

Agenda 9/18

- Bell Work
- Writing Activity
- Peer Review
- Revise
- Restructure

Attendance Question

If you could go to any national park in the U.S., where would you go?

Due Dates

- Bell Work **Friday**

Objectives

Develop a poem through the creation of several drafts using revising, editing and replacement strategies.



Materials

- Pencil
- Highlighter
- 2-3 Pieces of paper
- Textbook

Bell Work

POST CARD

How much time do you typically spend editing an essay? Do you think editing is a necessary skill?

¿Cuánto tiempo dedicas normalmente a editar un ensayo?
¿Crees que editar es una habilidad necesaria?

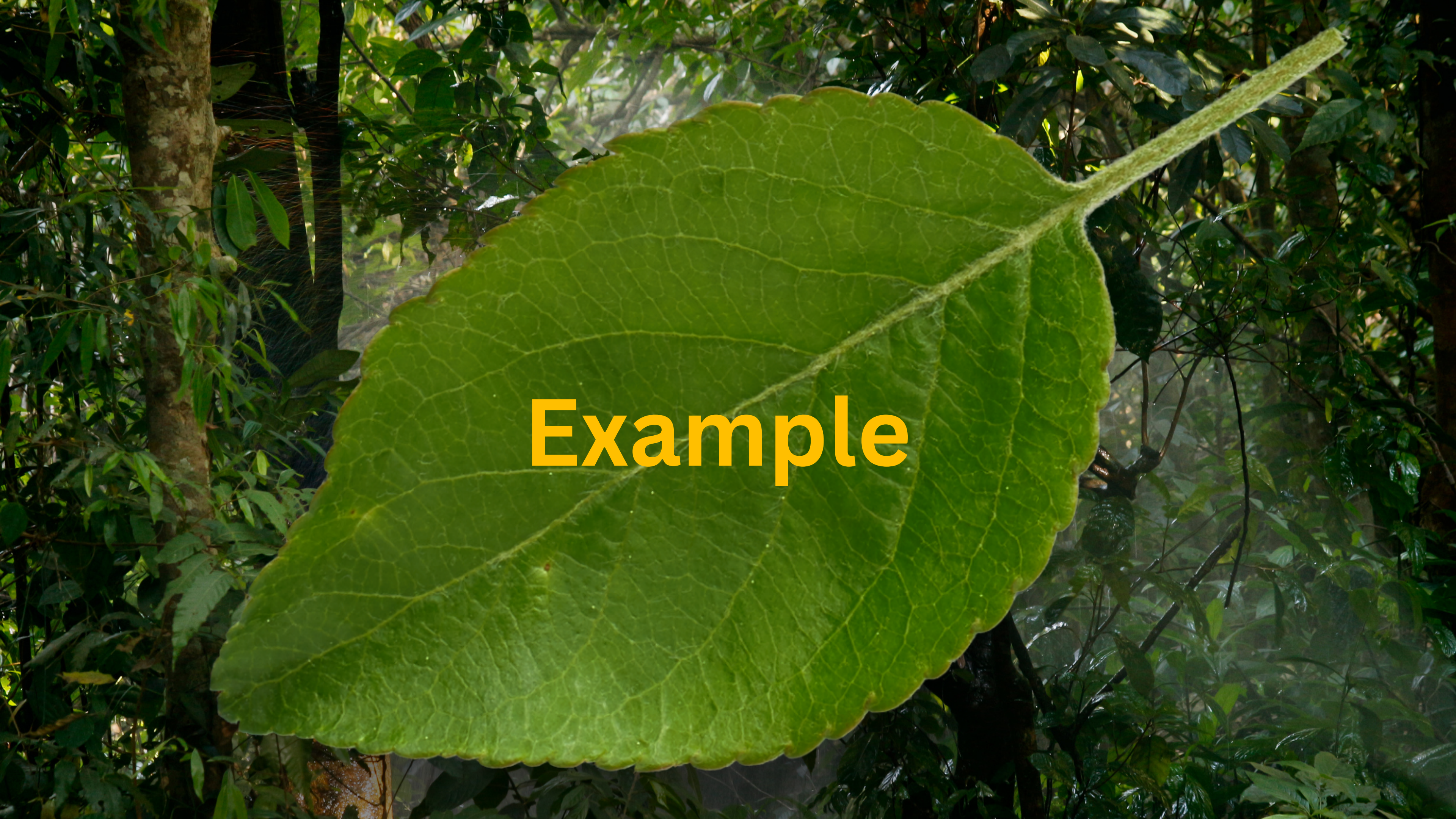


Writing Activity

You have **ten minutes** to write about a moment in which you felt an extreme amount of an emotion **with out saying which emotion it was**. Were you angry? Were you sad? Happy? Tired? Inspired? Don't tell us, write about. Make sure you tell a story you are willing to share, as we will be peer reviewing these.

