

Friday, October 13th



Friday
the 13th

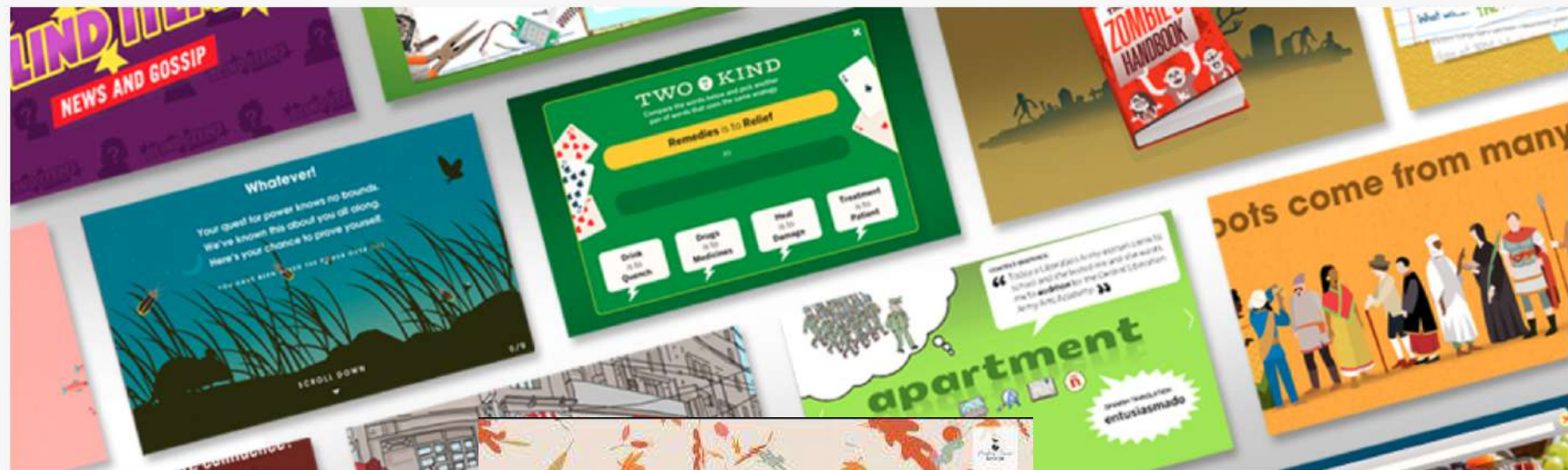


ME ON A REGULAR FRIDAY

ME ON FRIDAY THE 13TH

ST Math - Journey
Special - Music

Open the **Vocab App**.



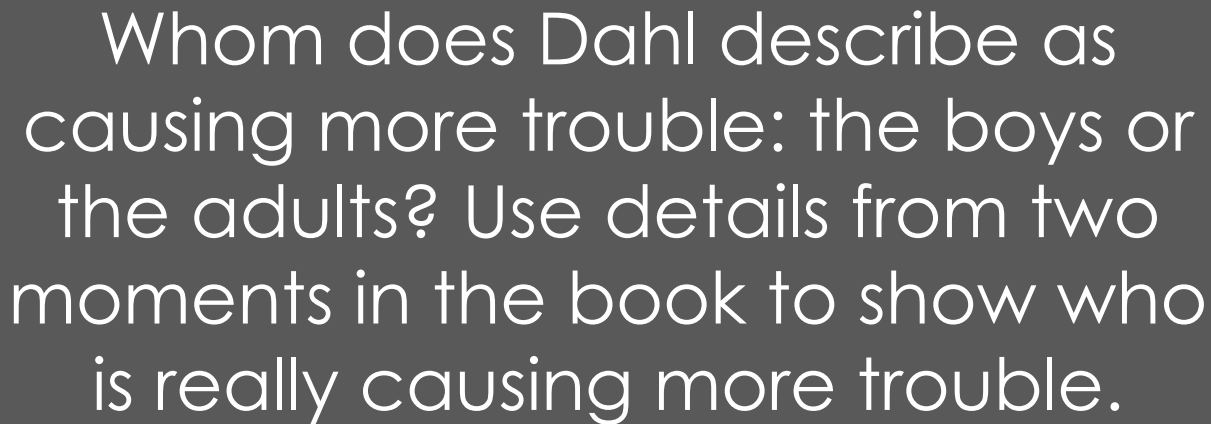
05:00

Obtrusive- Adjective- The waiter was attentive without being obtrusive, he checked on us enough but didn't annoy us with going overboard.



