different adaptations illustrate?
	each role).		e. What do the different adaptations illustrate?  Exit Ticket: Write a prediction for what will happen next.

April 1st - April 5th

Monday	Tuesday	Wednesday	Friday
	Prologue	1.1 - By tomorrow, have the <u>sticky note scavenger-hunt</u> completed.	Watch through 1.5
Pre-teaching: Sonnet #3  1. Teamwork Exercise: Can you translate	(20) Prologue cards.  *We will need 14 volunteers to rea  - Read cards 1X, to hear i  - Define vocab.  - How is this prologue a	- Romeo Montague, - a lot (lol) - Benvolio (Romeo's friend)	<ol> <li>Check in question or Friday game!</li> <li>(35) Watch the play from 1.1 (our work Wednesday) - 1.5.</li> </ol>

	these sonnets? What is the central "theme" or "message" of these sonnets?	<ul> <li>What do we best-guess story?</li> <li>Why is Shakespeare tell immediately?</li> </ul>	- Tybalt (Capulet, Juliet's cousin)	3.	(20) In groups of 3-4, choose a clip you are interested in, and use the table to document your inferences.
	- <u>sonn</u> <u>et 1</u> - <u>sonn</u> <u>et 2</u>	Introduce Theme Focus #1: Bias & EQ: Why and how is bias formed, carried out? What can happen if it unchallenged? Can hate/bias be s	- <u>Scavenger Hunt instructions</u> : (On Schoology + doc is linked here)		A Block doc:  A block: 1.2 - 1.5 Retellings  B Block doc:  B block: 1.2 - 1.5 Retellings
2.	Sonnet #3:  Dark Lady  Sonnets	changed?  (5) Group Word Cloud:  "Bias"/"Tension"/"Hate" associa examples in <b>pencil</b> .		4.	(by 9:55 + 11:05) Create a Theme-Focus sticky note for scene 1.5. Slap it into your comp book!
	Click this link to access the	(5) Add in green: How is <u>your wo</u> Reinforced? Consider: What environmental co factor?			
	sonnets:	(5) Add in <b>red</b> : What can be done <i>stop</i> this cycle?  Consider:  - Things that individuals			
3.	Scavenger	<ul> <li>Environmental condition changed</li> <li>Cultural/Political changed</li> <li>can be made</li> </ul>			
	Hunt #3. You will do this in	(5) Complete in <b>pencil</b> : Why are/s steps always taken?			
	two halves of the room. One half with have				
	Sonnet # and				

	the other will		
	have Sonnet # .		
4.	Share out: A		
	spicy		
	connection		
	you've made		
	about any		
	sonnet read so		
	far.		

## 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! +Start Pre-teaching.  1. Introduce unit, etc.  - Why this play? Why all-together?  - What norms do we	Pre-teaching: Sonnet #1  1. Comp. book connection: What advice would you give to an eighth grader? Why would you give this advice?  2. What is a sonnet?	Pre-teaching: Sonnet #2  1. Comp. book connection:    Make a Venn Diagram.    On one side, write: Who is someone you view as a mentor?	MEHA

- highlights.
- 4. Reminder Do this on ur own time: (Cisneros, pg #) after every quote and signal phrasing (ex: "She says" or: before a quote).
- 5. Reminder Do this on ur own time:

  <u>proper</u>

  <u>capitalization/spelling</u>.
- 6. <u>Self-Reflection</u>

## **Unit Closing Circle**

need to succeed?

- Respect
- Responsibility
- Bravery
- Fun
- 2. (20) Introduce: Shakespearean language - Quote Tossing
- 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.
- 3. Exit Ticket: Write a sonnet, or insult, or love letter.

3. (on Schoology) Sonnet #1: Fair Youth

Poems (Sonnet 18):

- 4. (on Schoology) Scavenger Hunt #1.
- 5. Share Out: Spicy Connections.

On the other, write: Who is someone who challenges you? (to be better, to think about things in different ways, etc.)?

In the middle, write: What qualities/traits do they share?

- 2. Sonnet #2: Rival Poet Poems (Sonnet #)
- 3. Scavenger Hunt #2.
  - 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.
- 4. Share Out: Spicy Connections.

