

Welcome to English I!

Agenda

- Seating Chart
- Attendance
- Bell Work
- Syllabus
- “How and When to...”
- Exit Ticket

Attendance Question

Do you prefer
cake or ice cream?

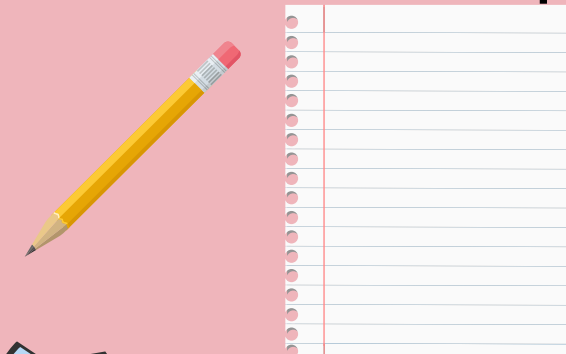


Due Dates

- Textbook Agreement Form- Friday 1/12
- Syllabus Slip Signed- Friday

Materials

- Paper
- Pencil or pen



Objectives

Get to know the ins and out of the classroom.

When You Arrive

- 1. Immediately read the board.**
 - 2. Gather any supplies you need for the day.**
 - 3. Turn in any due assignments.**
 - 4. Think of an answer for the attendance question.**
- 1. Lea inmediatamente el tablero.**
 - 2. Reúna los suministros que necesita para el día.**
 - 3. Entregue las tareas pendientes.**
 - 4. Piense en una respuesta para la pregunta de asistencia.**

How To Label Your Assingments

[illegible]

Bell Work

5 Minute Timer | PinkShare

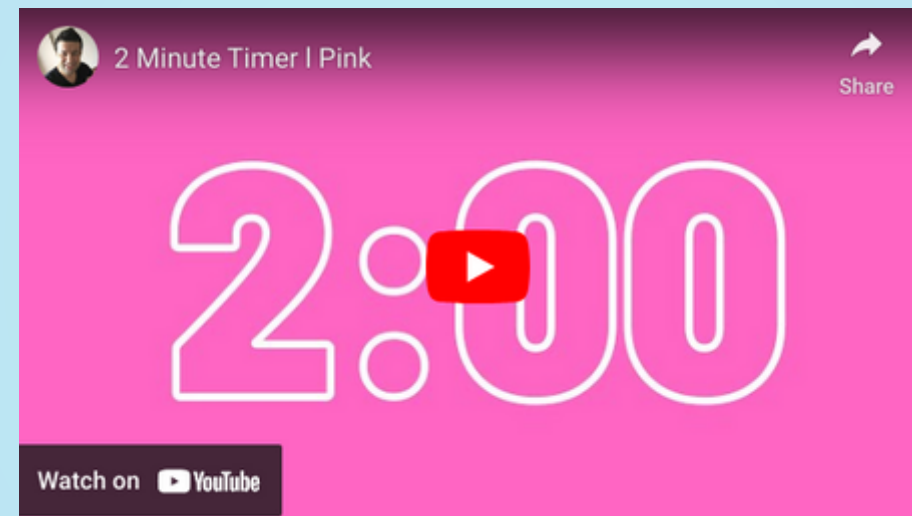
5:00

Watch on  YouTube

	Name
	Class Period
	Date
	Monday 1/8:
	In 3-5 full sentences, explain your experiences with English class. In your response, try to answer questions like: Has it been pleasant? Do you enjoy English class? What kind of things do you like to read?
	En 3 a 5 oraciones completas, explica tus experiencias con la clase de inglés. En su respuesta, intente responder preguntas como: ¿Ha sido agradable? ¿Te gusta la clase de inglés? ¿Qué tipo de cosas te gusta leer?
	
	
	

Two Truths, One Lie

- Write down three facts about yourself, but make one a lie.
- When it is your turn, read your three “facts” to the class.
- The rest of the class will have to guess which is the lie.



- Escribe tres hechos sobre ti, pero haz que uno sea una mentira.
- Cuando sea tu turno, lee tus tres “hechos” a la clase.
- El resto de la clase tendrá que adivinar cuál es la mentira.
- Si solo hablas español, entonces escribe tus datos usando tu teléfono celular en google traductor y usa el botón de voz para inglés

Syllabus

Asking and Answering Questions

IN ✓

- Remain seated and raise your hand.
- Waiting until the teacher is done speaking.
- Waiting to be called on.
- Permanezca sentado y levante la mano.
- Esperar hasta que el profesor termine de hablar.
- Esperando ser llamado.

