



# FRESHMAN ENGLISH

MS. TEMPLIN

Tuesday, September 16, 2014

# **HERE'S THE PLAN...**

## **Today's Problems:**

1. Go over last week's ICE
2. Stumbling Blocks and Fix-Ups

## **We'll figure this out by:**

1. Looking at AP examples of "Birthday Party"
2. Discuss Stumbling Blocks and Fix-Up Strategies in Honors

## **You'll know you have it when:**

1. You have discussed and assigned a thoughtful grade to each AP example
2. You know how to fix up when you stumble in Honors

# **HOMework!**

**Today:** Hand in your “Birthday Party”  
Annotations

**Tomorrow:** Read John Updike’s “A&P” and  
annotate for author’s purpose and lit devices.

# BOOK FAIR ON FRIDAY!

1984 - \$10.00

*The Odyssey* - \$18.00

*Tale of Two Cities* - \$5.00

*Merchant of Venice* - \$6.00

\*\*\*Please consider purchasing these texts.  
Annotations are most successful when you are  
able to make notes directly in the text.\*\*\*

# QUICK WRITE...

**What is the difference between...**

Theme:

Author's Purpose:

# QUICK WRITE...

## Theme or author's purpose?

1. “The author’s intent was to show that the smallest action can cause a big reaction, and that people can affect each other inhumanely and greatly when good intentions turn bad.”
2. “In ‘Birthday Party,’ Brush’s intent is to observe and reflect upon the harsh realities of marriage through vivid characterization of the husband and wife and ironic undertones of the entire story.”

# AUTHOR'S PURPOSE

(AKA  
HOLISTIC  
INTENT)

A single statement that is. . .

§. . . *applicable* to **all** people in **all** situations  
(**CON**tent is within the story; **IN**tent is  
outside of the story)

§. . . *couched* in the **language** of “people” or  
“society”

§. . . *validated* throughout the **text** and your  
**interpretation**

§. . . *free* of **cliché’s** and **idioms**

§. . . *acknowledging* the **credit** and **control** of  
the author through the active voice

# AUTHOR'S PURPOSE

**Good Starting Point:**

*Sanders' 10 Reasons Why...*

**Or look at these “Big 8” Purposes...**

Express and Reflect

Take a Stand

Inquire and Explore

Evaluate and Judge

Inform and Explain

Propose a Solution

Analyze and Interpret

Seek Common Ground



# METACOGNITION

What do we think this means?

Thinking about thinking

# METACOGNITION

## Vocabulary Sheets: Your First Entry!

“Metacognitive learners actively and persistently engage in their learning...When the going gets tough, metacognitive learners don’t give up; they energetically puzzle through challenging content using a variety of strategies and tools.” (Project CRISS, pg. 4)

Try to complete the other sections!

# AP EXAMPLES

## On the Rubric Handout...

What are some words that stand out in each grading category?

9-8: persuasive analysis, strong case,

7-6: clarity, sustained competent reading of story

5: plausible, superficial, undeveloped

4-3: unfocused, repetitive

2-1: incoherent, pervasive errors

# AP EXAMPLES

**Independently: Read each example.**

As you read, detail on the rubric handout why you would give each essay a particular grade.

# **HOMework!**

Read John Updike's "A&P" and annotate for author's purpose and lit devices.

We will begin the essay writing process tomorrow.



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# STUMBLING BLOCKS

With your spin partner from Friday, talk about stumbling blocks or struggles you experienced last week writing the ICE #1.

When you agree on one, raise your hand and I will come around with markers to write on the front board.

# POSSIBLE STUMBLING BLOCKS

Difficult Vocabulary

Fatigue

Confusing sentence or paragraph

Dialect

Difficulty concentrating

Skipping Lines

Lack of interest

Hard to follow plot

Lack of background knowledge

Lack of purpose for reading



# **FIX-UPS**

## **With your spin partner**

Detail any sort of fix-up strategy you might use to get over these stumbling blocks and become metacognitive learners.

When you agree on one, raise your hand and I will come around with markers to write on the front board.

# **FIX UP STRATEGIES**

Slow down/ adjust reading speed

Continue reading to see if author explains later

Reread the selection

Use visual aids such as graphs, charts, or pictures

Talk it over with another student/ parent

Ask teacher for help

# AP EXAMPLES

**Independently: Read each example.**

As you read, detail on the rubric handout why you would give each essay a particular grade.

# A+P - JOHN UPDIKE

What the  
story is  
about

The  
Characters

Literary  
Devices  
Present

Possible  
Author's  
Purposes

[Video Link](#)

# **HOMework!**

**Tomorrow:** Work day on ICE #2

**Tonight:** Formulate your outline for ICE #2

Intro: Context information and Claim (Author's Purpose and supporting Lit Devices)

Body: One lit device per paragraph and potential textual evidence (reference author's purpose)

Conclusion: Restate Author's purpose and rationale



# FRESHMAN ENGLISH

MS. TEMPLIN

Wednesday, September 17, 2014

# HERE'S THE PLAN...

## Today's Problems:

1. Craft ICE #2

## We'll figure this out by:

1. Using ALL of our resources and feedback to create a response to ICE #2

## You'll know you have it when:

1. You have almost completed your ICE #2 and engaged in conferencing opportunities when applicable.

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# REVISION OPPORTUNITIES

All ICE's can be revised. Here's how to go about it:

1. Let Ms. Templin know that you want to revise.
2. Print out your original essay including feedback (put in writing section to indicate growth), and then begin a new document
3. Resubmit to GoogleClassroom and send Ms. Templin an email stating that you want the revised essay graded.