March 18 - 22

Monday	Tuesday	Wednesday	Thursday	Friday
Check in: What animal are you today?  Today's focus: Structure + Outline (Essay)  Today's goals:  1. Prewriting Steps of step-by-step essay doc. 2. Begin drafting steps.  By tomorrow's class, your paragraphs must be complete. This is on you, and you can do it.  Exit Ticket: click here	<ol> <li>Check in: With a group of three, grab an animal.</li> <li>Today's focus: Thesis Connection (Essay)</li> <li>Today's goal:         <ul> <li>Drafting Steps of step-by-step essay doc, with a focus on THESIS statements.</li> </ul> </li> <li>Mini-lesson: Thesis statements 101</li> <li>Worktime.</li> <li>Exit Ticket: Write a thesis statement for your animal.</li> </ol>	Check in: Review animal thesis statements.  - According to W3, which thesis statement is best? Vote on the top three.  Today's focus: Drafting.  Essay goal (by tomorrow): Have Thesis Statement + All Body Paragraphs drafted.  Wherever you are in this process, follow along on this step-by-step doc for next-steps.  (by 9:50, 11) Introduce Mango Extension: "My COA".  - This is NOT required alongside the essay. You will NOT be penalized for not doing this.	Check in: Grab a NEW animal with a group.  Today's focus: So What? (Wrap up + Big-Picture)  - 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.  Mini-lesson: So What statements.  For the animal you chose, use the sentence-stems to write a "so what" statement for it.	FINAL-DRAFT ESSAYS & MY COA EXTENSIONS ARE DUE MONDAY, 3/25, @ MIDNIGHT.  WE WILL SPEND MONDAY'S CLASS DOING BRIEF FINAL TOUCHES + CELEBRATING & SHARING THIS UNIT AND YOUR WORK.  It is your choice whether to work on 1) the lit. analysis essay or 2) the MY COA extension.  For the essay, consider using these W3 - focused feedback/revision options:  - 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 Thesaraus.com to help!

<ul> <li>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.</li> <li>This personal, creative work may help you jog your headspace for this Lit. Thesis Essay.</li> </ul>	Rest of class: Worktime.	- Click here to view two model essays from past students.  For the essay, complete the self-reflection: https://docs.google.com/forms/d/e/1FAIpQLSf2UtkZt6isg3HSk7gpzjwcm4FuM1ClvdVzCEIFfoWKwZTHKA/viewform
- 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.  Exit Ticket: Tick benefits		

## 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 <b>academic paragraphs</b> by Monday's class.
(15) Start reading entry #5, and compose one sticky.	Check-in: Choose an animal. Create a name for it.	<b>Check-in:</b> In your comp. Book, take this line from the last vignette as inspiration:	(45) Esperanza & Your Coming of Age Assignment.  P D

### (10) Share a Sticky.

- 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!

(30) entry #5 Spotlight Vignettes: "Sally", "Bums in the Attic", and "Beautiful and Cruel".

- What identity factors/**traits** of Esperanza are spotlighted?
- 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?
- What universal experiences/**themes** do we see?

- (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, aim to keep
  these facts in mind when
  reading.
- (30) entry #6 Spotlight Vignettes: "Linoleum Roses", "Alicia and I Talking on Edna's Steps" and "Mango says Goodbye Sometimes"
  - What is the character going through (struggling with; growing through)?
  - What is shown about the character's coming-of-age process at this moment?
  - What major universal experiences/the mes do we see?

- "I like to tell stories. I am going to tell you a story about a girl who didn't want to belong."
  - 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.

## Writing: DEJ #3

Congratulations! This is your last double entry journal.

- You've done a great job choosing focus vignettes, finding important moments within them, and *reasoning* how the evidence supports your opinion.
- **(5)** A reminder: Our <u>standard-focus</u> for these entries.
- (10) Take a moment to look at where you have been (on past DEJ's) and where you can go.
  - Review my feedback.

- (10) In partners, brainstorm step #1.
- (10) Share out
- Individually -or in partners-, complete step #2.