OUT 

- Crowding the teacher's desk.
- Yelling the teacher's name.
- Answering questions with out raising your hand.
- Abarrotando el escritorio del profesor.
- Gritar el nombre del profesor.
- Responder preguntas sin levantar la mano.

Bathrooms

Name: _____

Date: _____

Teacher Sig: _____

Ms. Robinson Bathroom Pass

- Trade for one pass to the bathroom

OR

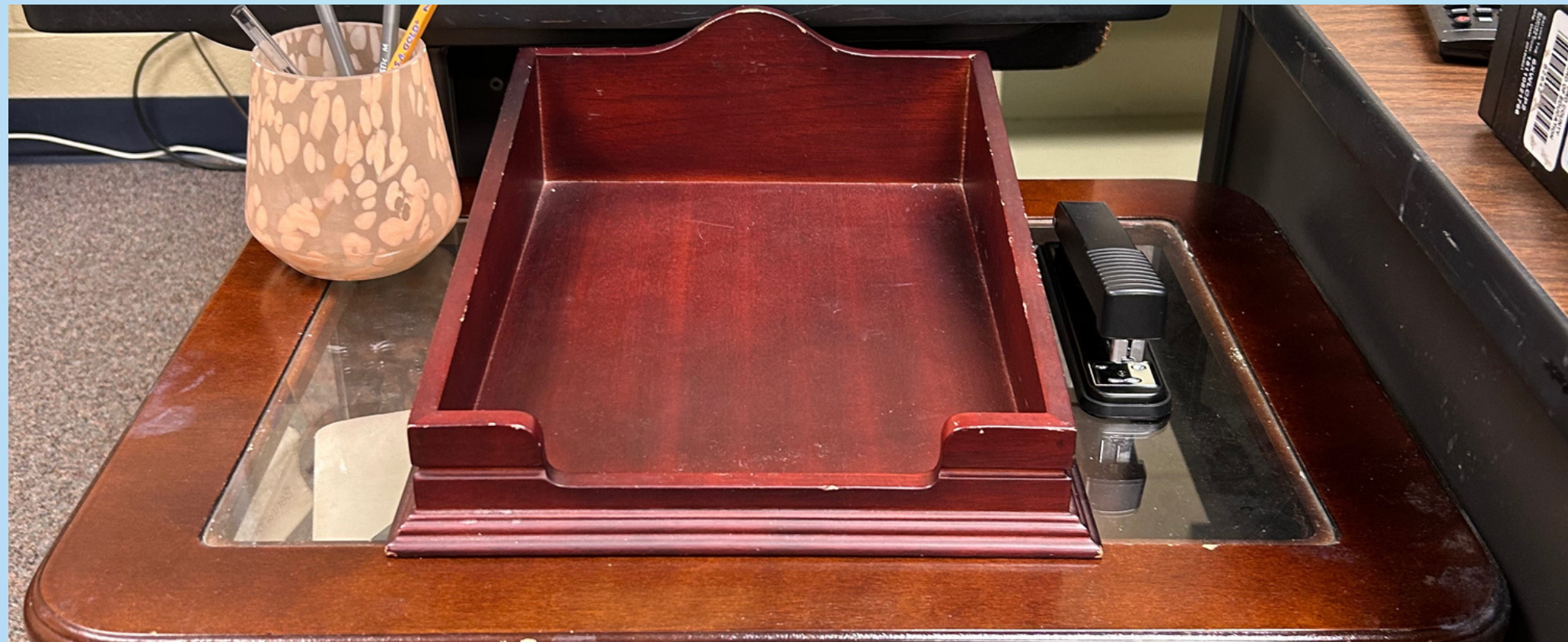
- Trade for one extra credit point in the class assignment category at the end of the nine weeks.

Materials

- If you borrow a pencil or pen, put it back at the end of class.
- If a material is needed but was not listed on the board, the teacher will dismiss rows to gather the material.
- Treat the materials with respect.
- Si pides prestado un lápiz o bolígrafo, devuélvelo al final de la clase.
- Si se necesita algún material pero no estaba anotado en la pizarra, el docente desestimará filas para recoger el material.
- Trate los materiales con respeto.

Turning in Assignments

- Turn in your assignment as soon as you walk in.
- **LATE ASSIGNMENTS WILL NOT BE GRADED.**



- Entregue su tarea tan pronto como entre.
- **LAS TAREAS TARDE NO SERÁN CALIFICADAS.**

Rules

1. **No Cell Phones or Headphones.**
2. **Bathroom visits get a BR pass signed by me. No replacements for lost ones will be issued.**
3. **Any harmful or foul language will be initiate a tier two consequence.**



Exit Ticket

1. Name
2. Draw three pictures that represent you.
3. Write one interesting fact about yourself.
4. Write anything else you want me to know.



