8/13/14

Reading Standards to be addressed
    Not today

Bell Ringer:
    1. What was the last book you read for pleasure?
    1a. What is your favorite genre to read or watch?
    2. What cozy and familiar childhood memories of reading do you
        have? List two.
    3. List three images that might describe what reading is like for you.
            (Think beyond the literal—when you think "reading"…what image/picture
             pops into your head. Draw three or describe three)
    4. Headline of the summer!!! Read All About IT!!!

Agenda:
A. Intro to Class
B. Behavior Syllabus
C. Emergency Procedures
D. Discuss Bell Ringer
E. Six Word Memoir
        --One Life. Six Words. What's your story?
        Objective: To engage students in thinking about their lives and to show them
        how to write concisely. Secondary objective: as a beginning-of-the-school-year
        activity, sharing these memoirs can serve as a way for students to get to know one
        another, and for the teacher to get to know the students

        The six-word memoir teaches all of us writers a critical skill: words are valuable
        and have meaning – do not waste them.
        (PowerPoint)

F. Personality Box

HW: Six Word Memoir due Friday
        Personality Box due Friday.

Class needs: 1 box of 10 pencils
                    1 box of tissue

Personality BOX

In order for me to get to know you and for you to better know your classmates, I ask that you put a few things together.

These "things" should *show* me who you are.

Are you a skilled singer, a dedicated band member, a color guard specialist, a high quality comedian, an accomplished dancer, a martial arts expert, or maybe a sports star?

Bring the things that are most important to you…five or six items will be sufficient.

Remember the purpose of this exercise: help us learn about YOU!

Have fun with it, be creative, and be prepared to share your items with your classmates.

Any size shoe box, Tupperware, or similar container will be perfect.

Presentations will be Friday.

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Learning Target(s):
1. **I can recognize the difference between a word's denotation and connotation and can identify a word's impact on meaning and tone.**
2. **I can identify connotative words and phrases.**
3. **I can explain the difference between mood and tone.**

Bell Ringer: Name three classmates and jot down one interesting fact about each.

1. Getting to know your classmates
2. Understanding the relationship between words' connotations and author's tone.

Agenda:

1. Reminder: Memoir and personality boxes due Friday
2. Go over BR
3. Define Diction, Connotation, Denotation, Idiom
4. Two paragraphs

4. Define tone and exercises
   a. Verbal Tone
   b. Written expression (Team Paragraph)
   c. Hand out Tone/Mood Word Handouts
   d. "A Dream Deferred"
   e. "The Road Not Taken"

THE BEST WORD FOR THE JOB

The *denotative* meaning of a word is the dictionary definition of a word. Many words have more than one denotative meaning.

1. Give two denotative meanings of the word "sharp" and use each in a sentence.

Words also have *connotative* meanings. The connotation of a word refers to the feelings and associations created by a word.

2. Fill in words below that have the same denotative meaning as the word "old" but that can be identified as

Positive: _____

Neutral: _____

Negative: _____

3. Rank the following words according to how you feel about them--from most positive to most negative.

Example: thin, slim, lanky, skinny, gaunt, slender

Group 1: aggressive, assertive, domineering, pushy, forceful, forward

Group 2: bright, clever, brilliant, cunning, nerdy, intelligent, brainy

4. Make a list of words that have the same denotative meaning as the word "happy."

5. Place the words listed in number four in an order that illustrates degrees of happiness from the least to the most happy.

> An **idiom** is a word or phrase peculiar to a particular language and different from the denotative
> meaning of the words.
> Example: "Burning the midnight oil" means staying up late at nigh.t
>   "To carry out" may mean to make sure something is done.
>   "On the fly" may mean to figure it out as you go.
>   "Have an ax to grind" means you have a personal interest in a particular matter.

6. Match the idiom with the word that best defines it.
      a. move   d. angry
      b. sad   e. friendly
      c. satisfy   f. evade
___ flew off the handle   ___ hop to it   ___down in the mouth

___ big hearted   ___ pass muster   ___ give them the run around

Writing Activity (CHOOSE ONE)

1. Choose a word from the dictionary that has at least four different meanings. Write a paragraph in which you use the word four times, each time with a different meaning.