Be detailed.

Tell us exactly what happened in that moment that made you feel this way.

A large, vibrant green leaf with a distinct network of veins is the central focus of the image. The leaf has a slightly wavy, scalloped edge and a long petiole extending towards the top right. It is set against a background of dense, out-of-focus green foliage and tree trunks, suggesting a forest or jungle environment. The lighting is natural, highlighting the texture of the leaf's surface.

Example

Writing Activity

Tienes **diez minutos** para escribir sobre un momento en el que sentiste una emoción extrema **sin decir cuál era**.

¿Estabas enojado? ¿Estabas triste? ¿Feliz? ¿Cansado? ¿Inspirado? No nos cuentes, escribe sobre. Asegúrese de contar una historia que esté dispuesto a compartir, ya que las revisaremos por pares.

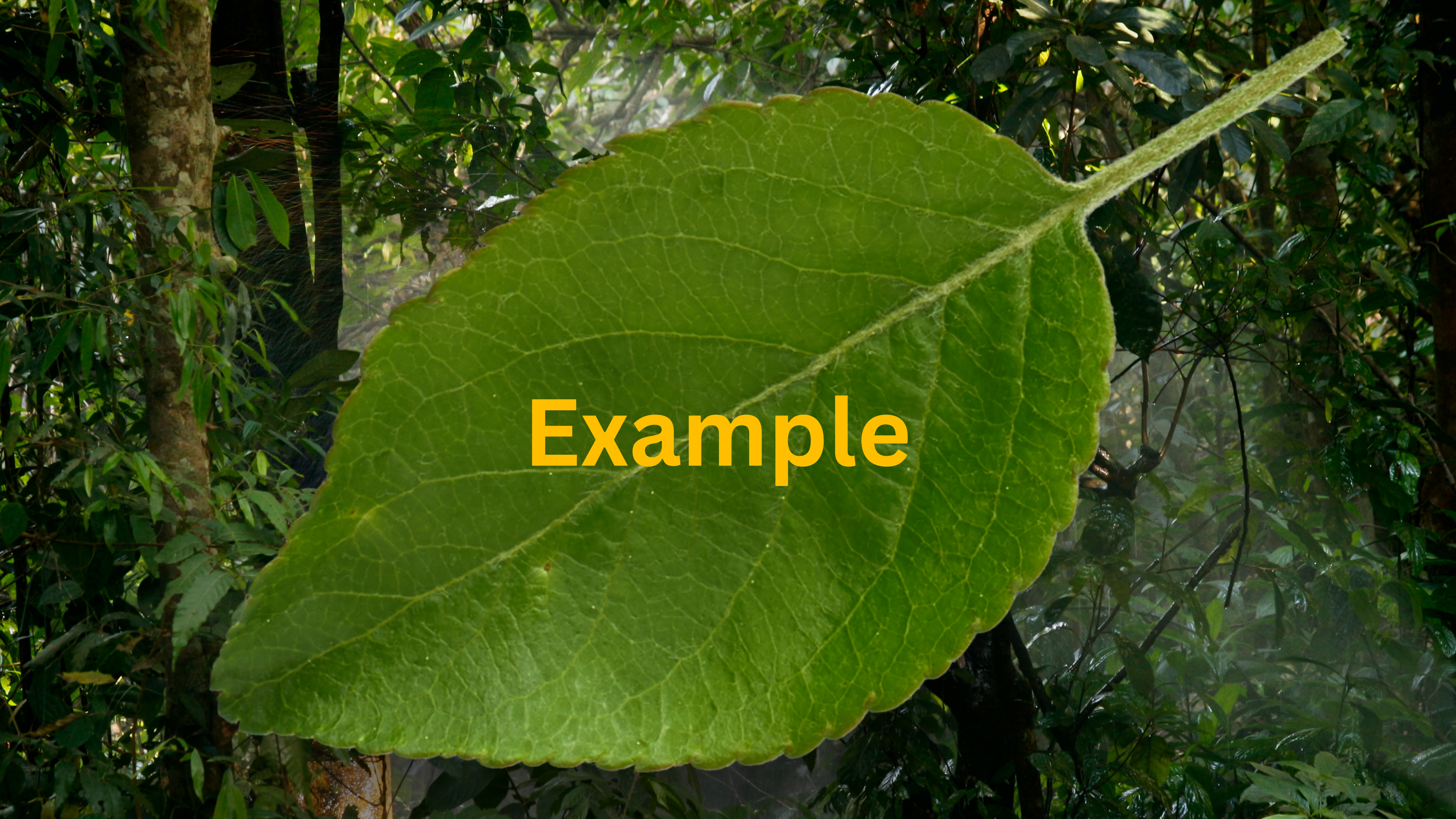
Sea detallado.