## (by 9:45, 11) *Intro* BOE #1:

- 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.

Exit Ticl	ket: Would anyone like me to	Exit Ticket: Tear out a slip of paper from your	<ul> <li>Write a comment (@ me!) with a goal for this last DEJ.</li> </ul>
	tag them for FT	journal. On it, write	
	tomorrow? This can be to touch base, to receive	important identities/universal	- Spicy: Leave me a question.
	extra support, to read, or	experience/major	
	to just chill in this space.	lesson/theme/etc. that you	
2)	Arrange animals on a	see in the novel (as a	Exit Ticket: Refresh. Remember
	scale of least - most	whole). Rinse and repeat,	the Coming of Age plot?
	ferocious.	for as many themes as	
		possible!	<ul> <li>With a partner, start to</li> </ul>
			chart where you see
			Esperanza at various points
			in the novel.

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.	<ul> <li>(15) Share a Sticky from entry #4.</li> <li>Choose a sticky note from entry #4 that you are most interested/engaged in.</li> <li>Find someone who has the same type of "C" as you.</li> </ul>	Comp. Book: Draw your favorite animal.  (15)  Identity-Conscious In your journal, use the brainstorming or the sentence-stems to lean into one vignette from an identity-conscious stance.

On your poster, write:

- 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.).

### Writing:

(5) intro DEJ's - on Schoology.

(10) Model response + Lay out the steps of completing a DEJ.

(20) DEJ work. DEJ #1 is due ASAP; latest time is before Friday's class.

3. (at 9:30 and 10:30) Thematic Focus.
Let's take some time to unpack a central theme in this story:
Community.

(10) Project AMD "community" definition + define "collectivism" v. "individualism".

 Jot down words, phrases, etc. that resonate with your definition, or expand/challenge it.
 Consider: What stands out to you?

(10)

- 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?

4. In a small group or partnership, create an asset-<u>map</u> of Esperanza's community.

Reading Processing.
(15) entry #3 Spotlight
Vignette: "The Family of
Little Feet"

- What identiti(es)/experien ce(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.).

# (20) Group Vignette Processing:

Split class into two halves; one for each V.

Discuss (and be ready to share out):

- Share your sticky note, and compare the similarities and differences how you engaged with the text.
- (30) Entry #4 Spotlight Vignettes: "Born Bad" and "Sire"
  - 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?

Rest of class: Finish DEJ #1.

As a challenge option, I'll introduce the character-analysis step.

- Ms. Snyder's model (on whiteboard), for "Geraldo".
- Independent response.

Writing: DEJ #2

This should include:  - The places and people (click here for a list of them)  - Their strengths/unique knowledge/skills/assets  - The community's challenges to overcome	- What identiti(es)/experien ce(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.).	
	Reading: Start reading entry #4, and mark at least 3 sticky notes.	

## 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):	<ol> <li>(20) Spotlight Vignette: "My Name".</li> <li>What identities and experiences are spotlighted?</li> </ol>	<ol> <li>(10) Finish our starting identity-web for E (from yesterday).</li> <li>(20) Identity-Conscious Reader Response</li> </ol>

(5) Rev	iew feedback on final e.
-	If you'd like, in a comment on the doc or in an email, tell me 1)

- 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.
- (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.

## Start reading!

(at :35) Read: The House on Mango Street, passage #1

- HW: mark at least 3 sticky notes.
- (three minutes before the bell) Heads-up for Tomorrow.

Finish sticky noting entry #1 and complete one quiz as a whole class. Quiz options:

- <u>Quizizz</u>(Kahoot-esque)
- Sparknotes
  (More classic,
  teacher-led and
  discussion-base
  d)

(9:30 - 10:02):

Begin reading + sticky noting entry #2.

Annotations for both entries are due by Thursday night.

#### B block

(10:06 -10:40): Finish sticky noting entry #1 and complete one quiz as a class:. Quiz options:

- How are they illustrated examples?
- What are their impact on Esperanza/importance to her?
- 2. Create E's identity web, using this entry's vignettes.
- (15) Split the class into groups; one for each V.

On your whiteboard, write:

- 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).
- 3. (5) Share out.