# **ICE #2 WORK DAY**

- 1. Use your outlines to formulate your response to A&P.**
- 2. Conference with me if you have questions about your essay. (available 3rd and 7th periods)**
- 3. Complete the lit device handout for Friday.**



# FRESHMAN ENGLISH

MS. TEMPLIN

Thursday, September 18, 2014

# **HERE'S THE PLAN...**

## **Today's Problems:**

1. Address Pedestrian Style Syntax

## **We'll figure this out by:**

1. Looking at different sentence starters and grammatical combinations

## **You'll know you have it when:**

1. You can apply new sentence structures and grammar to your own writing in ICE #2

# BOOK FAIR ON FRIDAY!

1984 - \$10.00

*The Odyssey* - \$18.00

*Tale of Two Cities* - \$5.00

*Merchant of Venice* - \$6.00

\*\*\*Also available to purchase tonight at  
curriculum night\*\*\*

# METEA VALLEY HIGH SCHOOL

## English I Honors



### Addressing Pedestrian Style/Syntax

\*When your standard “subject-verb” sentence  
doesn’t cut it\*

# Conjunctive Adverb



Richard Wright employs repetition to create the initial tension of the short story.



**BECAUSE OF REPETITION IN THE EXPOSITION OF THE STORY,**  
**WRIGHT CREATES A TENSION THAT EMPHASIZES THE ECONOMIC STRUGGLE THAT PERVADES THE SELECTION.**

# Prepositional Phrase



The author further elucidates a sense of longing and remembrance through the flashback to when the narrator was seven.

Through the flashback to when the narrator was seven, the author further elucidates a sense of longing and remembrance .





# Coordinate Adjectives



He is devious and manipulative in luring his enemy to the catacombs to exact his revenge.



Devious and manipulative, Montessor lures Fortunato into the catacombs to exact his revenge.

# Infinitive Phrase



Truman Capote uses both symbolism and imagery to convey the message that neither friendship nor love can be separated by geography or age in “A Christmas Memory.”

To convey the message that neither friendship nor love can be separated by geography or age in “A Christmas Memory,”

Truman Capote uses both symbolism and imagery.



# Participial Phrase



The mother's decision to lock a young Richard out of the house is tempered by her ultimate goal to force independence upon him.

Forcing independence upon him,  
the mother makes the decision  
to lock a young Richard out of  
the house.



# Subject-Verb Combination



Collier has revealed how Lizabeth can no longer deal with reality with the childlike naiveté of a child.

Collier has revealed how

Lizabeth can no longer deal with reality with the childlike naiveté of a child.



*Sometimes it is best to leave a sentence unrevised to use it as a point of emphasis in the paragraph.*

# VARYING SENTENCE BEGIININGS

- Subject-Verb Combination
- Participial Phrase
- Infinitive Phrase
- Coordinate Adjectives
- Conjunctive Adverb
- Prepositional Phrase

**HOMWORK!**

**ICE #2**

**Lit Devices Chart for “A&P”**

**Varying Sentence Beginnings for  
“A&P”**



# FRESHMAN ENGLISH

MS. TEMPLIN

Friday, September 19, 2014

# **HERE'S THE PLAN...**

## **Today's Problems:**

1. Improve our ICE writing abilities

## **We'll figure this out by:**

1. Utilizing different varied syntax sentences in ICE #2
2. Addressing how to incorporate citations

## **You'll know you have it when:**

1. You have applied new skills to your own writing in ICE #2



# **BOOK FAIR TODAY!**

**1984 - \$10.00**

***The Odyssey* - \$18.00**

***Tale of Two Cities* - \$5.00**

***Merchant of Venice* - \$6.00**

Auditorium Concession window. If books are sold out, write name down.

# MINI-LESSON: TEXT SUPPORT

**But first!** (Another) Varied Syntax Handout :)

**Text Support...What do you notice about this text support and rationale?**

Updike uses a humorous allusion to refer to Sammy's and the girls' differing of social classes: **“When my parents have somebody over, they get lemonade and it’s a real racy affair Schlitz in tall glasses with ‘They’ll Do It Every Time’ cartoons stenciled on.”** Sammy's example of his working-class parents hosting with cartoon glasses serves as an amusing comparison to the girls who are picking up herring snacks for a high class pool party (Lines 19-22).

# **MINI-LESSON: TEXT SUPPORT**

- \*Book-end your text support with rationale**
- \*Citations only need line(s) number(s) in parentheses**
- \*Quotation marks appear after punctuation**
- \*Citation (Lines 3-4) appears after rationale has concluded (or incorporated into rationale... “In lines 3-4...”)**

**NOW...GO FORTH AND WRITE**

Turn in your **Lit Device Chart** by the end of the hour...20 points take it or leave it!

Finish that ICE #2!