Cuéntanos exactamente qué pasó en ese momento que te hizo sentir así.

Writing Activity

Now, return to your groups from yesterday. Pass the paper to one of your partners, and receive their paper.

1. Read their paper.
2. Write on their paper what emotion you think is being conveyed.
3. Highlight information you think could be erased, replaced, or write suggestions on information they could add.
4. Pass the paper to the last group member then follow steps 1-3 again.
5. Discuss the edits you suggested with your group and listen to their suggestions for your paper.

A large, vibrant green leaf with a distinct pinnate venation pattern is the central focus. The leaf has a slightly wavy, scalloped margin. It is set against a background of dense, out-of-focus green foliage, with a tree trunk visible on the left. The word "Example" is written in a bold, yellow, sans-serif font across the middle of the leaf.

Example

Writing Activity

Ahora, regresen a sus grupos de ayer. Pasa el documento a uno de tus socios y recibe su documento.

1. Lea su artículo.

2. Escribe en su papel qué emoción crees que se está transmitiendo.

3. Resalte la información que crea que podría borrarse, reemplazarse o escribir sugerencias sobre la información que podrían agregar.

4. Pase el papel al último miembro del grupo y luego siga los pasos 1 a 3 nuevamente.

5. Discute las ediciones que sugeriste con tu grupo y escucha sus sugerencias para tu artículo.

Exit Ticket

How did editing and revising your writing change the tone of what you wrote?

¿Cómo la edición y revisión de tu escritura cambió el tono de lo que escribiste?

Agenda 9/21

- Bell Work
- Finish Writing Activity
- Read “The Fight”
- Making Connections Problems

Attendance Question
Which do you prefer?



Due Dates

- Bell Work **Friday**
- Writing Activity-**EOC**

Materials

- Laptop
- Writing Activity
- Pencil
- Highlighter
- Textbook

Objectives

Analyze how punctuation
contributes to the meaning of a
poem.

Make connections between the
author's word choice and images

Bell Work

What do you think this animal might represent?



¿Qué crees que podría representar este animal?

Writing Activity (20 Minutes)

Once you are logged into your laptop, follow these steps:

1. Open Microsoft word.
2. Write your name at the top.
3. Create a revised version of your story in the form of a poem.
4. Make at least 10 changes to your poem. This can be either suggestions your peers made, or ones you decided on.
5. Save the paper as
Lastname_FirstsnameRevisionActivity.
6. Email a copy of it to robinsonh@bedfordk12tn.edu

Writing Activity (20 Minutes)

1. Una vez que haya iniciado sesión en su computadora portátil, siga estos pasos:
2. Abra Microsoft Word.
3. Escribe tu nombre en la parte superior.
4. Crea una versión revisada de tu historia en forma de poema.
5. Haz al menos 10 cambios en tu poema.
Pueden ser sugerencias que hicieron tus compañeros o aquellas que tú decidiste.
6. Guarde el documento como
Lastname_FirstsnameRevisionActivity.
7. Envíe una copia por correo electrónico a robinsonh@bedfordk12tn.edu

Bull Wire

A type of wire used in fence making.

Un tipo de alambre utilizado en la fabricación de cercas.



Paradox

Situation that has contradictory aspects.

Situación que tiene aspectos contradictorios.

