

MONDAY

AGENDA

- Independent Reading
- Bell Work
- Read "What Happened During the Ice Storm".
- Exit Ticket

ATTENDANCE

ARE YOU A
MORNING PERSON
OR A EVENING
PERSON?

DUE

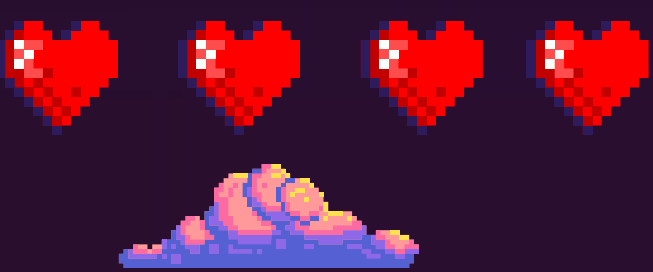
Bell Work - **Friday**
Station Questions
- **Tuesday**

MATERIALS

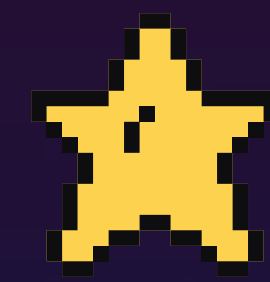
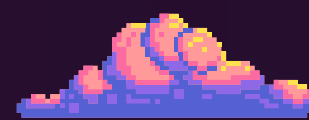
-  IR Book
-  Txt Book
-  Highlighter
-  Paper and pencil

OBJECTIVES

- Analyze how the setting of a short story influences its theme. 9-1-.RL.KID.3,
9-10.RL.CS.4
- Analyze how suspense is built over the course of a story. 9-10.RL.CS.3
- Consider details that show how characters change. 9-1-.RL.KID.3



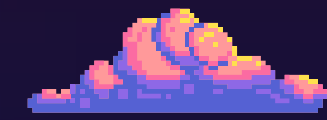
INDEPENDENT READING

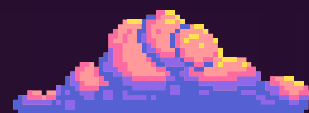


USE YOUR IR BOOK TO READ
FOR TEN MINUTES.

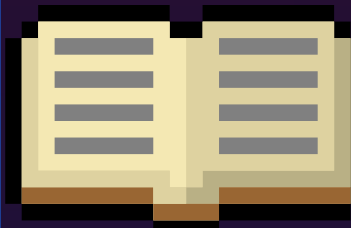
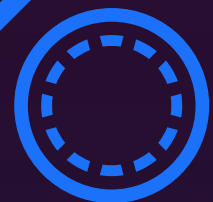
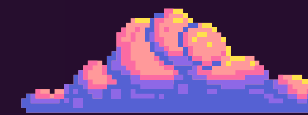


USA TU LIBRO IR PARA LEER
POR DIEZ MINUTOS.

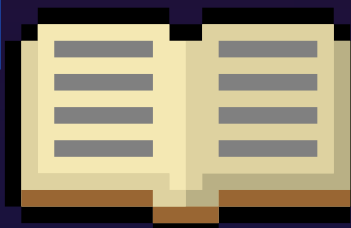




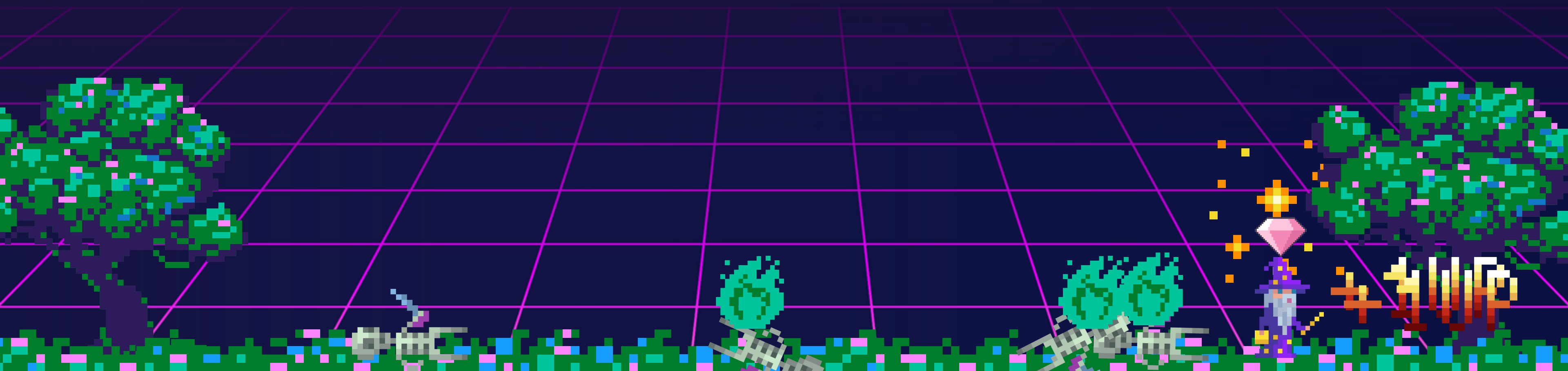
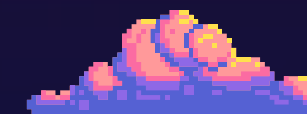
BELL WORK

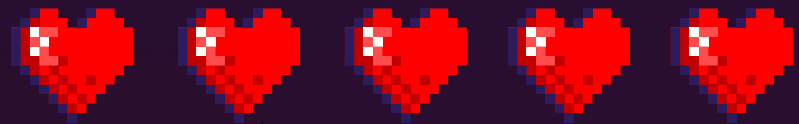


DRAW A MAP OF THE NEIGHBORHOOD YOU
GREW UP IN. (5 MINUTES).



DIBUJA UN MAPA DEL BARRIO EN EL QUE
CRECISTE.

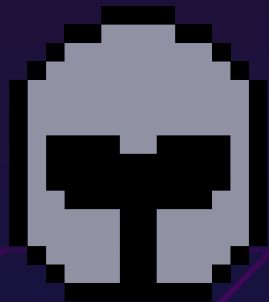




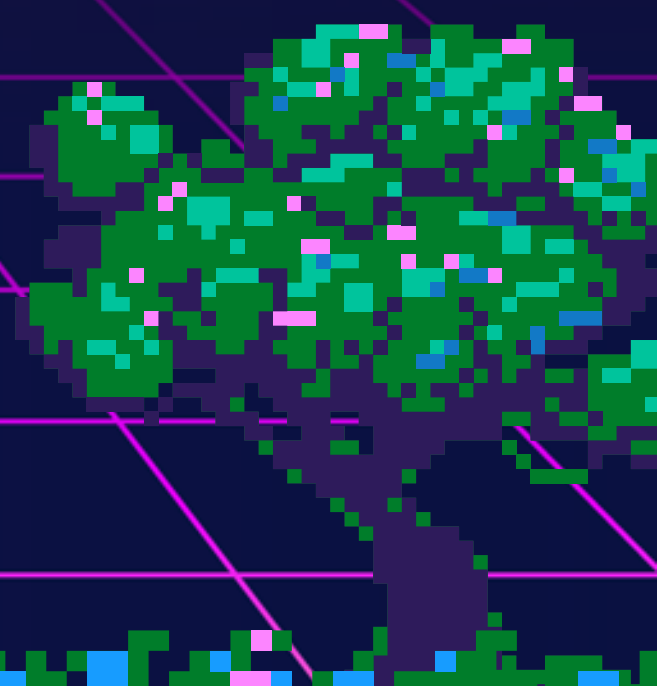
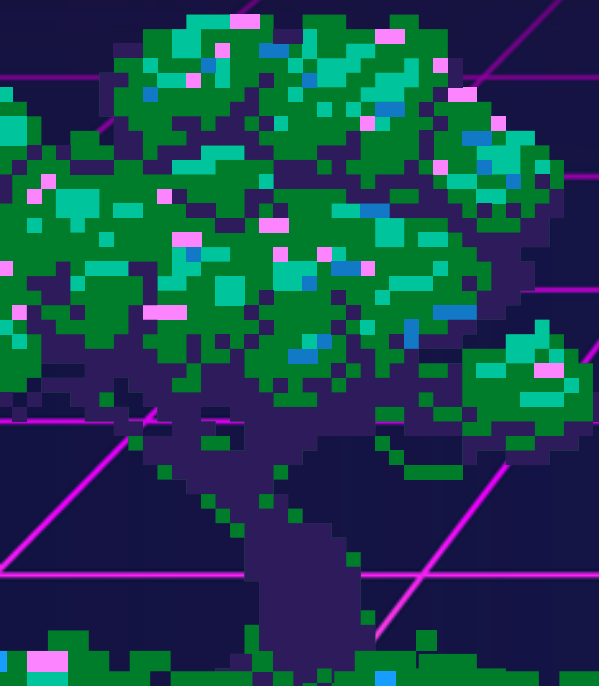
BELL WORK

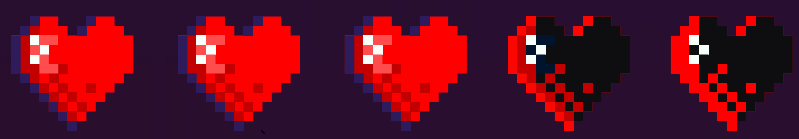


Now take some time to write about a personal memory that you made while living in that neighborhood that displays what was normal, or typical (part of the "culture"), for that neighborhood, and give enough details (with sensory details and figurative language) to highlight the setting and characters. Be sure to use descriptive language!

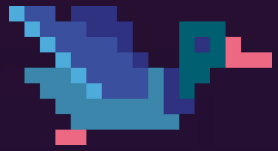


Ahora tómate un tiempo para escribir sobre un recuerdo personal que hayas creado mientras vivías en ese vecindario que muestre lo que era normal o típico (parte de la "cultura") de ese vecindario y brinda suficientes detalles (con detalles sensoriales y lenguaje figurado).) para resaltar el escenario y los personajes. ¡Asegúrese de usar un lenguaje descriptivo!

