

12-16-13

Reading Standards:

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.
4. I can analyze how a story's plot creates suspense.
5. I can describe conflict and motivations in characters.

Bell Ringer:

Describe all significant conflicts Rainsford must overcome.

Agenda:

1. Finish reading and annotating "The Most Dangerous Game"

12-17-13

Reading Standards:

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.
4. I can analyze how a story's plot creates suspense.
5. I can describe conflict and motivations in characters.

Bell Ringer:

Vocab Practice (handout)

Agenda:

1. Finish reading, discussing, note taking on "TMDG"
2. Discuss the use of "pun" in the title
3. Discuss and explain the emergence of the story's theme
4. Review

“The Most Dangerous Game”

Vocabulary—Context Clue Practice

1. He could see the ship going away from him, **receding** in the distance.
2. “Don’t be alarmed,” said Rainsford, with a smile he hoped he was **disarming**.
3. Zaroff’s whole life was one **prolonged** hunt.
4. After the revolution in Russia, Zaroff left the country, for it was **imprudent** for an officer of the czar to stay there.
5. The general smiled the quiet smile of one who faced an obstacle and **surmounted** it with success.
6. Zaroff appeared **unruffled**, even when Rainsford called him a murderer.
7. Zaroff said that his captives **invariably** choose the hunt.
8. Rainsford had to control his **impulse** to run.
9. The deadly hunt was a **diverting** game to Zaroff.
10. The **protruding** cliffs blocked Rainsford’s sight of the ocean.

12-18-13

Reading Standards:

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.
4. I can analyze how a story's plot creates suspense.
5. I can describe conflict and motivations in characters.

Bell Ringer:

Define theme:

How do you figure out a story's theme? What do you look for? What do you analyze?

Etc.

Agenda:

1. Figurative Language PP
2. Figurative language practice

12-19-13

Bell Ringer: Use the first five minutes to review for today's quiz

Agenda:

1. Quiz "TMDG"

12-20-13

Bell Ringer:

Explain to me the purpose of celebrating Christmas.

Agenda:

1. The REAL story of Christ's birth
2. The characterization of Mary and Joseph
3. God's purpose in his choice of Mary and God's purpose for you

September 12

Reading Standards:

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.
4. I can determine how a theme emerges.

Bell Ringer: Vocabulary

Agenda:

--Discuss yesterday's Bell Ringer--

1. Vocabulary practice—Context Clue
2. Intro to “The Scarlet Ibis” and **symbolism**
3. Read and Annotate

September 13

Reading Standards:

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 describe conflict and motivations in characters.
4. I can determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.
5. I can determine a theme or central idea of a text and analyze in detail its development over the course of a text, including how it emerges and is shaped and refined by specific details.

Bell Ringer:

1. From “The Scarlet Ibis” describe the internal conflict of the narrator.
2. “Renaming my brother was perhaps the kindest thing I ever did for him, because nobody expects much from someone called Doodle.”

****Explain how this is foreshadowing****

3. Why is it so important for the narrator that Doodle learns to walk and act like other boys?

Agenda:

1. Review plot of “The Scarlet Ibis”
2. Finish reading
3. Figurative Language/symbolism/theme
4. Notes

Name _____ Period _____

Figurative Language in "The Scarlet Ibis"

*Identify the italicized sections of each quotation as **simile**, **metaphor**, **personification**, or **hyperbole**.*

1. The oriole nest rocked back and forth like an empty cradle.
2. The graveyard flowers were blooming, and their smell drifted across the cotton field and through every room of our house, speaking softly the names of the dead.
3. He seemed all head, with a tiny body which was red and shriveled like an old man's.
(2)
4. They named him William Armstrong, which was like tying a big tail on a small kite.
5. ...where the palmetto fronds whispered by the stream.
6. When he crawled, he crawled backward, as if he were in reverse and couldn't change gears.
7. He collapsed onto the grass like a half-empty flour sack.
8. ...the crops, withered, curled up, then died under the thirsty sun.
9. We decided to double our efforts, to make that last drive to reach our pot of gold.
10. They did not know that I did it for myself; that pride, whose slave I was, spoke louder to me than all other voices; and that Doodle walked only because I was ashamed of having a crippled brother. (2)
11. It was too late to turn back, for we had both wandered too far into the net of expectations and had left no crumbs behind. (What's the allusion?)
12. ...for it lay on the earth like a broken vase of red flowers...
13. ...and that streak of cruelty within me awakened.
14. Hope no longer hid in the dark palmetto thicket but perched like a cardinal in the lacy toothbrush tree, brilliantly visible. (2)