1. nombre
2. Haz tres dibujos que te representen.
3. Escribe un hecho interesante sobre ti.
4. Escribe cualquier otra cosa que quieras que sepa.

Hand this to me at the door when the bell rings.
Entrégame esto en la puerta cuando suene el timbre.

Welcome to English I!

1/9/24

Agenda

- Attendance
- Bell Work
- Assign Laptops
- Sign up for Common Lit
- Take a Reading Assessment
- Exit Ticket

Attendance Question

If you could own
one exotic pet,
what would it be?



Due Dates

- Textbook Agreement Form- Friday 1/12
- Syllabus Slip Signed- Friday
- Bell Work- Friday

Materials

- Bell Work
- Pencil or pen



Objectives

Take a short test to determine my reading readiness.

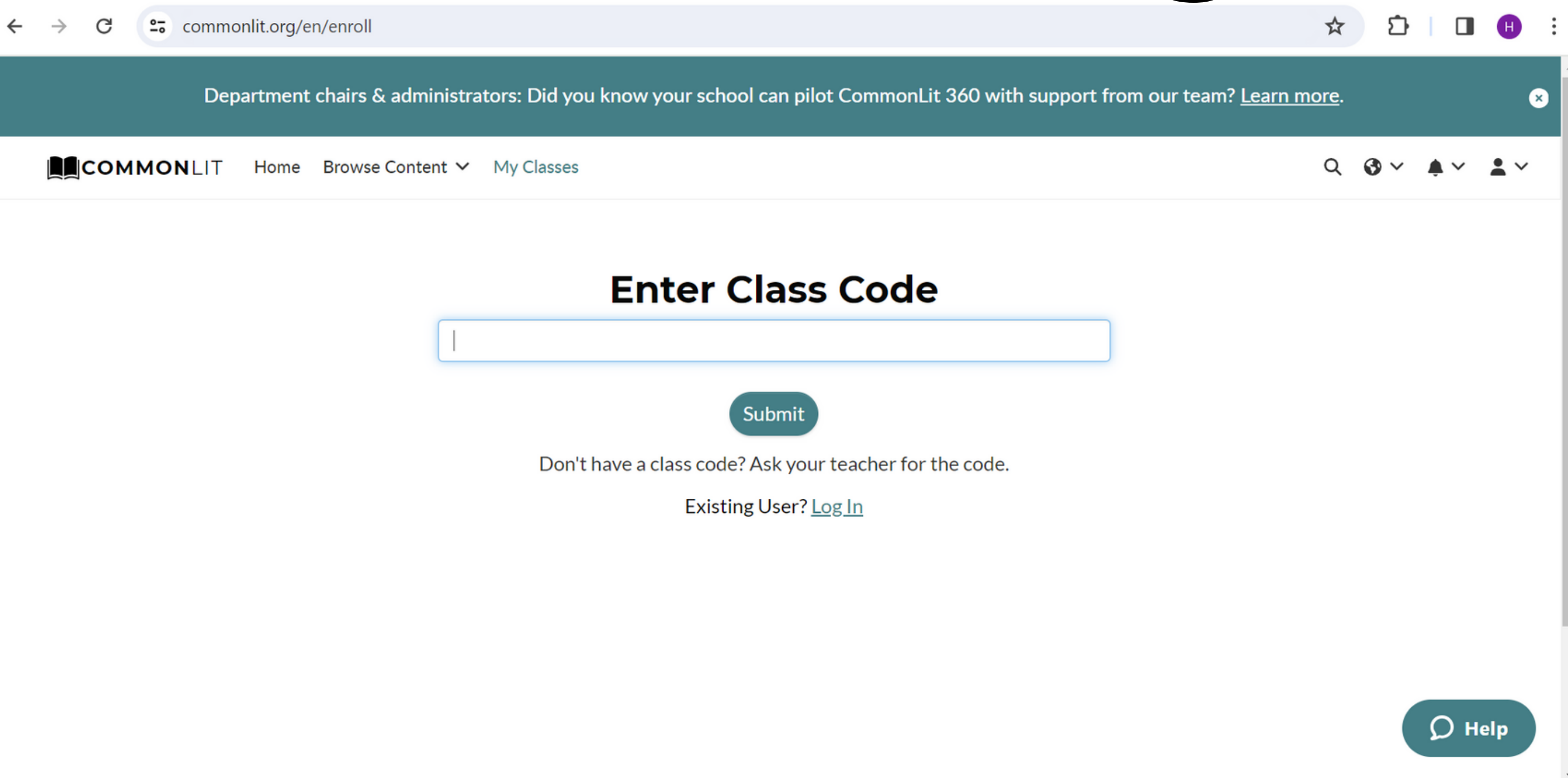
Bell Work

Write me a 3-5 sentence letter about the goals you wish to achieve in this class. You can answer questions like: What grade you hope to get in this class? What kind of skills do you wish to improve on?