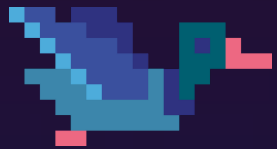




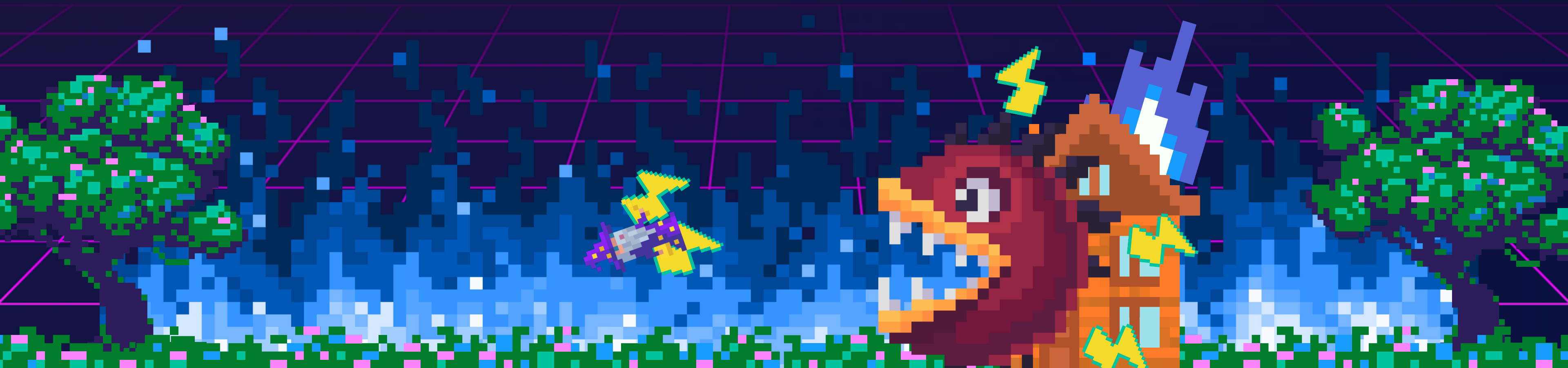
VOCABULARY

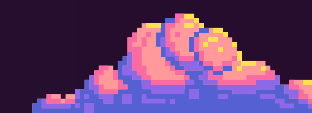
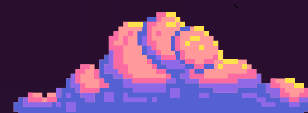


FLUSH- TO SUDDENLY FLY OFF



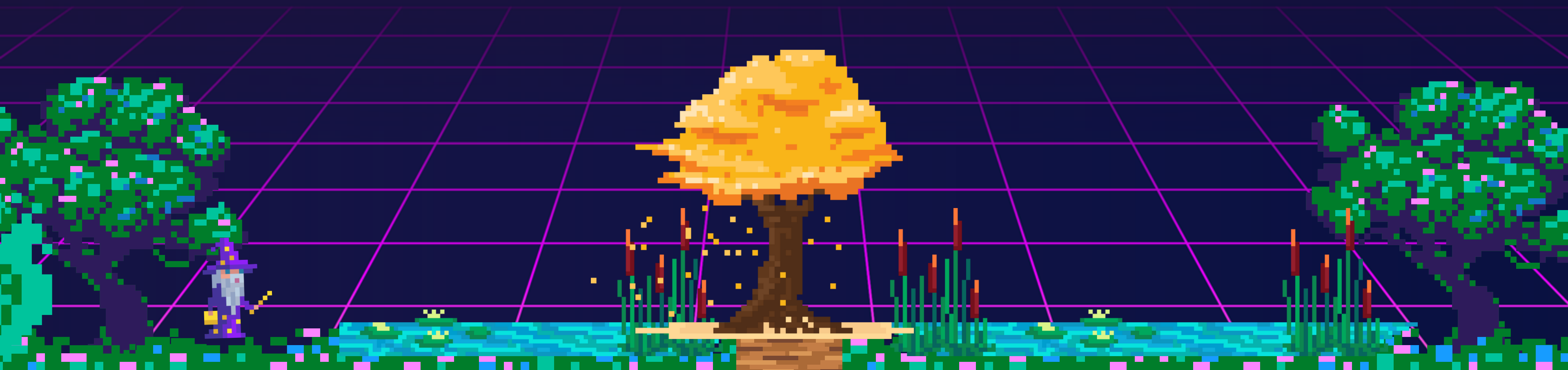
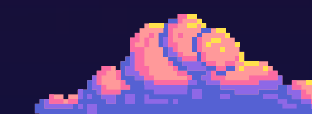
FLUSH- VOLAR DE REPENTE

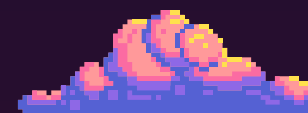
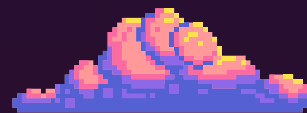




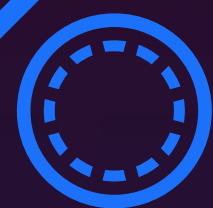
OPEN YOUR BOOKS TO PAGE 34

ABRE TUS LIBROS DE TEXTO EN LA PÁGINA 34

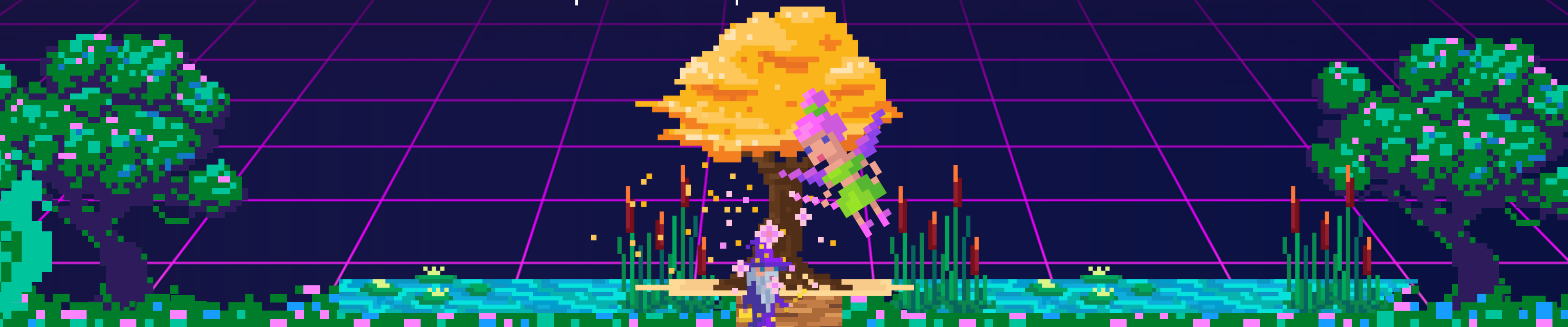


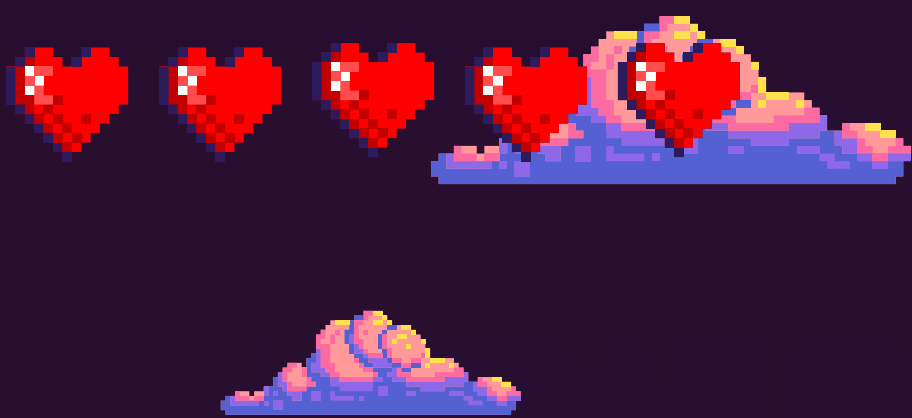


SOBRE LA AUTORA

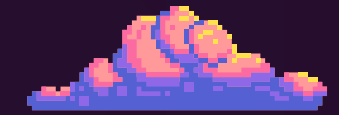
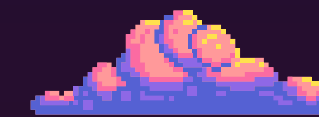


Jim Heynen (n. 1940) es autor de ficción corta, así como de poesía, novelas y no ficción. Algunas de las historias más queridas de Heynen tratan sobre un grupo de muchachos granjeros, cuyas aventuras se inspiraron en la propia infancia del autor, que pasó en la zona rural de Iowa. Dice Heynen: “Las buenas historias de la imaginación están esperando nacer de los buenos personajes de nuestra experiencia”. Aunque sus historias de granjero no son autobiográficas, contienen detalles de su propia vida y de las vidas de las personas que conoció.





EXIT TICKET

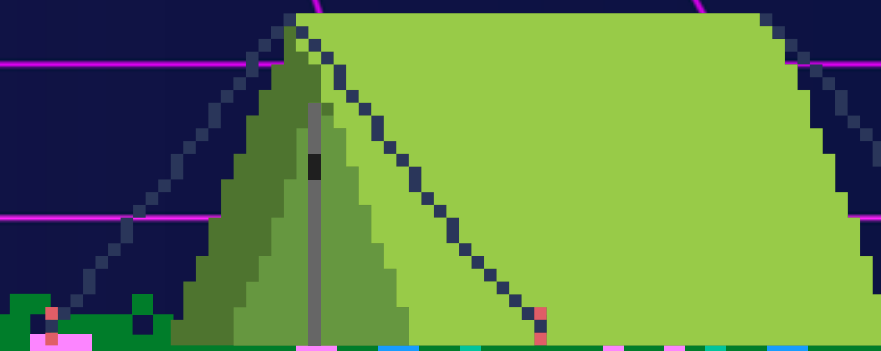
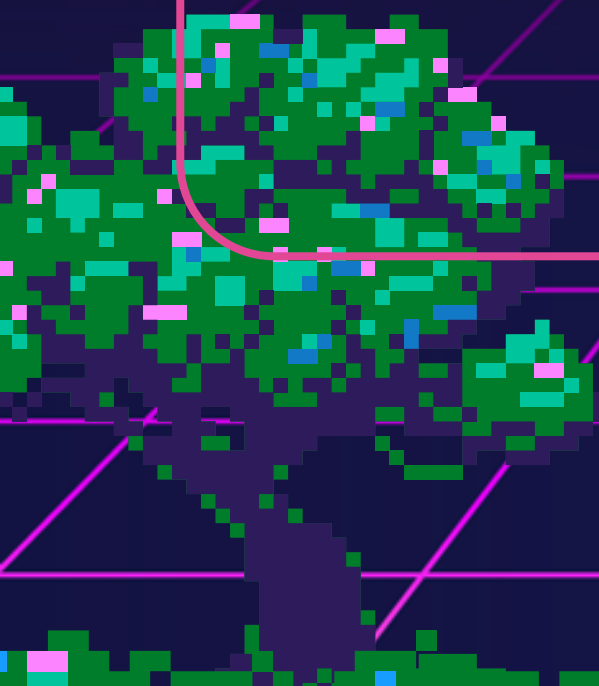


ON YOUR POST-IT, RESPOND
TO THIS QUESTION. THEN
PARK IT.