2. Consider the following group of words:
skinny scrawny slender lithe slim emaciated gaunt willow lean

After looking up the dictionary definition of each word, write two paragraph: one using the words with positive connotations to describe an attractive woman, and one using the words with negative connotations to describe an unattractive one. Include details that will add description.

08/15/14

THREE CHALLENGES FOR YOU TODAY

1. Have a conversation with the text
2. Think about what you are reading
3. Your understanding of what you read comes from your interaction with what is on the page

Learning Target(s):

1. **I can recognize the difference between a word's denotation and connotation and can identify a word's impact on meaning and tone.**
2. **I can identify connotative words and phrases.**
3. **I can explain the difference between mood and tone.**

Bell Ringer:

1. Define the following: Denotation and Connotation

2. Look at the following words, all of which have the denotative meaning of "house":

Home   hut   shack   mansion   cabin   chalet
abode   dwelling   shanty   domicile   residence

Decide if each word has a positive, negative, or neutral connotation.
Write word and place a +, or -, or N. Also, write one more word that you associate with each.

Agenda:

1. Six Word Memoir and Personality Box
2. Bell Ringer
3. Verbal tone
4. Tone in "A Dream Deferred" and "The Road Not Taken"
5. Team Tone paragraph

Define and discuss Annotation--handout

6. Define and discuss "Close Reading": Discuss effective reading strategies

7. Annotation Practice ("Scarlet Ibis" excerpt)

8. Vocabulary Work: (tone, mood, diction, connotation, denotation, annotation, close reading)

   a. Classroom Definition
   b. My Definition (put in your own words)
   c. Use word in complete sentence using context clues to show understanding
   d. Draw a picture that represents each word's meaning (this is a good memory tool)

KEY VOCABULARY

--Diction: word choice

The connotative meanings of a word naturally exist together with the denotative meanings.

--Connotation: represents the various social overtones, cultural implications, or emotional meanings **associated** with a word.
--Denotation: refers to the literal meaning of a word, the 'dictionary definition.'

For example, the name 'Hollywood' *connotes* such things as glitz, glamour, tinsel, celebrity, and dreams of stardom. In the same time, the name 'Hollywood' *denotes* an area of Los Angeles, worldwide known as the center of the American movie industry.

--Tone: author's attitude about a particular place, event, character, etc.
--Mood: the dominant emotion a reader feels while reading

--Idiom: a word or phrase peculiar to language and different from the denotative meaning of words. (cliché, in form of figure of speech)

Connotation and Denotation are two of the most basic **diction analysis** techniques for students to learn since they are wide-reaching and allow students to discover tone, mood, inferences, and more. Denotation (the primary definition of a word) and connotation (the associated or secondary meaning of a word) are gateways to more in-depth analyses.

Annotation = adding critical or explanatory notes to a text

Close Reading = a special kind of analytical reading. When readers look at a text this way, they slow down their reading in order to assess the importance of each word, detail, or image, and they make guesses about the meaning of the text as they read. Close readers look beyond the plot for deeper layers of meaning.
•   reading on the line, (Level 1)
•   reading between the lines, (Level 2)
•   reading beyond the lines (Level 3)

tone = speaker's attitude

POSITIVE TONE WORDS

admiring	hilarious
adoring	hopeful
affectionate	humorous
appreciative	interested
approving	introspective
bemused	jovial
benevolent	joyful
blithe	laudatory
calm	light
casual	lively
celebratory	mirthful
cheerful	modest
comforting	nostalgic
comic	optimistic
compassionate	passionate
complimentary	placid
conciliatory	playful
confident	poignant
contented	proud
delightful	reassuring
earnest	reflective
ebullient	relaxed
ecstatic	respectful
effusive	reverent
elated	romantic
empathetic	sanguine
encouraging	scholarly
euphoric	self-assured
excited	sentimental
exhilarated	serene
expectant	silly
facetious	sprightly
fervent	straightforward
flippant	sympathetic
forthright	tender
friendly	tranquil
funny	whimsical
gleeful	wistful
gushy	worshipful
happy	zealous

NEUTRAL
(+, -, or neutral)

- commanding
- direct
- impartial
- indirect
- meditative
- objective
- questioning
- speculative
- unambiguous
- unconcerned
- understated