Escríbeme una carta de 3 a 5 oraciones sobre las metas que deseas lograr en esta clase. Puedes responder preguntas como: ¿Qué calificación esperas obtener en esta clase? ¿Qué tipo de habilidades deseas mejorar?

Go to

[www.commonlit.org/enroll](https://www.commonlit.org/en/enroll)



A screenshot of a web browser displaying the CommonLit enrollment page. The browser's address bar shows the URL [commonlit.org/en/enroll](https://www.commonlit.org/en/enroll). A teal banner at the top contains a message for department chairs and administrators, with a 'Learn more' link. Below the banner is a navigation bar with the CommonLit logo and links for Home, Browse Content, and My Classes. On the right side of the navigation bar are icons for search, language, notifications, and user profile. The main content area features the heading 'Enter Class Code' above a large text input field. Below the input field is a teal 'Submit' button. Further down, there is a link to ask a teacher for a code and a link for existing users to log in. A teal 'Help' button is located in the bottom right corner.

← → ↻ commonlit.org/en/enroll ☆ 📄 📱 H ⋮

Department chairs & administrators: Did you know your school can pilot CommonLit 360 with support from our team? [Learn more.](#) ✕

 COMMONLIT Home Browse Content ▾ My Classes 🔍 🌐 ▾ 🔔 ▾ 👤 ▾

Enter Class Code

Submit

Don't have a class code? Ask your teacher for the code.

Existing User? [Log In](#)

 Help

Enter the Code

Period 2

KQN33WDA

Enter the Code

Period 4

TRANTA6R

Enter the Code

Period 5

HB7LVBXX

Create a profile:

1. Use your school email and password.
2. Write down the username it assigns you.

1. Utilice el correo electrónico y la contraseña de su escuela.

2. Anota el nombre de usuario que te asigna

Find this assignment:



CommonLit Free Reading Assessment

START DATE: 01/09/2024

Welcome to English I!

1/10/24

Agenda

- Bell Work
- Laptops
- Finish Common Lit Assessment (30 Minutes)
- Read “Bread” by Margaret Atwood.
- Discussion and Analysis (Groups)

Attendance Question

Are you an early bird or a night owl?



Due Dates

- Textbook Form- Friday 1/12
- Syllabus - Friday
- Bell Work- Friday

Materials

- Bell Work
- Pencil or pen
- Text Book
- Highlighter
- Laptop



Objectives

- Track the development of an idea/concept by analyzing a text.
- Analyze how point of view shapes the content and style of a text.
- Strengthen writing by revising and editing.

Welcome to English I!

1/10/24

Agenda

- Bell Work
- EQ Think-Pair-Share
- Read “Bread” by Margaret Atwood.
- Discussion and Analysis (Groups)
- Exit Ticket

Attendance Question

Are you an early bird or a night owl?



Due Dates

- Textbook Form- Friday 1/12
- Syllabus - Friday
- Bell Work- Friday

Materials

- Bell Work
- Paper (Notes)
- Pencil or pen
- Text Book
- Highlighter



Objectives

- Track the development of an idea/concept by analyzing a text.
- Analyze how point of view shapes the content and style of a text.
- Strengthen writing by revising and editing.

9-10.RL.KID.3 Analyze how complex characters, events, and ideas develop and interact over the course of a text to impact meaning.

9-10.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone, such as how language evokes a sense of time and place, and how it communicates an informal or formal tone.

9-10.RL.CS.6 Analyze how point of view and/or author purpose shapes the content and style of diverse texts.

9-10.W.PDW.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Foundational Literacy standard 6 and Language standards 1-3 up to and including grades 9-10.)

Bell Work



Based on the details in this photo, what are five things you could guess about the person who works in this space?

Según los detalles de esta foto, ¿cuáles son cinco cosas que podrías adivinar sobre la persona que trabaja en este espacio?