What details from “What Happened
During the Ice Storm” convey a
change in character of the young
boys from the beginning to the
end?

EN SU POST-IT, RESPONDA A
ESTA PREGUNTA. ENTONCES
APARCA.

¿Qué detalles de “Lo que
sucedió durante la tormenta
de hielo” transmiten un
cambio en el carácter de los
jóvenes desde el principio
hasta el final?





AGENDA

- Independent Reading
- Bell Work
- Stations
- Literary Vocab
- Independent WRK
- Exit Ticket

ATTENDANCE

WHERE IS YOUR
DREAM
VACATION?

DUE

Bell Work - **Friday**
Station Questions
- **EOC**
Text Book
Agreement - **BOC**

MATERIALS



IR Book



Paper and pencil

OBJECTIVES

Analyze how the setting of a short story influences its theme. 9-1-.RL.KID.3,
9-10.RL.CS.4

Analyze how suspense is built over the course of a story. 9-10.RL.CS.3
Consider details that show how characters change. 9-1-.RL.KID.3



BELL WORK

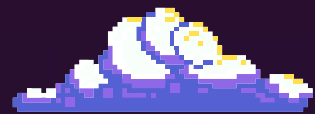
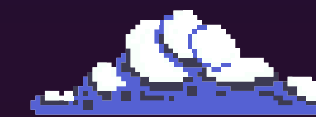
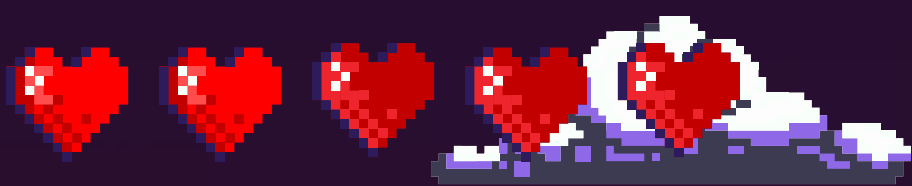
What details from “What Happened During the Ice Storm” convey a change in character of the young boys from the beginning to the end?

USE YOUR BOOK

¿Qué detalles de “Lo que sucedió durante la tormenta de hielo” transmiten un cambio en el carácter de los jóvenes desde el principio hasta el final?

USE EL FOLLETO DE CUENTOS



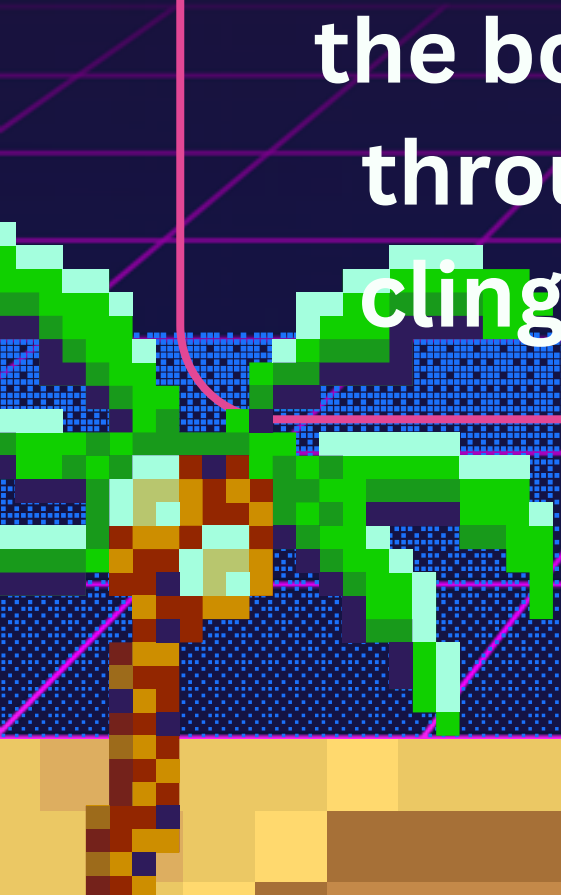


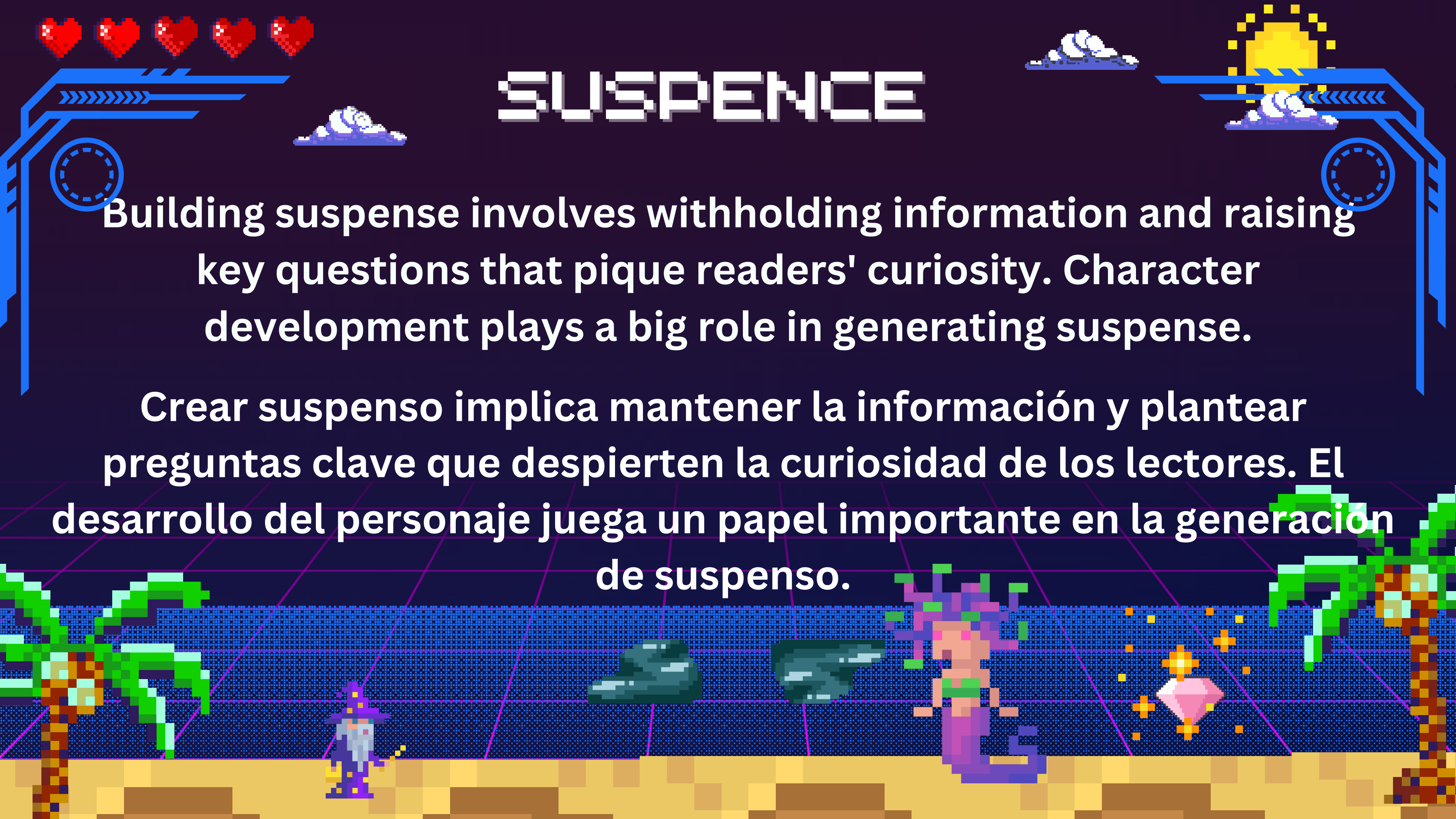
STATIONS

At each station, you will have five minutes to craft an answer using text evidence in a whole sentence. Ex: The author shows how the boys develop empathy for the pheasants by demonstrating tht the boys now felt " the rain soaking through their shirts" and "the ice clinging to their skin" (Keynen 4).

En cada estación, tendrá cinco minutos para elaborar una respuesta usando evidencia de texto en una oración completa.

Ej: El autor muestra cómo los niños desarrollan empatía por los faisanes al demostrar que los niños ahora sentían "la lluvia empapando sus camisas" y "el hielo adhiriéndose a su piel" (Keynen 4).





SUSPENCE

Building suspense involves withholding information and raising key questions that pique readers' curiosity. Character development plays a big role in generating suspense.

Crear suspenso implica mantener la información y plantear preguntas clave que despierten la curiosidad de los lectores. El desarrollo del personaje juega un papel importante en la generación de suspenso.



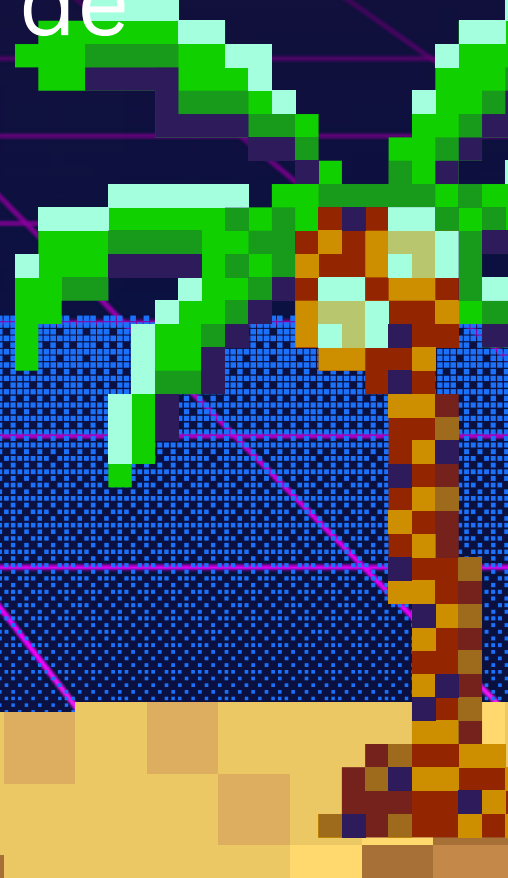
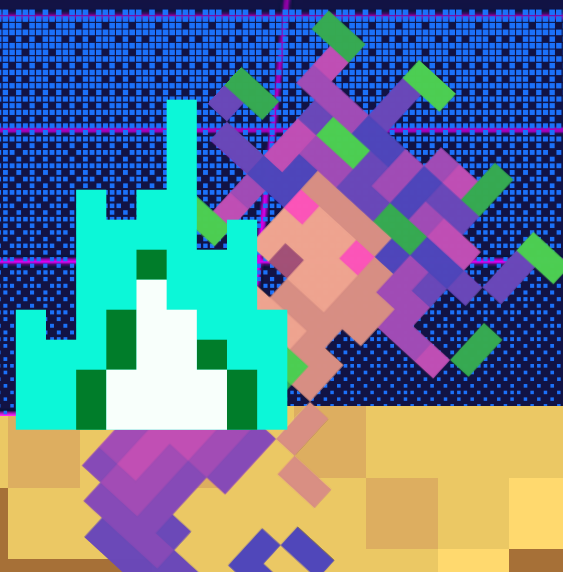
CHARACTER DEVELOPMENT