## 4. Reading:

(15) Continue reading entry #2, and mark at least 3 sticky notes. This will be due by tomorrow's class.

If you are finished reading:

- Write your own piece inspired by "My Name"!
- Write an acrostic poem for your name!

In your journal, use the brainstorming or sentence-stems to analyze one vignette from an identity-conscious stance.

- Ms. Snyder's model (on whiteboard), for "Cathy, Queen of Cats".
- Independent response (for any vignette from entry #1 or entry #2).

## 3. (25) Spotlight Vignettes:

"Those Who Don't", "- There Was an Old Woman She Had So Many Children", "Darius & the Clouds".

- 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.).

4. (at 9:45, 11) Start: Process Character-Vignettes.

Split class into four groups; one for each V.

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?  Let's star again. Take 30 seconds to re-star what three factors most impact the way you	Bo no	- Quizizz (Kahoot-esque) - Sparknotes (More classic, teacher-led and discussion-base d)  10:40 - 11:13): Begin reading + sticky noting entry #2.  Annotations for both entries are due by Chursday night.	- Try using Chat GPT to help you brainstorm fun names.  (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?	On your poster, write:  - 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.).
3.	Now, let's critically reflect on our lives. Please cross off one element at a time that has the least impact on how you navigate the world. Cross off, until you				

	have only one - three left.		
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.		
5.	Process Together: Why did we cross off what we did?  - Crossed-of f 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		
		•	

crossed off language.			
(10) Now, let's shift our focus to identities and experiences that are important to us.			
- 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.			
(20) Introduce: □ Sandra Cisneros, HO While we hear about and from Cisneros herself,			
	-	-	

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.
(5) Comp. book: Write what you think is the CLAIM, EVIDENCE, and REASONING behind one of these photos.  Prompt: Why was this the final photo? This was the final photo because EVIDENCE and REASONING.  Housekeeping: - Your sticky note reflections have	Check in: "Baby, Baby" by Amy Grant. Bop or flop?  (15) Direct Instruction: Types of Coming of Age stories. (page 25 of your packet)  - Choose an example from our coming-of-age plot charts. What type(s)	*Both BOE started today are due Friday at midnight.*  (30) Sticky Note Reflection BOE.  Intro + Start Work: Written Response BOE  (10) Introduce &	Check in: This is ChatGPT's idea of how you would respond. Thoughts?  Let's beat the robot!  - What does it do well that we can take inspiration from? - What does it do poorly? (Aka: What	Three Things:  - 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.  AI Ethics with Kate Meyer!

-	feedback given! Most folks placed 2.5 - 3. This is a <b>healthy</b> place to be.	
	•	
Process	:	(1 to
-	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?

Read 2x, crafting three sticky-notes.

# (15) Shifting our focus to your sticky notes:

Find someone who

of coming of age stories is it?

What stories, out of our five stories, fall into these different types?

# (10) Shifting our focus to your sticky notes:

- 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?

**FINAL** short narrative response! Congratulations!

### Breakdown: Standard <u>W3 +</u> <u>L1/L2</u>

- What do these mean, in general?
  - What do they look like, in the context of this piece?
- What question s or focus-are as do you hold?

# (rest of class): Prewriting.

- Decide on your #1 story choice.
  - Decide
    on what
    elements
    of a
    good/effe
    ctive
    story it
    demonst
    rates.

do we do *better*?)

(15) Mini-lesson:
Academic Paragraphs.
What must this include, in
W3 terms?

- Claim
- Evidence
  - Signal Phrasing
  - Citation
- Reasoning

What must this include, in L1/L2 terms?

- Full sentences
- Punctuation
- Spelling

Werk: written response BOE

chose the same type of "C" as you. Share your inference to them!		
- Review: What are the collective inferences we formed about this piece?		