Unit One Essential Questions

1. How do telling details work together to convey meaning?
2. How are reading and writing connected?
3. What tools do authors use to create meaning and affect their reader?

1. ¿Cómo funcionan juntos los detalles reveladores para transmitir significado?
2. ¿Cómo se relacionan la lectura y la escritura?
3. ¿Qué herramientas utilizan los autores para crear significado y afectar al lector?

Page 14



RACE Format Responses

1. **What is the setting of this paragraph?**
2. **In this setting, how valuable was the bread to the characters?**
3. **Who are the characters?**
4. **What point of view ?**

Reminders:

**Setting = time, place,
mood, social and
cultural contexts.**

Point of view:

1st person = A character is telling the story (I, Me, We).

2nd Person = The reader is a character in the story (You).

3rd person = A narrator is telling the story (She, He, They).

- 1. ¿Cuántas configuraciones se presentaron?**
- 2. ¿Qué valor tenía el pan para los personajes?**
- 3. ¿Quiénes son los personajes?**
- 4. ¿En qué punto de vista?**

**Contexto = tiempo,
lugar, estado de
ánimo, contextos
sociales y culturales.**

Punto de vista:

1ª persona = Un personaje está contando la historia (Yo, Yo, Nosotros).

2da Persona = El lector es un personaje de la historia (Tú).

3ra persona = Un narrador está contando la historia (Ella, Él, Ellos).

Exit Ticket

- 1. What is Atwood's main idea in her essay "Bread"?**
 - 2. To make her point, what does Atwood say instead of directly saying her main idea?**
-
- 1. ¿Cuál es la idea principal de Atwood en su ensayo "Pan"?**
 - 2. Para dejar claro su punto, ¿qué dice Atwood en lugar de decir directamente su idea principal?**

P2

Welcome to English I!

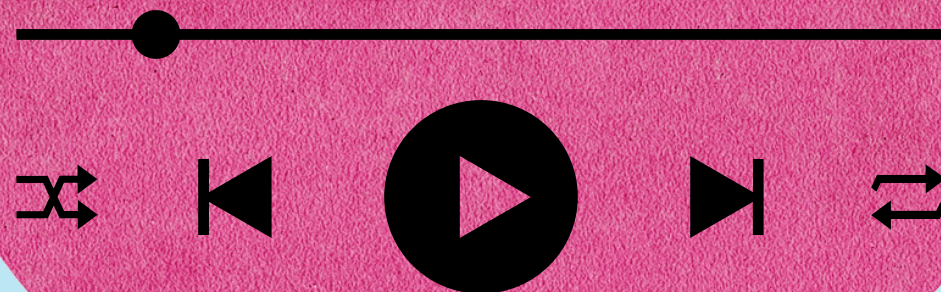
1/10/24

Agenda

- Bell Work
- Read “Bread” by Margaret Atwood.
- Discussion and Analysis (Groups)
- #1 + Sentence Expansions
- Exit Ticket

Attendance Question

What is your favorite genre of music?



Due Dates

- Textbook Form- Friday 1/12
- Syllabus - Friday
- Bell Work- Friday

Objectives

- Track the development of an idea/concept by analyzing a text.
- Analyze how point of view shapes the content and style of a text.
- Strengthen writing by revising and editing.

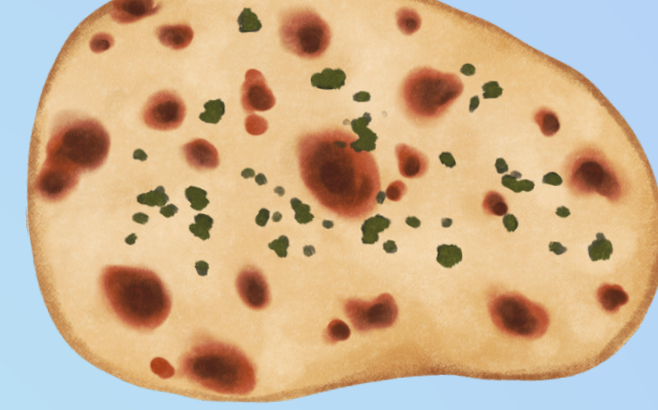
Materials

- Bell Work
- Pencil or pen
- Text Book
- Highlighter





Bell Work



Answer the following questions in full sentences:

- 1. What is your favorite kind of bread?**
- 2. Do you have any family bread recipes?**
- 3. Are there any breads that are culturally significant to you?**
- 4. How would you feel if your access to these breads were limited?**

Responda las siguientes preguntas en oraciones completas:

- 1. ¿Cuál es tu tipo de pan favorito?**
- 2. ¿Tienes alguna receta de pan familiar?**
- 3. ¿Hay algún pan que sea culturalmente significativo para usted?**
- 4. ¿Cómo te sentirías si tu reacción ante estos panes fuera limitada?**

Page 14



RACE Format Responses

1. What is the setting of this paragraph?
2. In this setting, how valuable was the bread to the characters?
3. Who are the characters?
4. What point of view ?