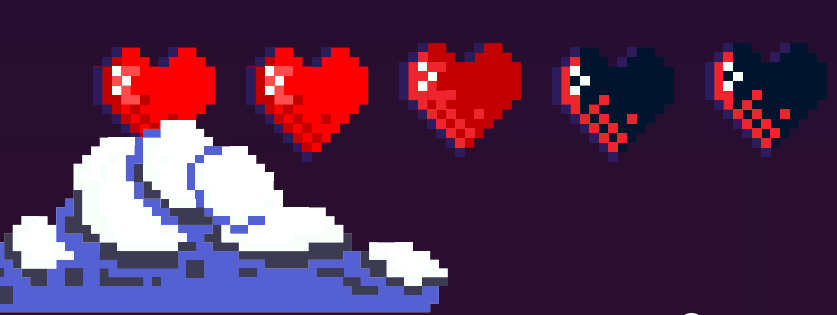


Static * Estático

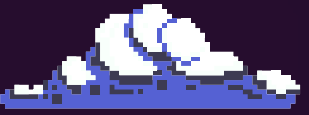
Character remains the same in attitude and behavior and does not change as a result of the plot or environment.

El personaje permanece igual en actitud y comportamiento y no cambia como resultado de la trama o el entorno.





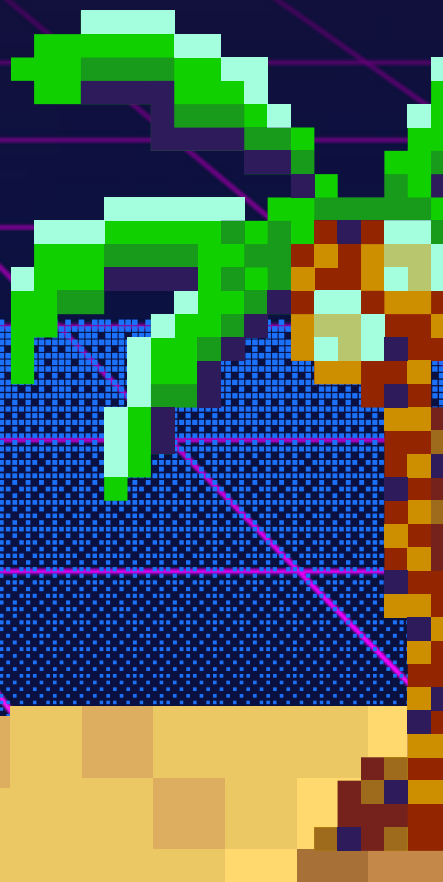
CHARACTER DEVELOPMENT

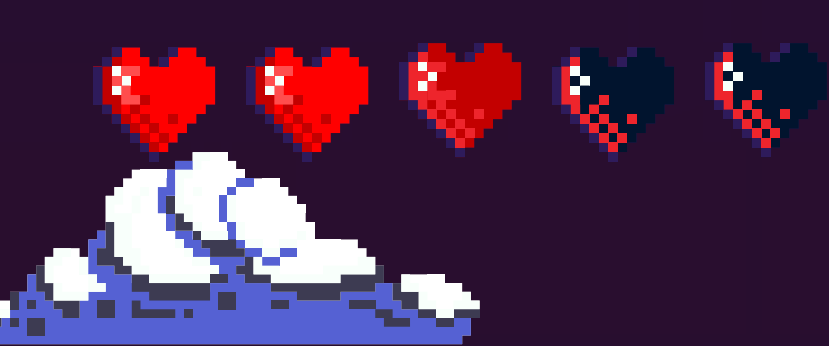


Dynamic
Dinámico

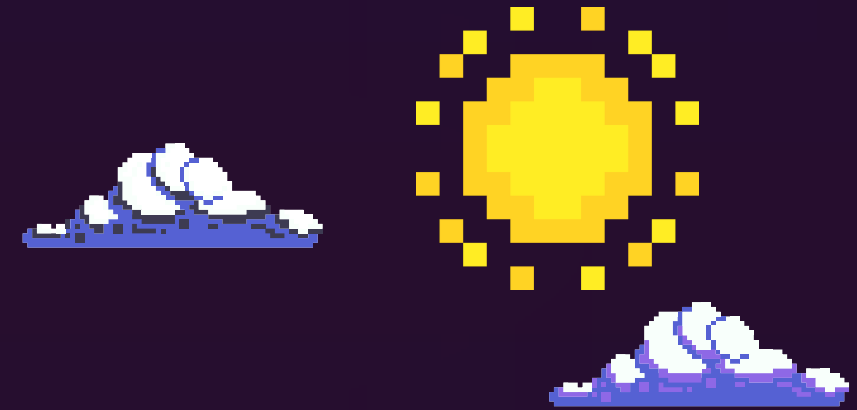
The character grows or changes their attitudes/ behaviors in response to the actions and thoughts of others (Plot). Often times, this leave the character as a better person than they were when the story started.

El personaje crece o cambia sus actitudes/comportamientos en respuesta a las acciones y pensamientos de los demás (Trama). Muchas veces, esto deja al personaje como una mejor persona de lo que era cuando comenzó la historia.





STATION 6



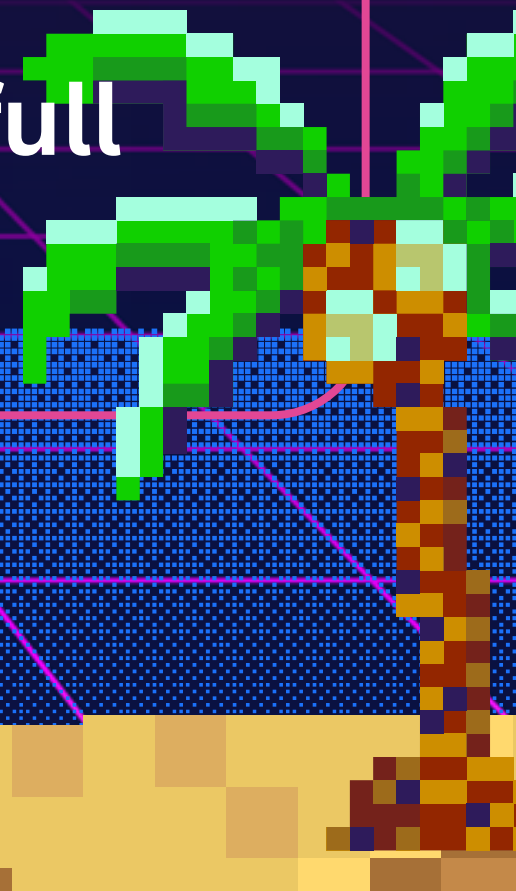
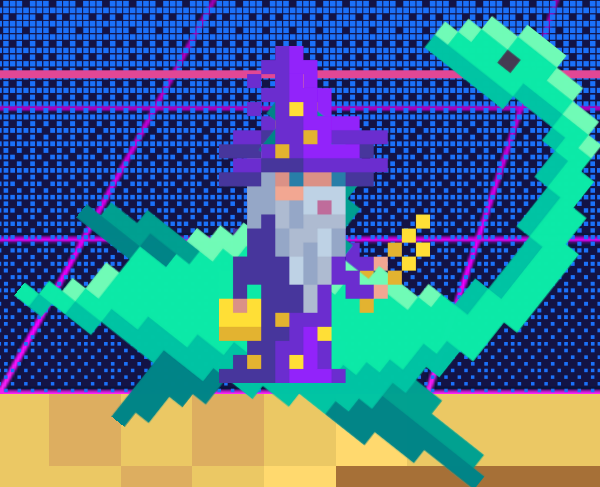
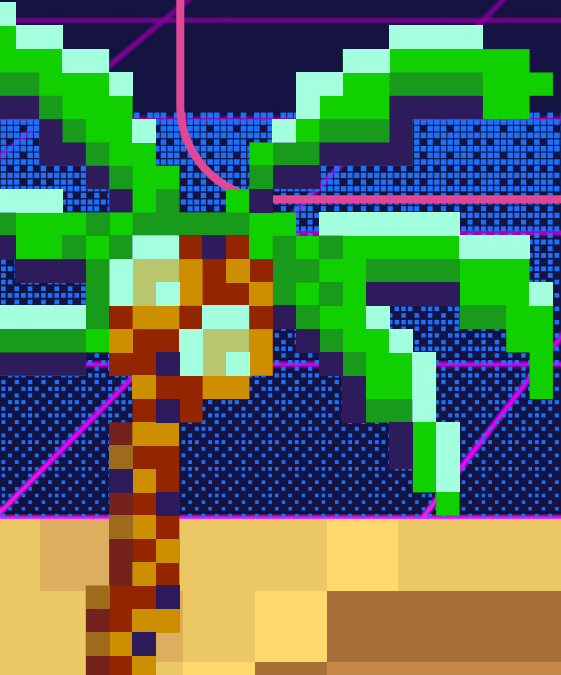
On your own, answer the questions
in the following sections from the
book:

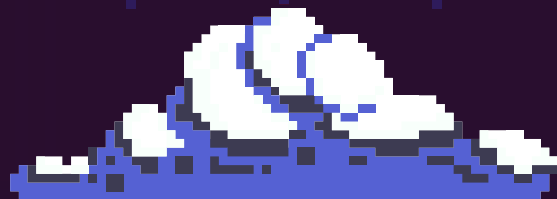
Focus on the Sentence
Appriciating Author's Craft

Record your answers in full
sentences on your stations paper.

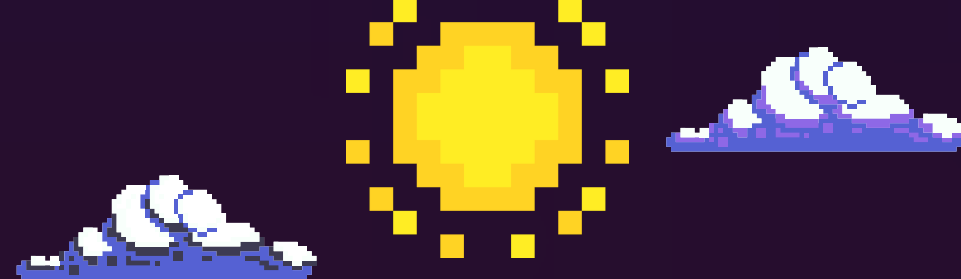
Por su cuenta, responda las
preguntas en las siguientes
secciones del papel:
Centrarse en la oración
Apreciar el oficio de autor.