Spate

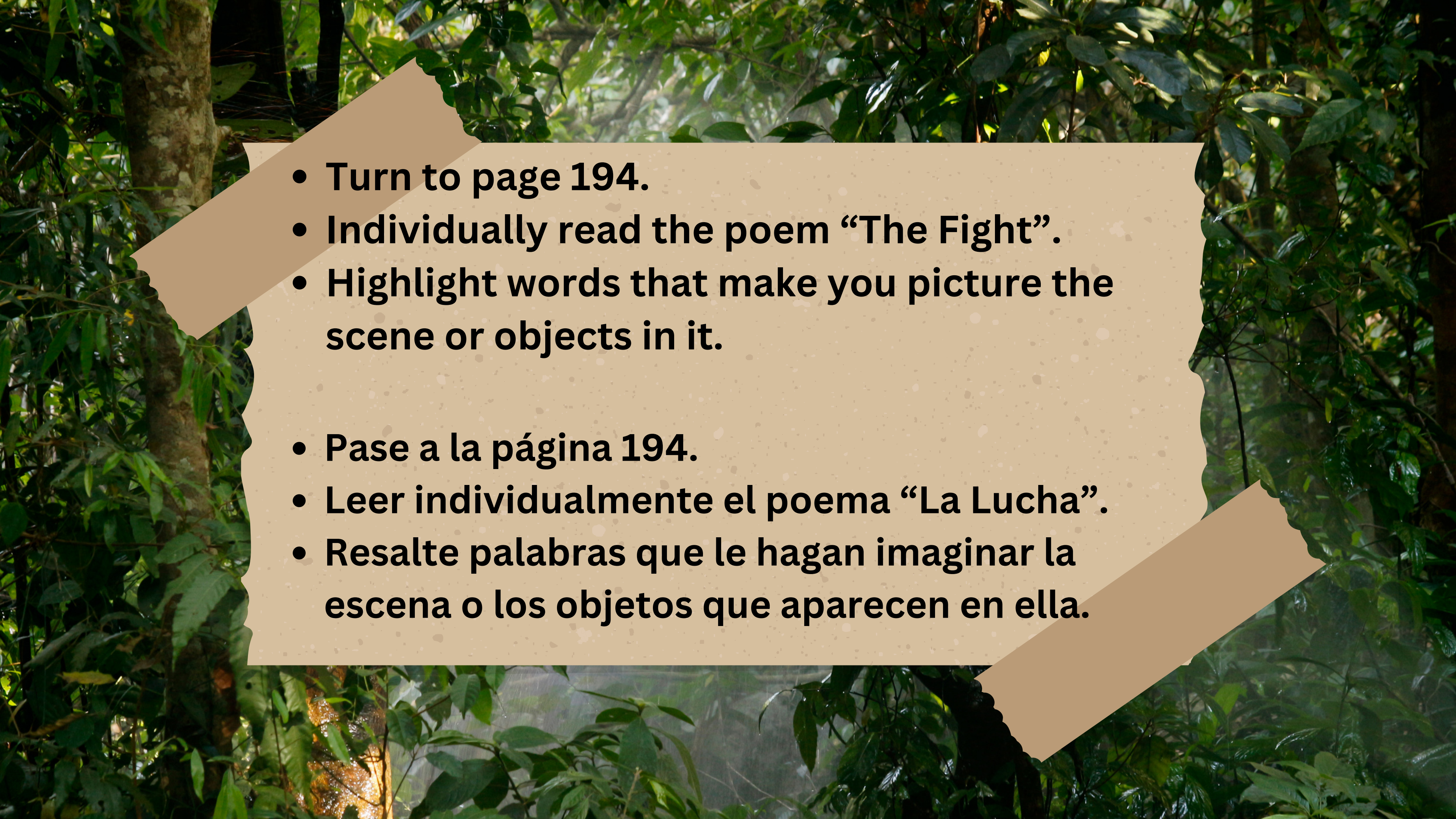
Sudden forceful flow of water.

Flujo de agua repentino y contundente.



"All animals are equal, but some animals are more equal than others."

- Animal Farm

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- Turn to page 194.
 - Individually read the poem “The Fight”.
 - Highlight words that make you picture the scene or objects in it.
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- Pase a la página 194.
 - Leer individualmente el poema “La Lucha”.
 - Resalte palabras que le hagan imaginar la escena o los objetos que aparecen en ella.

Exit Ticket

How did editing and revising your writing change the tone of what you wrote?

¿Cómo la edición y revisión de tu escritura cambió el tono de lo que escribiste?

Agenda 9/21

Attendance Question

Due Dates

- Bell Work **Friday**
- Revision Activity- **Monday**

Materials

- Pencil
- Highlighter
- Textbook

Objectives

Analyze how punctuation contributes to the meaning of a poem.