The background of the slide is a light blue sky with numerous falling autumn leaves in shades of yellow, orange, and red. There are also several acorns scattered throughout the scene. A white rectangular box is positioned at the top center, containing the title text.

ESSAY PROMPT:

A dark gray rectangular box is centered on the slide, containing the essay prompt text in white. The box is surrounded by the same autumn-themed background of falling leaves and acorns.

Whom does Dahl describe as causing more trouble: the boys or the adults? Use details from two moments in the book to show who is really causing more trouble.

Calendar of Lesson Days

✓ 1—Discuss the Essay Prompt and gather evidence.

✓ 2—Write the body paragraph(s).

✓ 3—Write the introduction and revise the body paragraph(s).

4—Write a transition and edit the final draft.

Elements of Your Essay

An Introduction

- Lead sentence(s)
- Title of the book and author's name
- Claim statement where you state your idea about who causes more trouble

Body Paragraph(s)

- Focus on one part of the reading that supports your claim
- 2–3 pieces of evidence, including direct quotes
- Explanations of how the evidence connects to your claim (idea)

Step 1- Go to Google Classroom and click on “Dahl Final Essay” - it will show nothing so you need to click the “Add or Create” Tab. Then click Docs

Step 2- Copy and paste your introduction from yesterday into the Doc. (Go back to Lesson 3)

Step 3- Transfer your hand written first paragraph into the Doc.

Step 4- Copy and paste your 2nd body paragraph from Lesson 2

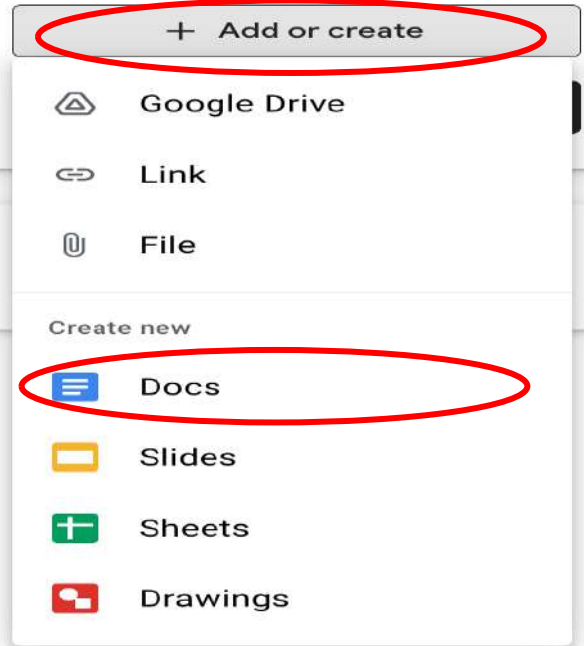
Step 5- Write your Conclusion paragraph

Your conclusion should include:

A transitional phrase

A restatement of your thesis statement

A connection/way to tie up your writing



To conclude, in the memoir Boy, the adults clearly cause more trouble than the boys. They are violent, pushy, and they are only thinking of themselves. I can't imagine living in a world where the adults that you are supposed to respect and trust would treat you so horrifically!

Editing Process

1. Arrange what you have written in the appropriate order. Make sure to incorporate your revisions into your body paragraphs, or delete them if you don't want to use them.

This list shows you how the pieces you have written will go together:

- Introduction
- Body paragraphs with revisions and in the order you prefer

2. Read your essay aloud to listen for how sentences work and flow for your reader:

- Is it clear how each sentence follows from the sentence before it? Rewrite sentences in order to make that connection obvious to the reader.
- Does your writing sound like a written essay or do you have any words and phrases that sound out of place in a school essay? To establish and maintain a formal style, avoid using the first or second person point of view (do not say "I" or address your reader as "you") and remove any slang or informal language.

3. **Make sure to have 1 event and 1 piece of evidence to support your claim for each body paragraph. Each piece of evidence should start with introducing the chapter where it was found.**