Reminders:

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mood, social and
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With your new group, complete the
chart on page 17.



Focus on the Sentence

Follow your teacher's instructions and use sentence expansion to describe how the value of bread changes throughout the essay, paragraph by paragraph.

Paragraph 1

Kernel: It loses value.

What? _____

Where? _____

Why? _____

Expanded sentence:

Textual evidence to support the why:

Paragraph 5 ??????

Exit Ticket

- 1. What is Atwood's main idea in her essay "Bread"?**
 - 2. To make her point, what does Atwood say instead of directly saying her main idea?**
-
- 1. ¿Cuál es la idea principal de Atwood en su ensayo "Pan"?**
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Welcome to English I!

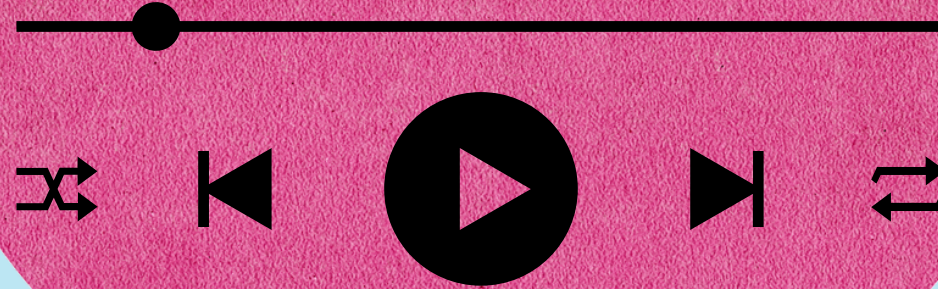
1/10/24

Agenda

- Bell Work
- Discussion and Analysis (Groups)
- #1 + Sentence Expansions
- Paragraph 5 Discussion
- Exit Ticket

Attendance Question

What is your favorite genre of music?



Due Dates

- Textbook Form-Friday 1/12
- Syllabus - Friday
- Bell Work- Friday

Materials

- Bell Work
- Pencil or pen
- Text Book

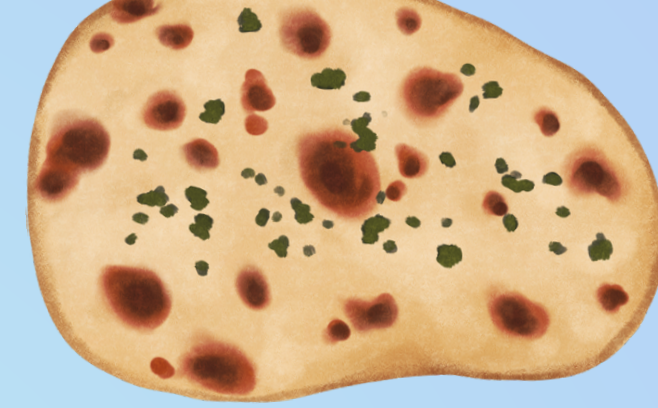


Objectives

- Track the development of an idea/concept by analyzing a text.
- Analyze how point of view shapes the content and style of a text.
- Strengthen writing by revising and editing.



Bell Work



Answer the following questions in full sentences:

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P2

Welcome to English I!