Make connections between the author's word choice and images

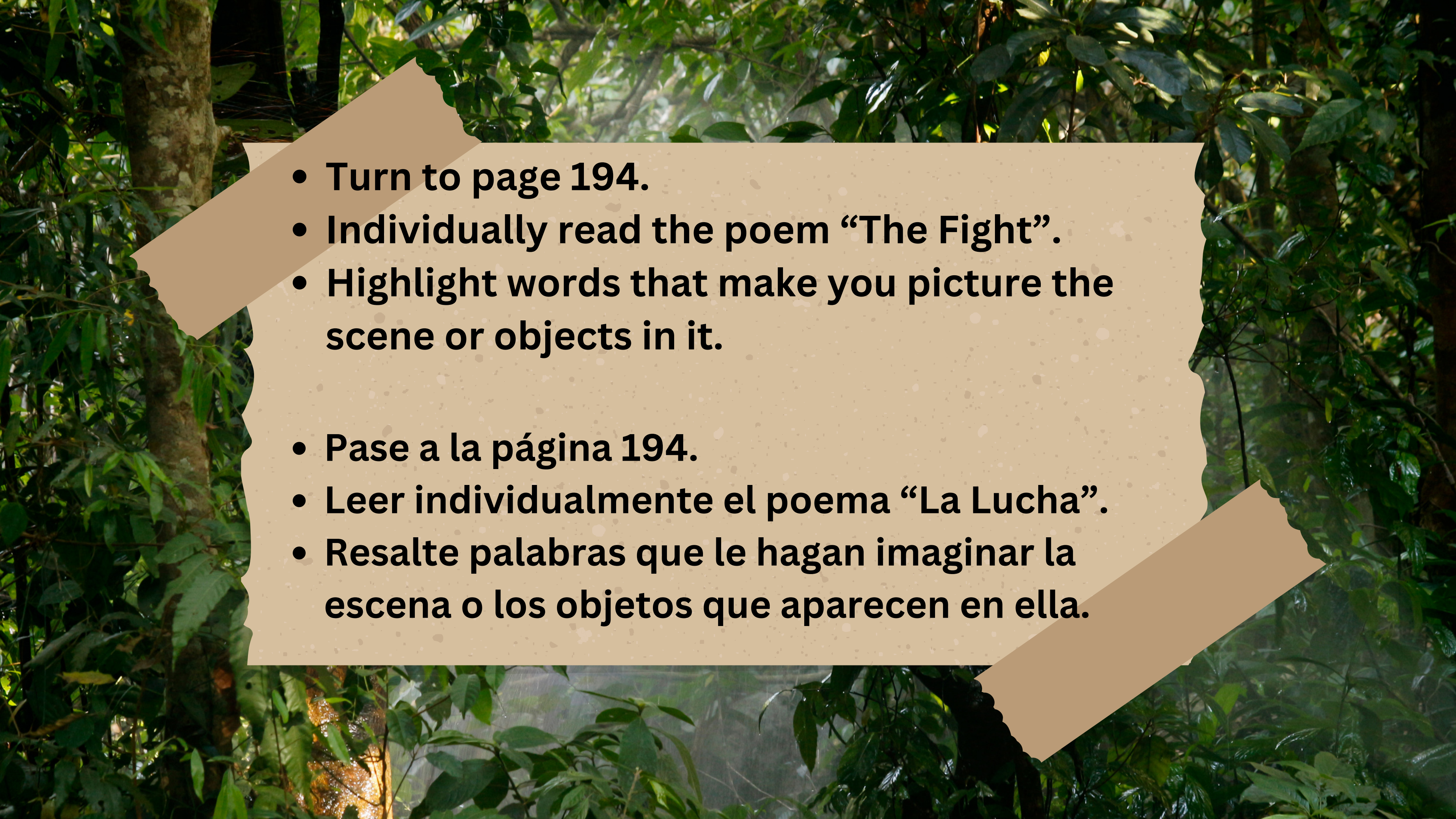


Bell Work

POST CARD



1. What is an iamb?
2. What is the purpose of poetry?

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- Turn to page 194.
 - Individually read the poem “The Fight”.
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-
- Pase a la página 194.
 - Leer individualmente el poema “La Lucha”.
 - Resalte palabras que le hagan imaginar la escena o los objetos que aparecen en ella.

Exit Ticket

How would the meaning of the poem change if the author had used the word “eggs” in his poem?

¿Cómo cambiaría el significado del poema si el autor hubiera usado la palabra “huevos” en su poema?