Record your answers in full
sentences.



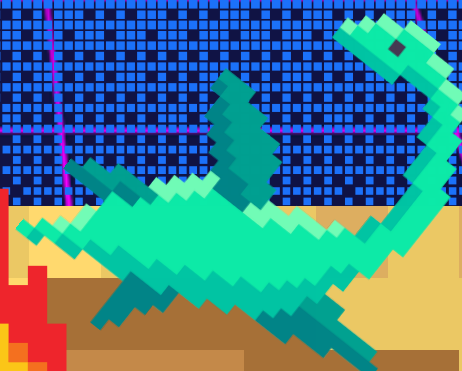
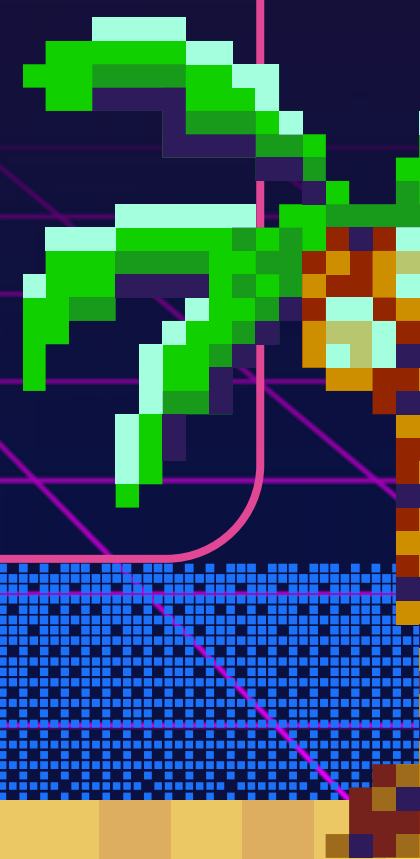
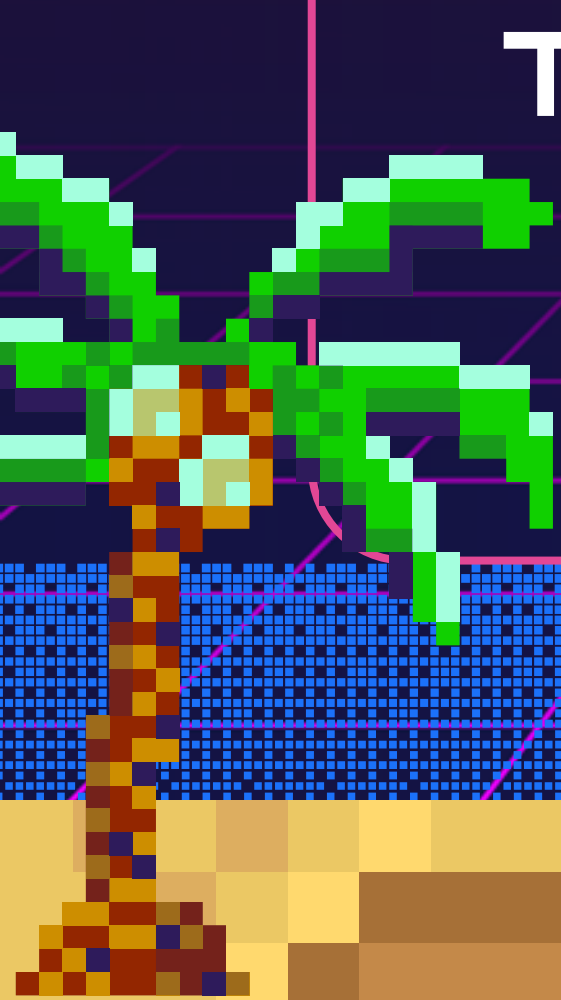


EXIT TICKET



RESPOND TO AND
TURN IN THE EXIT
TICKET HAND OUT.
DO NOT FORGET
TO WRITE YOUR
NAME!

RESPONDA Y
ENTREGUE EL
BOLETO DE
SALIDA. ¡NO
OLVIDES
ESCRIBIR TU
NOMBRE!



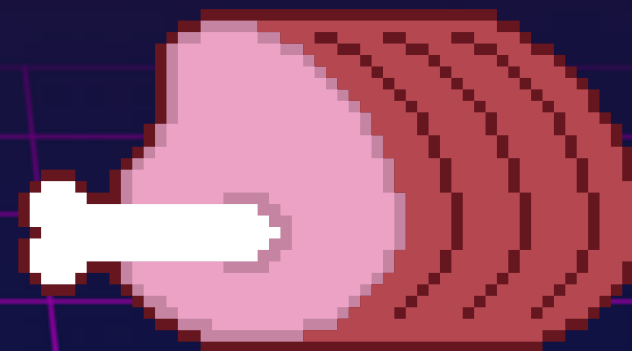


AGENDA

- Independent Reading
- Bell Work
- Back Ground Info
- Read "Red Fox Fur Coat"
- Analysis
- Exit Ticket

ATTENDANCE

BREAKFAST FOOD
OR DINNER FOOD?



DUE

Bell Work - Friday
Station Questions -
BOC
Exit Ticket - EOC

MATERIALS



IR Book



Pencil



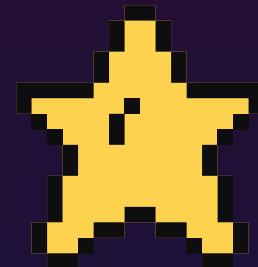
Text Book

OBJECTIVES

- Use telling details to make inferences about the emotional state of a story's main character.
- 9-10.RL.KID.1
- Analyze how a story's theme is developed through characterization. 9-10.RL.CS.4
- Discuss how specific word choices impact the meaning and



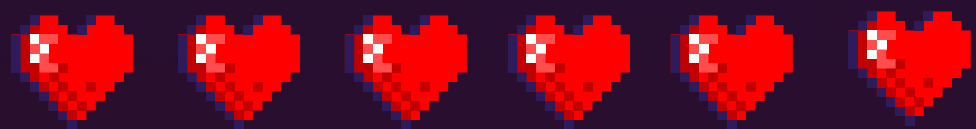
INDEPENDENT READING



USE YOUR IR BOOK TO READ
FOR TEN MINUTES.



USA TU LIBRO IR PARA LEER
POR DIEZ MINUTOS.



BELL WORK

For each of the following emotions, describe what it looks like on someone else, and what it feels like to experience them.

Para cada una de las siguientes emociones, describe cómo se ve en otra persona y cómo se siente experimentarlas.

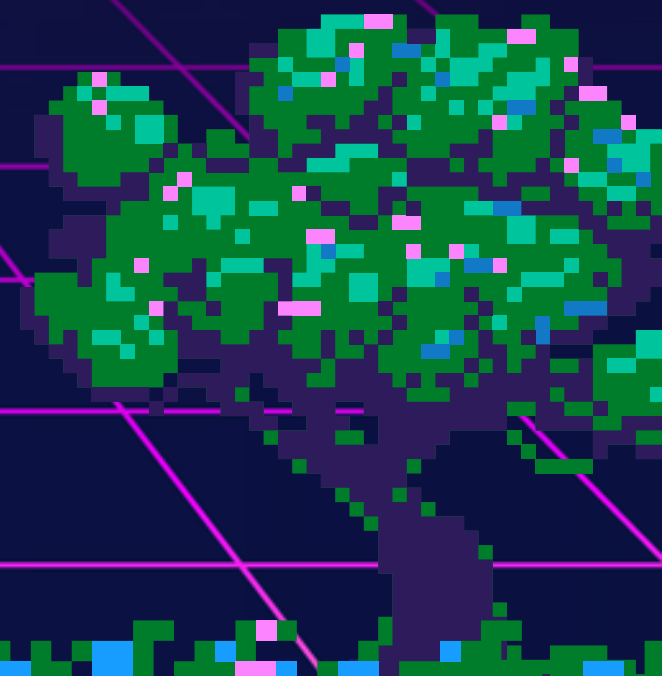
Awe (asombro) - a mix of fear and wonder.

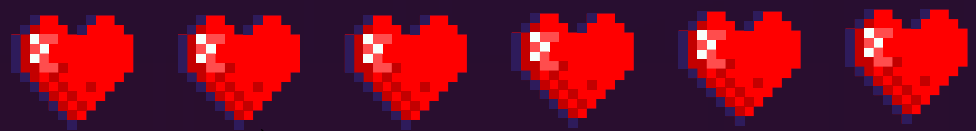
Axiety (ansiedad)

Fear (miedo)

Impatience (impaciencia)

Calm (calma)





VOCABULARY

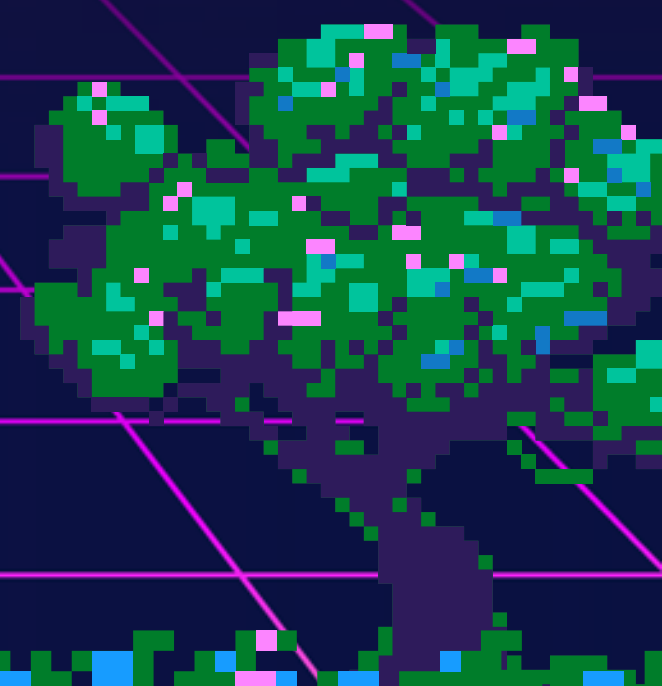
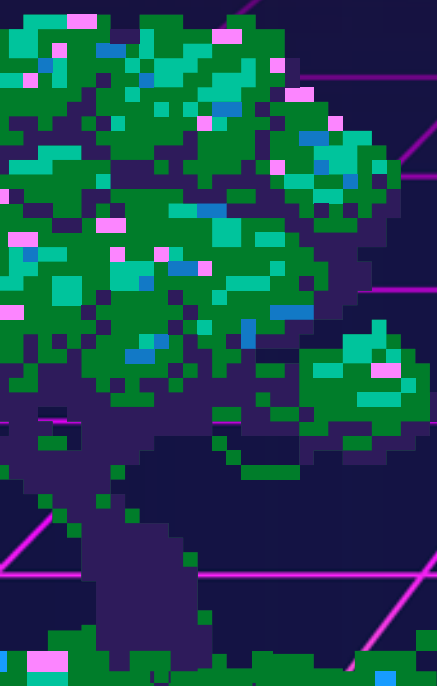
Brocade- fabric with a rich, raised design.
tela con un rico diseño en relieve.
Imperceptibly - ever so slightly, with out
detection.