NEGATIVE TONE WORDS

abhorring	hostile
acerbic	impatient
ambiguous	incredulous
ambivalent	indifferent
angry	indignant
annoyed	inflammatory
antagonistic	insecure
anxious	insolent
apathetic	irreverent
apprehensive	lethargic
belligerent	melancholy
bewildered	mischievous
biting	miserable
bitter	mocking
blunt	mournful
bossy	nervous
cold	ominous
conceited	outraged
condescending	paranoid
confused	pathetic
contemptuous	patronizing
curt	pedantic
cynical	pensive
demanding	pessimistic
depressed	pretentious
derisive	psychotic
derogatory	resigned
desolate	reticent
despairing	sarcastic
desperate	sardonic
detached	scornful
diabolic	self-deprecating
disappointed	selfish
disliking	serious
disrespectful	severe
doubtful	sinister
embarrassed	skeptical
enraged	sly
evasive	solemn
fatalistic	somber
fearful	stern
forceful	stolid
foreboding	stressful
frantic	strident
frightened	suspicious

frustrated	tense
furious	threatening
gloomy	tragic
grave	uncertain
greedy	uneasy
grim	unfriendly
harsh	unsympathetic
haughty	upset
holier-than-thou	violent
hopeless	wry

mood = emotional effect that the text creates for the audience

POSITIVE MOOD WORDS

amused	jubilant
awed	liberating
bouncy	light-hearted
calm	loving
cheerful	mellow
chipper	nostalgic
confident	optimistic
contemplative	passionate
content	peaceful
determined	playful
dignified	pleased
dreamy	refreshed
ecstatic	rejuvenated
empowered	relaxed
energetic	relieved
enlightened	satiated
enthralled	satisfied
excited	sentimental
exhilarated	silly
flirty	surprised
giddy	sympathetic
grateful	thankful
harmonious	thoughtful
hopeful	touched
hyper	trustful
idyllic	vivacious
joyous	warm
	welcoming

NEGATIVE MOOD WORDS

aggravated	insidious
annoyed	intimidated
anxious	irate
apathetic	irritated
apprehensive	jealous
barren	lethargic
brooding	lonely
cold	melancholic
confining	merciless
confused	moody
cranky	morose
crushed	nauseated
cynical	nervous
depressed	nightmarish
desolate	numb
disappointed	overwhelmed
discontented	painful
distressed	pensive
drained	pessimistic
dreary	predatory
embarrassed	rejected
enraged	restless
envious	scared
exhausted	serious
fatalistic	sick
foreboding	somber
frustrated	stressed
futile	suspenseful
gloomy	tense
grumpy	terrifying
haunting	threatening
heartbroken	uncomfortable
hopeless	vengeful
hostile	violent
indifferent	worried
infuriated	

Teaching TONE, CONNOTATION, DENOTATION, DICTION

- "Tone is a particular way of expressing feelings or attitudes that will influence how the reader feels about the characters, events, and outcomes. Speakers show tone more easily than writers because they can use voice tone, gesture, and facial expressions. A writer must use words alone."

Procedures

- Assign students in to groups of 3-4.
- Give each group a card with one of the following tone words written on it: *sadness, courage, tension, sympathy, love, happiness, pride, sarcastic, excitement, hate, fear, anxiety*. Encourage thesaurus use.
- Invite each group to write a description of a teenager walking in the bad part of town, conveying the attitude on the card. They may not use the word written on the card in their description.
- When writing is complete, instruct students to determine which tools were used to show tone in writing.
- Instruct each group to read the description.
- Instruct class members to guess the tone.
- Instruct successful writers to share their tools with the class.
- If using this lesson for revision, invite students to read through their rough draft and ask: Did you demonstrate tone in your writing? How do you know? What tone did you convey?
- Instruct students to highlight at least one passage to rewrite in order to enhance the effectiveness of their tone in writing.
- Share rewrites with the class.

Students say the following statement emphasizing each boldfaced word separately to see recognize differing interpretations of the same sentence.

I am getting married tomorrow.

I **AM** getting married tomorrow.

I am **GETTING** married tomorrow.

I am getting **MARRIED** tomorrow.

I am getting married **TOMORROW**.