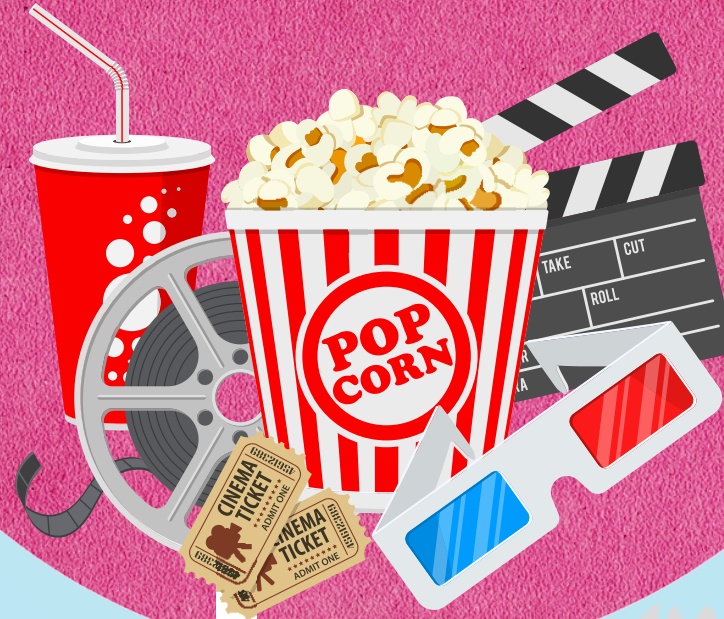
1/10/24

Agenda

- Bell Work
- Discussion and Analysis (Groups) Cont.
- #1 + Sentence Expansions
- Exit Ticket

Attendance Question

What is your favorite movie?



Due Dates

- Textbook Form- **DUE**
- Syllabus - **DUE**
- Bell Work- **DUE**
-

Objectives

- Track the development of an idea/concept by analyzing a text.
- Analyze how point of view shapes the content and style of a text.
- Strengthen writing by revising and editing.

Materials

- Bell Work
- Pencil or pen
- Text Book



Bell Work

**Add details like where, why, what, and how to the following sentences to make them more interesting and informing.
Agregue detalles como dónde, por qué, qué y cómo a las siguientes oraciones para hacerlas más interesantes e informativas.**

- 1. The dog barked.**
- 2. My friend was talking.**
- 3. The man walked.**
- 4. I am studying.**
- 5. Sam didn't enjoy that.**

1. What is the setting of this paragraph?
2. In this setting, how valuable was the bread to the characters?
3. Who are the characters?
4. What point of view ?



Reminders:

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Focus on the Sentence

Follow your teacher's instructions and use sentence expansion to describe how the value of bread changes throughout the essay, paragraph by paragraph.

Paragraph 1

Kernel: It loses value.

What? _____

Where? _____

Why? _____

Expanded sentence:

Textual evidence to support the why:

Exit Ticket

**If the bread from the essay is a metaphor,
what could it possibly represent?**

**Si el pan del ensayo es una metáfora, ¿qué
podría representar?**

P4

Welcome to English I!

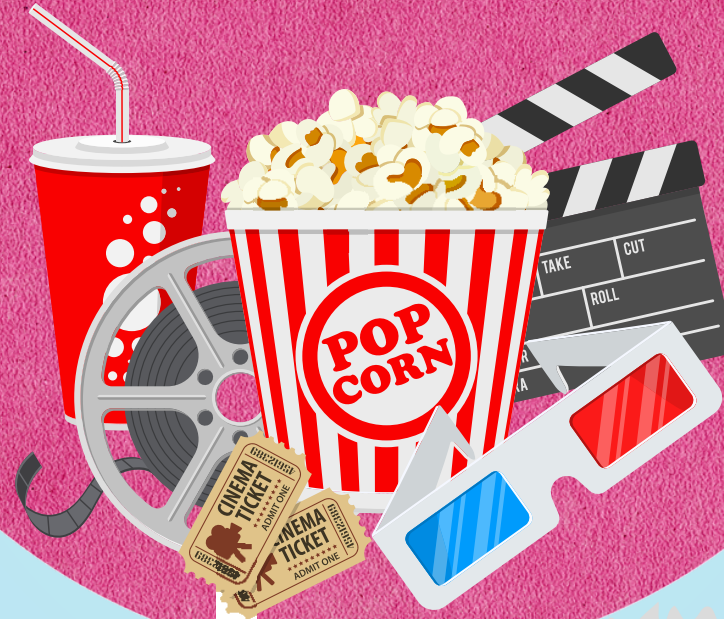
1/10/24

Agenda

- Bell Work
- Common Lit. Assessment Cont.
- Sign up for Quill
- Quill
- Exit Ticket

Attendance Question

What is your favorite movie?



Due Dates

- Textbook Form- **DUE**
- Syllabus - **DUE**
- Bell Work- **DUE**
- **1.3 DUE NOW**

Materials

- Bell Work
- Pencil or pen
- Laptop



Objectives

- Track the development of an idea/concept by analyzing a text.
- Analyze how point of view shapes the content and style of a text.
- Strengthen writing by revising and editing.

Bell Work

Add details like where, why, what, and how to the following sentences to make them more interesting and informing. Agregue detalles como dónde, por qué, qué y cómo a las siguientes oraciones para hacerlas más interesantes e informativas.