Muy levemente, sin detección.

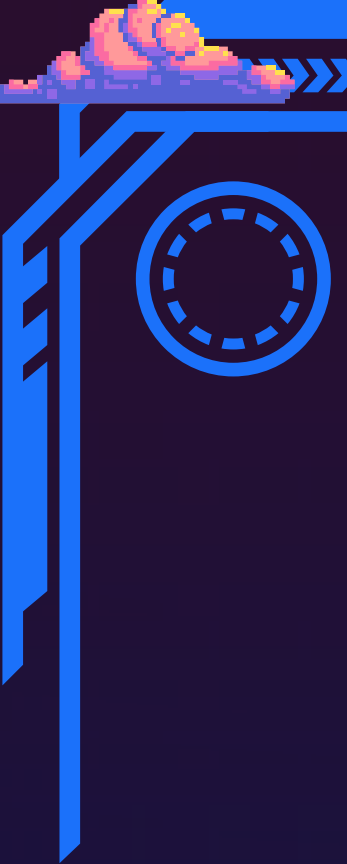
Insistently- in a manner that *demands* attention.
de una manera que *exige* atención.

Tremulous - trembling.
temblor.



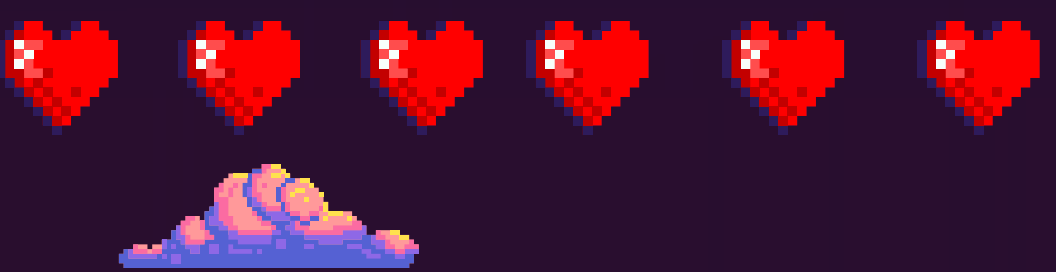


SOBRE LA AUTORA

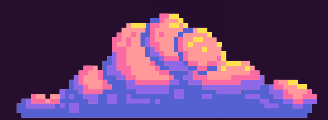


Teolinda Gersão (n. 1940) es una novelista y cuentista portuguesa, además de ex profesora de literatura alemana y comparada. Gersão ha recibido varios premios por su escritura, incluido el Premio Pen Club de Novela en 1981 y 1989 y el Premio de Cuento de la Asociación de Escritores de Portugal en 2001. Entre los temas que a Gersão le gusta explorar en su escritura están los de la metamorfosis y la lucha contra las convenciones sociales.





AS WE READ

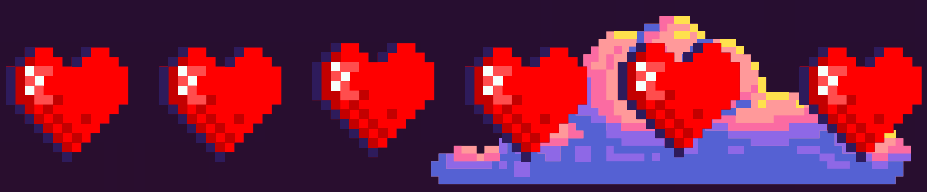


FOR EACH PARAGRAPH, WRITE
IN THE MARGINS WHAT EMOTION
THE MAIN CHARACTER IS
FEELING.

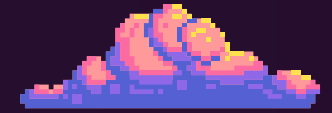
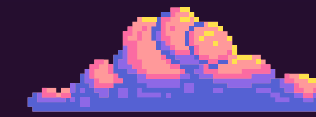
HIGHLIGHT ANY DETAILS THAT
INDICATE CHARACTER
DEVELOPMENT.

PARA CADA PÁRRAFO, ESCRIBE
EN LOS MÁRGENES QUE EMOCIÓN
EL PERSONAJE PRINCIPAL SE
SIENTE.

RESALTA CUALQUIER DETALLE
QUE INDIQUE EL DESARROLLO DEL
CARÁCTER.



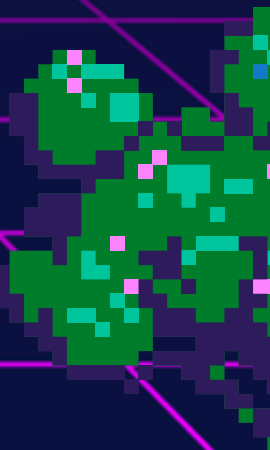
EXIT TICKET



For the following two quotes from the text, explain what emotion is being felt, and how the change between the two emotions came about.

Paragraph 9; “She started visiting the shop at night, when it was closed and no one would see her, in order to gaze at the coat through the window, and each time it brought her much more joy, each time it was brighter, fiery, like red flames that did not burn...”

Paragraph 15 “She burst out laughing and began to dance, waving her blood stained hands in the air, feeling her own blood rise, as if some tempestuous inner force had been unleashed, a malign force that she could transmit to others, a plague, or a curse, but this idea was nevertheless sweet, quiet, almost joyful, she felt, as she swayed, slightly drunk, listening to the echo of her own laughter.”





AGENDA

- Bell Work
- Reread "The Red Fox Fur Coat"
- Ask the Teacher
- TBQ- Groups
- IR Reading (If time)
- Exit Ticket



ATTENDANCE

Do you prefer to
"get it done" or
wait until the "last
minute?"



DUE

Bell Work - Friday
TBQ- EOC
Exit Ticket - EOC

MATERIALS



IR Book



Pencil



Text Book

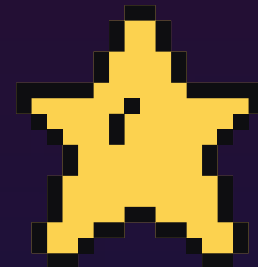


OBJECTIVES

- Use telling details to make inferences about the emotional state of a story's main character.
- 9-10.RL.KID.1
- Analyze how a story's theme is developed through characterization. 9-10.RL.CS.4
- Discuss how specific word choices impact the meaning and



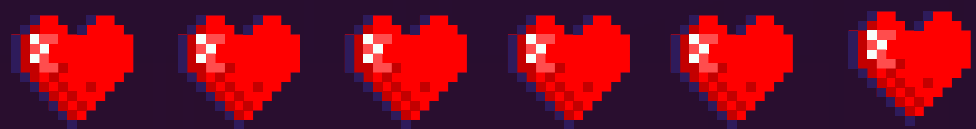
INDEPENDENT READING



USE YOUR IR BOOK TO READ
FOR TEN MINUTES.



USA TU LIBRO IR PARA LEER
POR DIEZ MINUTOS.



BELL WORK

Based on your knowledge of "Social Norms", what behavior would have been appropriate for the bank teller to display while attending the party?

What did she do instead?

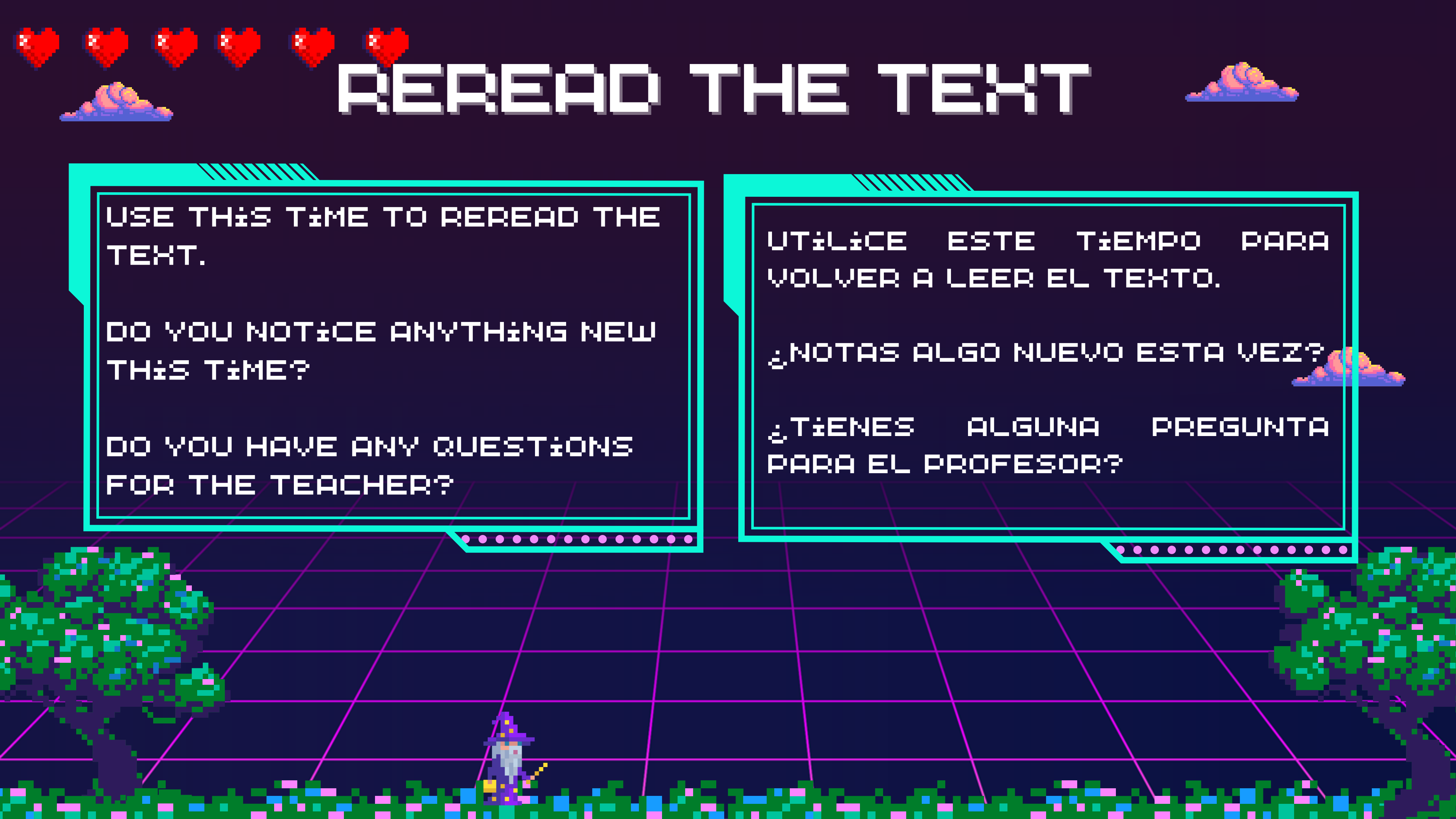
How do you think the other party goers reacted?