Teaching How Diction Reveals Tone

Begin the lesson by having three students "act out" a sentence, each using a different tone.

I just saw someone smash into Mr. Barnes' car in the parking lot.

One student assumed an **angry** tone, another an **amused** tone, and the last an **apathetic** one. The class had to guess their tone.

Then transition from voice to text. Explain that since we can't hear the author's voice, our only clue to how he feels–his attitude or tone–about what he's writing about is hidden in the text itself. When we dig into the words (diction) he uses, we can often figure out his tone.

Put students into teams and read Langston Hughes *A Dream Deferred*.

Students then read and discuss the poem within their teams, identify diction with strong connotations, and brainstorm tones. Students then write a paragraph explaining the tone of the poem while giving at least three details to support their explanation.

A Dream Deferred

by Langston Hughes

What happens to a dream deferred?

Does it dry up
like a raisin in the sun?
Or fester like a sore--
And then run?
Does it stink like rotten meat?
Or crust and sugar over--
like a syrupy sweet?

Maybe it just sags
like a heavy load.

Or does it explode?

The Road Not Taken

BY ROBERT FROST 1874–1963 Robert Frost

Two roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveler, long I stood
And looked down one as far as I could
To where it bent in the undergrowth;

Then took the other, as just as fair,
And having perhaps the better claim,
Because it was grassy and wanted wear;
Though as for that the passing there
Had worn them really about the same,

And both that morning equally lay
In leaves no step had trodden black.
Oh, I kept the first for another day!
Yet knowing how way leads on to way,
I doubted if I should ever come back.

I shall be telling this with a sigh
Somewhere ages and ages hence:
Two roads diverged in a wood, and I—
I took the one less traveled by,
And that has made all the difference.

Remember: *What is the denotation of the word "diverged"?*
Understand: *Fill in the blank. In the words "I shall be telling this with a sigh", the word "sigh" indicates a feeling of _____ on the part of the speaker.*
Apply: *Fill in a Venn diagram, noting similarities and differences between the two roads, as expressed in the words of the poem. Place quotation marks around the evidence you select from the poem.*
Analyze: *Write two or three complete sentences in which you explain the purpose and effect of the poet's use of the word "yellow wood" to describe the setting.*
Evaluate: *With a classmate or two, compare and contrast your analysis statements. Determine which of the statements most clearly articulates the poet's purpose and best describes the effect of his having used the words "yellow wood."*
Create: *In one or two paragraphs, write about a time in your life when you made a choice but always wondered what your life would have been if you had chosen the alternative. Incorporate three words or phrases from the poem that help connect Frost's experience with your own.*

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- reading on the line, (Level 1)
- reading between the lines, (Level 2)
- reading beyond the lines (Level 3)

When I annotate, what do I write?

…Be an **ACTIVE** reader
…**THINK** when you read
…**REFLECT** when you read

Sometimes I:

Record a **REACTION**

Ask a **QUESTION**

Give an **OPINION**

Make a **CONNECTION**

Circle the **UNKNOWN (build vocabulary)**

Mark very **IMPORTANT** ideas, symbols, figurative language using brackets, stars, checks, bullets, or asterisks

Respond to how I would **RELATE** if I were in that situation

Annotation Practice:

Procedure:
1. Read the following paragraph.
2. Write a sentence explaining the paragraph's main idea.
3. Reread the paragraph, and underline all the words or phrases that have negative connotations. (7-10)
4. After consideration of the paragraph's main idea and all of the strong connotations, describe the tone of the narrator? What mood has the author evoked?
Bonus: What do you think this opening paragraph could possibly foreshadow?

"The Scarlet Ibis"

By James Hurst.

It was in the clove of seasons, summer was dead but autumn had not yet been born, that the ibis lit in the bleeding tree. The flower garden was stained with rotting brown magnolia petals and ironweeds grew rank amid the purple phlox. The five o'clocks by the chimney still marked time, but the oriole nest in the elm was untenanted and rocked back and forth like an empty cradle. The last graveyard flowers were blooming, and their smell drifted across the cotton field and through every room of our house, speaking softly the names of our dead.

11-15-13

Bell Ringer: Prepare for your individual presentations (Voice LEVEL 4)

Agenda: Six Word Memoirs and Personality Boxes