February 5th - February 9th

Monday	Tuesday	Wednesday	Thursday	Friday
(10) Comp. book. Describe a location/setting from your weekend OR from this morning using imagery.	(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 <b>specific</b> detail in that moment spurred the change?	(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.  (30) Read short narrative #4: "The Ingredients"	(10) Direct Instruction: Characterization.  - What is characterizati on? - Your practice.	(10) Check in: Using this sandwich maker, create a sandwich and answer this prompt, rewriting it as a claim:
(10) Historical Context & Setting. Why is setting important to a story? How can it add to our appreciation or understanding of a character?	(10) Direct Instruction: COA Elements: Turning Point, Initiation, and any other elements?  - 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 <b>specific</b> detail in that moment spurred the change?	Read 1x, just to hear it.  Process & discuss:  - Questions? Reactions?  - What happens?  - What's significant? Is it really just about them talking about sandwiches?  Read 2x, sticky-noting as you go.	(30) Short Narrative Response  - I will spend some focused time with each group	What is your sandwich? Why did you build it the way you did? Claim: My sandwich is very veggie-dense, with

- Sharecropping Definition
- Personal testimony of sharecropping
- What could be the impacts of sharecropping for the individuals involved in it?

(30) Read short narrative #3: "The Flowers"

Read 1x, just to hear it. Process & discuss:

- Questi ons? Reactio ns?
- What happen s?
- What's signific ant?

Read 2x, sticky-noting as you go.

(10) Naming our skills: Let's break down Standard R4. How can we put this standard in our own words?

### (10) Response-Feedback Review

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.

Write a comment or reply to one of mine and @ me. This comment should include:

- Something you did well
- Something you will improve
- 3) A question you have
- (30) Short Narrative Response

## Shifting back our focus to Inferencing (skill R4):

(5) Literary elements, like plot, allow you to dive deeper into and analyze a text/moment. Standard R4 represents how you grow in this.

- 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. What's significant? So what- how does this "C" impact your reading of the piece + the story itself?

today, leaning into your focus-goal for skill R4.

multi-grain bread and turkey and bacon. I built it the wav 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.

(20) Sticky self-assessment

(30)Let's revise your responses so far to best express your clear, important thinking. This requires skills of Standard W3.

Minilesson + Practice each skill.

10 Rewriting prompt as a clear claim. Prompt: What is the best weird food combination, and

The process of analysis is:

- The **how** work is where the deepest inferencing happens:

<ul> <li>Synonyms for verbs? Nouns?</li> <li>Examples of when you've practiced this skill?</li> </ul>		why?  Claim: is the best weird food combination, because
Exit Ticket: Share a "C" to a partner. Are you and your partner's "C" connected in any way?		- 10 Citing (last name, page #) at the END OF THE SENTENC E that the quote is used in.
		- 10 Reasoning beefing-up OR so what/final sentence

## January 29th - February 2nd

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

Happy Monday! Settle in and grab a comp. book. On the first page, draw something that captures your weekend.

- (5) Recap: 11 diagnostic.
  - 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.

(30) Identity web - Who Am I Who Reads?

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

(5) Comp. Book: What advice would you give your younger (eleven) self?

(10) Conversation: what makes a good story, according to you?

- A block, click



(30) Read: Short narrative #1: "Seven Things I Would Tell Eleven Year Old Me"

- (10) Read 1x, just
- (10) Teach-in: Four C annotations
- (10) Read 2x, annotating as you go.

By the end of class, have at least three sticky-notes (of any C) created for this story.

Today, we are going to practice skill R4 (inferencing w/ evidence), using one of our criteria for what makes a good story: Plot.

Our major question is: How does plot add to a story? To our understanding of a character?

(5) Check in: Let's vote on our favorite coming of age story (or just a story about a young person maturing).

- If we struggle to think of a few, options are...
- Tangled
- Red Riding Hood
- Shrek
- Lion

Today, we are going to practice skill R4 (inferencing w/ evidence), using one of our criteria for what makes a good story: Plot & Conflict.

Our major questions are: How does conflict add to a story? To our understanding of a character? Of what they struggle with?

(15) Comp. book: What are the different lessons taught to different genders?

- Write on shreds in ur journal
- Put them in each mug
- Review lessons/expectations
- Solo journaling: What could be the impacts of this?

(30) Read: Short narrative #2: "Girl"

- Jamaica Kincaid reading
- (10) Read 1x, just to hear it.