4. Make sure you begin every sentence with a capital letter and end every sentence with appropriate end punctuation.

5. Correct any errors in spelling, punctuation, and grammar that you can find.

Informational/Argumentative Checklist

| Introduction | Did I do this to the best of my ability? |
|---|--|
| Hook/Lead- Did I ask a question, use a quote from the text, or describe a funny/interesting moment from the text? | <input type="checkbox"/> |
| Overview/Context- Did I state the name of the text, genre, author, and a quick summary? | <input type="checkbox"/> |
| Thesis Statement- Did I turn the question around and answer it? | <input type="checkbox"/> |

| Body Paragraph #1 | Did I do this to the best of my ability? |
|---|--|
| Transitional Phrase- Did I start my paragraph with a transitional phrase? | <input type="checkbox"/> |
| Claim- Did I answer the question the prompt is asking? | <input type="checkbox"/> |
| Evidence- Did I find evidence that supports the answer to my claim? | <input type="checkbox"/> |
| Evidence- Did I make sure to use a sentence starter to introduce my evidence? | <input type="checkbox"/> |
| Did I put my evidence in quotations? | <input type="checkbox"/> |
| Did I also state where I found my evidence? | <input type="checkbox"/> |

| Body Paragraph #2 | Did I do this to the best of my ability? |
|---|--|
| Transitional Phrase- Did I start my paragraph with a transitional phrase? | <input type="checkbox"/> |
| Claim- Did I answer the question the prompt is asking? | <input type="checkbox"/> |
| Evidence- Did I find evidence that supports the answer to my claim? | <input type="checkbox"/> |
| Evidence- Did I make sure to use a sentence starter to introduce my evidence? | <input type="checkbox"/> |
| Did I put my evidence in quotations? | <input type="checkbox"/> |
| Did I also state where I found my evidence? | <input type="checkbox"/> |

| Conclusion | Did I do this to the best of my ability? |
|---|--|
| Did I start with a transitional phrase? | <input type="checkbox"/> |
| Did I restate my thesis statement? (The answer to the prompt?) | <input type="checkbox"/> |
| Did I make a connection to the text and wrap up my writing in an interesting way? | <input type="checkbox"/> |

| Grammar/Conventions | Did I do this to the best of my ability? |
|---|--|
| Do the beginning of my sentences start with a capital letter as well as all proper nouns and I? | <input type="checkbox"/> |
| Do I have end marks for all sentences? | <input type="checkbox"/> |
| Did I look back in the text to make sure important words are not misspelled? | <input type="checkbox"/> |

| What is the trouble caused in this moment? | Who causes the trouble? |
|---|--|
| The boys think the candy is made from disgusting ingredients. BSS | Mr. Thwaites (He tells Thwaites stories and says he knows because he is a doctor.) |
| The boys linger at the candy store and annoy Mrs. Pratchett. BSS | The boys (They go to the store every day.) |
| Mrs. Pratchett says mean things that make the boys feel unwelcome in the store. BSS | Mrs. Pratchett (She doesn't like boys.) |
| The boys put a dead mouse into the candy jar in order to frighten Mrs. Pratchett. TGMP | The boys (They think this is a brilliant idea.) |
| Dahl thinks that he has murdered Mrs. Pratchett and will go to jail. MC | Thwaites (He comes up with this explanation for Dahl.) |
| The boys are caught and punished by Mr. Coombes for putting the mouse in the candy jar. MC | Mrs. Pratchett (She gleefully identifies the boys to Mr. Coombes.) |
| The boys are caned violently. MPR | Mrs. Pratchett (She encourages Mr. Coombes to beat them harshly.) |
| The boys are caned violently. MPR | Mr. Coombes (He canes them.) |

| What is the trouble caused in this moment? | Who causes the trouble? |
|--|---|
| Dahl has "scarlett stripes" and "deep blue bruising" after being caned. MPR | Mr. Coombes (He canes them.) |
| The boys are given as little food as possible at boarding school. FD | The Headmaster (He wants to save money and not buy so much food for the cafeteria.) |
| The Matron tries to catch the boys talking and take them to the Headmaster for punishment. TM | The Matron (She prowls the hallways at night.) |
| The Matron doesn't let the boys use the bathroom at night. TM | The Matron (She will give them nasty medicine if they try to use the bathroom.) |
| Wragg sprinkles sugar down the dormitory hallway. TM | A boy – Wragg (He wants the Matron to walk through it.) |
| The boys have the food in their tuck-boxes taken away for 6 weeks. TM | The Headmaster (He is punishing all of them for not saying who sprinkled sugar in the hallway.) |
| The Matron shaves soap into Tweedie's mouth when he is sleeping. TM | The Matron (She is annoyed at the noise of his snoring.) |

This will be an independent working block. I am going to call 1 person over at a time to give you quick feedback on what you can work on to ensure you get the best grade possible.

If you are all done and ready to turn it in do so!

The rest of the time can be spent on Boost or Boost Close Reading.

LEVEL 0

- SILENCE -
NO TALKING
NO NOISES