Con base en su conocimiento de las "Normas Sociales", ¿qué comportamiento habría sido apropiado que mostrara el cajero del banco mientras asistía a la fiesta?

¿Qué hizo ella en su lugar?

¿Cómo crees que reaccionaron los otros asistentes a la fiesta?





REREAD THE TEXT

USE THIS TIME TO REREAD THE TEXT.

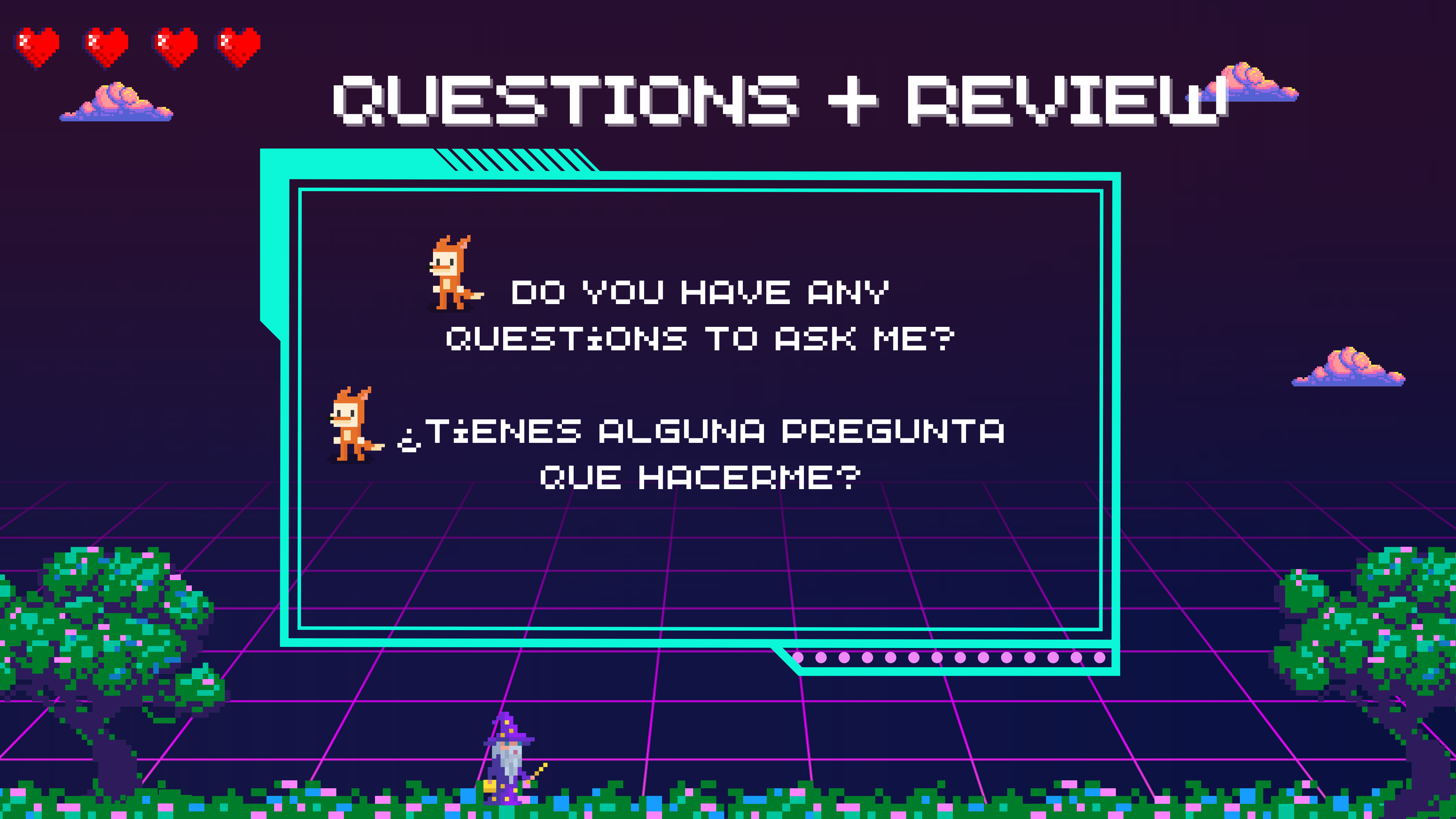
DO YOU NOTICE ANYTHING NEW THIS TIME?

DO YOU HAVE ANY QUESTIONS FOR THE TEACHER?

UTILICE ESTE TIEMPO PARA VOLVER A LEER EL TEXTO.

¿NOTAS ALGO NUEVO ESTA VEZ?

¿TIENES ALGUNA PREGUNTA PARA EL PROFESOR?



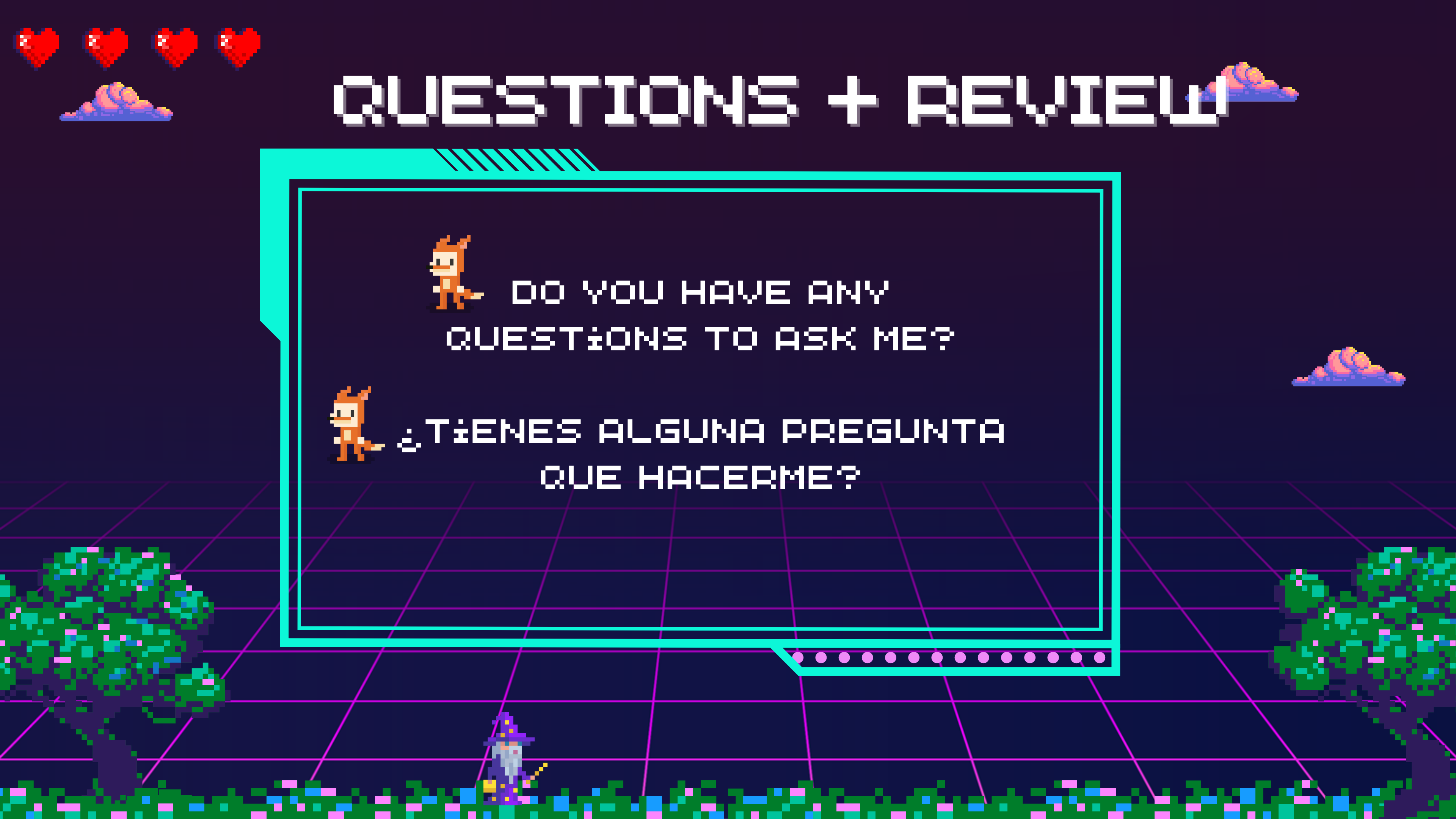
QUESTIONS + REVIEW



DO YOU HAVE ANY
QUESTIONS TO ASK ME?



¿TIENES ALGUNA PREGUNTA
QUE HACERME?