Questions? Gut reactions?

- (10) Model: Four C Annotation + "Craft" Focus: Point of View
- (10) Read 2x, sticky-noting as you go.

Today, we are going to practice skill R4 (inferencing w/ evidence), using one of our criteria for what makes a good story: Plot & Conflict.

Our major questions are:
How does conflict add to a story?
To our understanding of a character?
Of what they struggle with?

There are a couple ways to think about this. One is identify-focused, and one is more craft-focused. Let's try out both.

(20) Teach-in: <u>Identity-Conscious</u> Reader Response.

- 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.
- (10) Teach-in: Types of Conflict
- (30) Short narrative response #2

	of people). For each, jot down	King	
	how you view	(15) Introduce &	
	yourself.	Identify: Coming	
	yoursen	of Age & Plot	
_	There are no right	Where do we see	
	or wrong answers.	these stages in our	
	This is a practice	favorite story?	
	for yourself;	1	
	answer it for		
	yourself the best	Processing your	
	you can. How you	inference:	
	respond today		
	might be different	(25) Short	
	from next month,	narrative response	
	to next year, to the	(on Schoology)	
	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		
-	Aumty		
2.	Now, star the top		
۷.	three that you are		

most aware of. Write: How do these identities impact your everyday?			
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?			
4. Last step. For two minutes, write: How do all these factors that make you you 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			
All of these factors, and others not listed, impact the way we move throughout the world-including how we read.			
	•		

Let's apply this to last week's story:			
Exit Ticket: Check out			
January 23rd - 2	26th		
Tuesday	Wednesday	Thursday	Friday
			"Eleven" Diagnostic due by midnight.
Welcome!  (15) Introductions: Names, Pronouns, name an adjective + noun that speaks to you (for whatever reason).	(5) Recap: Shape Theory  - 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?	Today, we will start brainstorming some class norms, building onto your values work  (5) On one sticky note for each question, answer:  - In this class and in the world, I want to be a person who  - In this class I need others to	(5) Check-in: Name our top values.  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.  (30) Whole-class conversation: How do our values

(15) Stations.

(10) \*Physical\* classroom tour

Mine is flexible

peanut butter.

(10) \*Digital\* classroom tour

- Get onto Schoology
- STAR  $\uparrow$  our weekly agenda

(rest of class)

- What are we curious about?
- (10) Review: Yesterday's Data.

## goals:

- Improve writing, knowledge of parts of speech and ways to
- Speak and share thoughts more
- Academics passing, etc.

### helpful strategies:

- Collaboration on texts, etc.
- Check-in's on what kind of

- 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...

Paste your sticky note on the correlated big paper.

(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!

Rest of class: Continue diagnostic assessment:

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?

Be specific: What do our needs and commitments look like and sound like, in practice? Not look and not sound like?

Snyder's non-negotiables:

- Curiosity over criticism.
- The individual makes up the whole.
- Embrace the awkward.

What they look like in practice:

work we want to do

- Individual check-in's and brainstorming

#### Concerns:

- Reading and presenting in this class.
- The world: Climate change! (a resource on climate anxiety)

How we feel about reading:

- 15 are in the middle. 4 love, 2 loath.

How we feel about writing:

- 15 are in the middle. 1 loath, 5 love.

What you value in adults:

Your beautiful words!

Your "homework" from yesterday... organize your comp. books/journals + sticky notes.

(10) Read "Remember" by Joy Harjo. What value(s) is she centering?

(20) <u>VALUES</u>.

(by 9:50, 11) Intro diagnostic assessment (on Schoology): "Eleven" by Sandra Cisneros.

- Read 1x today.
- We will return to this tomorrow.

"Eleven" by Sandra Cisneros.

- Recap story.
- Break down questions- how do you read, brainstorm, and answer these questions?
- 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 *respond* to your feedback!

(by 9:25, 10: 30) Finish: "Eleven" diagnostic.

- The **full** diagnostic is due tonight at midnight.
- Tonight @ midnight won't work for you? Communicate your needs.

### If you finish:

- Blackout Poetry
- Poem Generator
- Scattergories
- Vocab Quiz