

Reading Standards to be addressed

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.**

NO BELL RINGER TODAY: Get ready for presentations

Agenda:

- 1. Finish boxes and memoirs**
- 2. Finish "The Best Word for the Job"**
- 3. Two paragraphs**
- 4. Define tone and exercises**
 - a. Verbal Tone
 - b. Hand out Tone/Mood Word Handouts
 - c. "A Dream Deferred"
 - d. "The Road Not Taken"

Name: _____
THE BEST WORD FOR THE JOB

Date: _____

P-- _____

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: _____

Euphemism

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 night

“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 paragraphs: 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.

08/19/14

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):

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Bell Ringer:

1. Grab your electronic device and GOOGLE: Langston Hughes and Harlem Renaissance
 - a. Lifespan of Hughes?
 - b. Era considered "Renaissance"
 - c. 3 interesting facts

Agenda:

1. Tone in "A Dream Deferred"
2. Annotation practice and analysis
3. Defending your TONE sentence

In the poem "A Dream Deferred," Langston Hughes expresses a tone of _____ and _____.

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)

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)

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.

8-20-14

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

Friday: (plot, inciting moment (critical incident), complications/rising action, climax, falling action, resolution, conflict, internal conflict, external conflict, foreshadow, flashback, flash-forward)

Learning Targets:

1. I can identify strong and thorough textual evidence.
2. I can discuss details the text uses to support textual analysis.
3. I can draw inferences from a text.

Goal: Improve Annotation Skills

Bell Ringer: Summarize the theme of Hughes' "A Dream Deferred."

Agenda:

1. Finish "The Road Not Taken"
2. Give Annotation Guidelines
3. "The Scarlet Ibis" excerpt
4. Connection strand Triangles with vocabulary
5. Pre-Quiz
6. Characters and Characterization (Annotation and *close reading*)
 - a. Character Terms Sheet
 - b. Types of Characterization (kinesthetic motions—practice examples)
 - c. Excerpt reading from, *The Shipping News* by Pulitzer Prize winning author Annie Proulx.
 - d. Pair Share—Direct/Indirect Worksheet (pgs. 8 and 9)
 - e. PowerPoint
5. 3-2-1 (3 things you *totally* understand, 2 things you need a little clarification, 1 thing you're totally lost on)

8-21-14

Reading Standards/Learning Targets:

1. I can identify strong and thorough textual evidence.
2. I can discuss details the text uses to support textual analysis.
3. I can draw inferences from a text.
4. I can analyze characters using direct and indirect characterization.
5. I can determine connotative meanings in words and phrases.

Bell Ringer: Word Connection Triangle

Agenda:

1. Characterization practice sheet. (Reading Standard 1)
2. Quolye Packet
3. Add Character/Characterization vocabulary to notes
4. Intro to “Lamb to the Slaughter” (PowerPoint) [Breaking up prompt]

11/22/14

Reading Standards/Learning Targets:

1. I can cite strong evidence from a text to support analysis of what the text says and also draw inferences (conclusions, deductions, implications).
2. I can analyze characters using direct and indirect characterization.
3. I can determine connotative meanings in words and phrases.

Bell Ringer: First, think about a movie, series, book, drama, etc. that you have experienced and enjoyed. Using that plot as a reference, construct one paragraph that explains what you liked/disliked about it. The kicker is you must use six of the “Character/Characterization” vocabulary words in your paragraph. Please underline the six words you use, and make sure to have context clues in your paragraph to show your understanding of each word.

Agenda:

1. Quiz 1: Vocab
2. Annotating/close reading about Quoyale
3. Analyzing connotations and figurative language in text

After reading about Quoyale, analyze what you’ve read and create a brief paragraph that examines who he is and why.

Key Vocabulary: characterization (indirect/direct), static, dynamic, plot, exposition, complications, climax, resolution, irony, situational, verbal, dramatic, figurative language, metaphor, simile, annotation, connotation, denotation, diction analysis

Things to cover for Friday's student presentation:

Note: Make it exciting, make connections, and relate to stories or movies or shows.

Option: Have an assignment or activity to reinforce your lesson.

Be organized and know your material—be confident!!

1. What is plot?
2. What are the key sections of the plot of a story?
3. Know the following: exposition, inciting moment (critical incident), rising action/complications, climax (what is it and how do you know?), falling action, resolution.
4. Define/explain conflict and give examples
5. What are internal/external conflicts?
6. What is chronological order?
7. What is flashback?
8. What is flash-foreward?
9. What does foreshadow mean? What's its purpose?