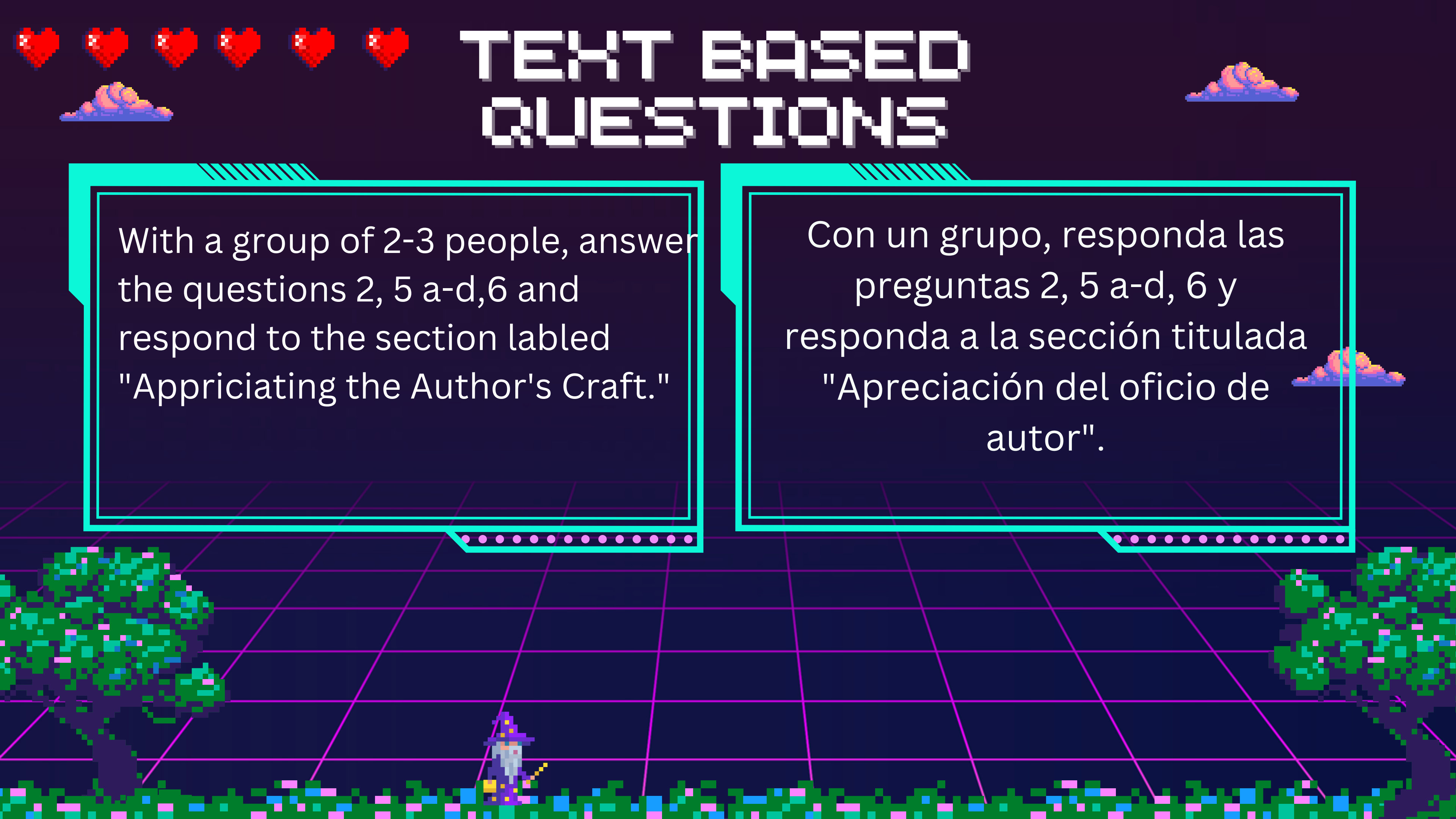
QUESTIONS + REVIEW



DO YOU HAVE ANY
QUESTIONS TO ASK ME?



¿TIENES ALGUNA PREGUNTA
QUE HACERME?



TEXT BASED QUESTIONS

With a group of 2-3 people, answer the questions 2, 5 a-d, 6 and respond to the section labeled "Appriciating the Author's Craft."

Con un grupo, responda las preguntas 2, 5 a-d, 6 y responda a la sección titulada "Apreciación del oficio de autor".



AGENDA

- Independent Read
- Bell Work
- TBQ Groups
- Dialog Mini Lesson
- Writing Prompt

ATTENDANCE

What time do you wake up when you are "Sleeping in"?



DUE

Bell Work - Today
TBQ- EOC
Writing Prompt- EOC

MATERIALS



IR Book



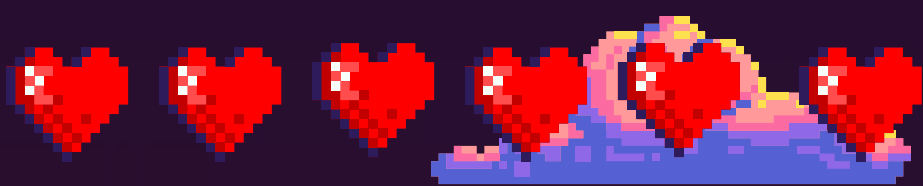
Pencil



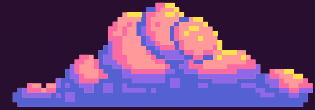
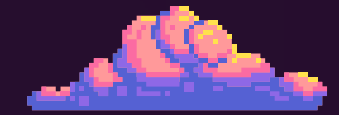
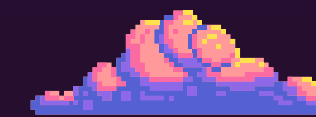
Text Book

OBJECTIVES

- Use telling details to make inferences about the emotional state of a story's main character.
- 9-10.RL.KID.1
- Analyze how a story's theme is developed through characterization. 9-10.RL.CS.4
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BELL WORK

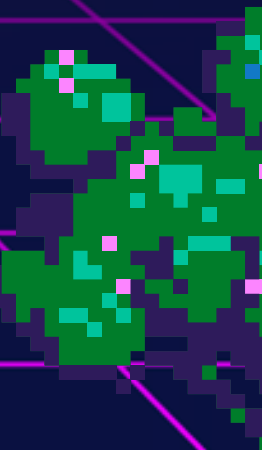


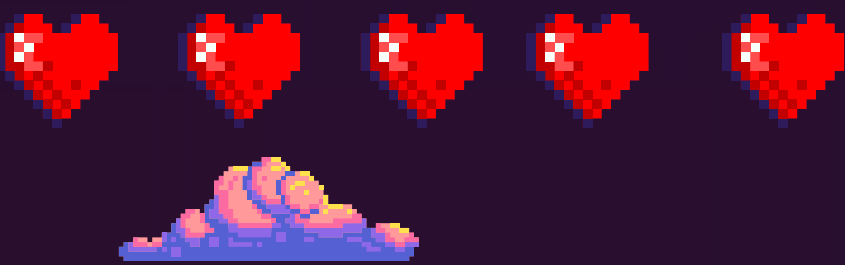
Why does the author choose to use the word “insistently” in the following sentence?

¿Por qué el autor elige usar la palabra “insistentemente” en la siguiente oración?

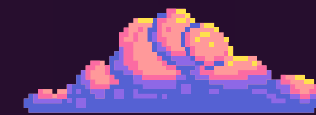
She poured over the bodies of birds, fascinated, pondering the softness of the flesh behind their feathers; and a single word kept bobbing insistently about in her mind: predator.

Se derramó sobre los cuerpos de los pájaros, fascinada, reflexionando sobre la suavidad de la carne detrás de sus plumas; y una sola palabra seguía flotando insistentemente en su mente: depredador.





FINISH YOUR TEO (GROUPS)



- Return to your groups from yesterday.
- Finish labeling each paragraph with the emotions the bank teller is feeling. Then, highlight the telling details from the text that indicated those emotions to you.
- Highlight and label the words that indicate her change, or metamorphosis, through out the text and label them.
- Lastly, finish answering questions **2, 5 a-d, 6** and respond to the section labled **"Appriciating the Author's Craft."**

- Vuelvan a sus grupos de ayer.
- Termina etiquetando cada párrafo con las emociones que siente el cajero del banco. Luego, resalta los detalles reveladores del texto que te indicaron esas emociones.
- Resalte y etiqüete las palabras que indican su cambio, o metamorfosis, a lo largo del texto y etiqüételas.
- Complete el paquete de preguntas con su grupo.

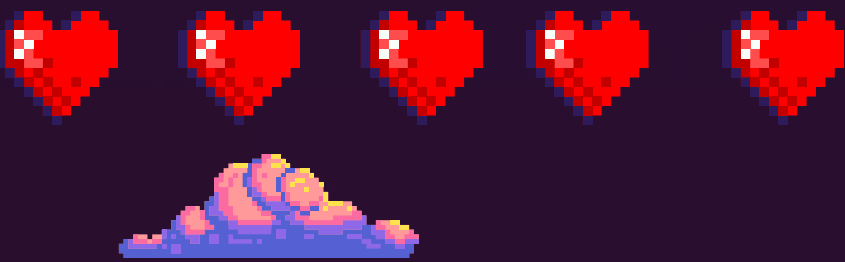




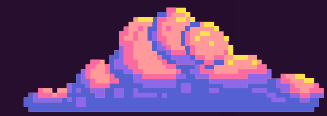
DIALOG

- EACH NEW SPEAKER NEEDS A NEW INDENTED LINE.
- TRY TO USE MORE EXPRESSIVE WORDS THAN SAID, SAYS, THINKS, ECT..
- ALL PUNCTUATION NEEDS TO GO INSIDE OF THE " QUOTATION MARKS.

- CADA NUEVO ORADOR NECESITA UNA NUEVA LÍNEA CON SANGRÍA.
- TRATE DE USAR PALABRAS MÁS EXPRESIVAS QUE DICE, DICE PIENSA, ETC.
- TODA LA PUNTUACIÓN DEBE IR DENTRO DE LAS "COMILLAS".



WRITING PROMPT



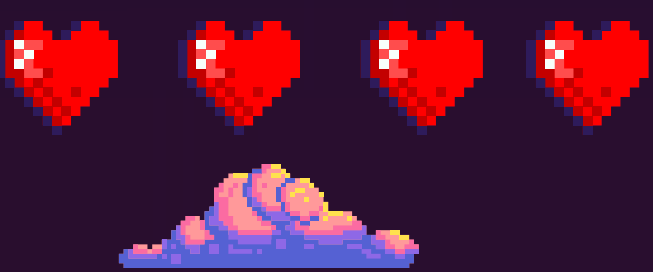
- Individually Write three original paragraphs about what would happen if the bank teller went to the doctor and reported her symptoms. Use telling details to capture the essence of her problem as she relays them to the dr.

Individualmente Escribe tres párrafos originales sobre lo que sucedería si la cajera del banco fuera al médico y le informara sobre sus síntomas. Use detalles reveladores para capturar la esencia de su problema mientras se los transmite al dr.

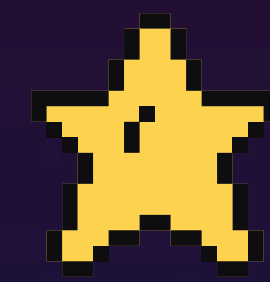
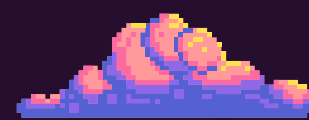
- Remember: To the Same POV.
- Dialog Grammar Rules.
- USe telling details
- **Due at the end of class!**

- Recuerda: Al mismo POV.
- Reglas gramaticales del diálogo.
- USe decir detalles
- **Entrega al final de la clase!**





INDEPENDENT READING



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POR DIEZ MINUTOS.