- 1. The dog barked.**
- 2. My friend was talking.**
- 3. The man walked.**
- 4. I am studying.**
- 5. Sam didn't enjoy that.**

- 1. Continue Common Lit Assessment.**
- 2. When finished, come see me for instructions.**

P4

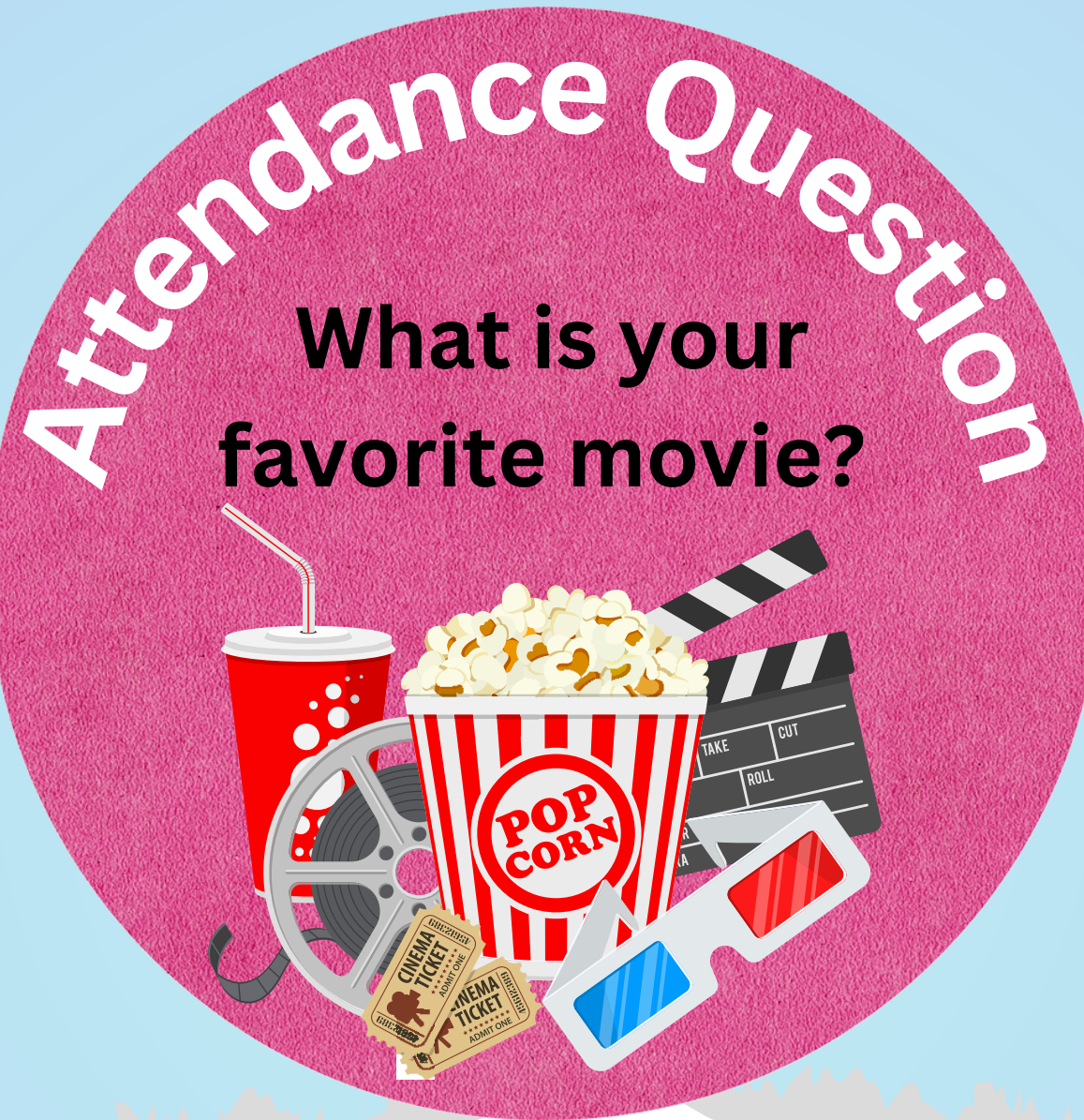
quill.org/join/candy-concert

Agenda

- Bell Work
- #1 + Sentence Expansions
- Continue Common Lit Assessment
- Sign up for Quill
- Quill

Objectives

- Track the development of an idea/concept by analyzing a text.
- Analyze how point of view shapes the content and style of a text.
- Strengthen writing by revising and editing.



Due Dates

- Textbook Form- **DUE**
- Syllabus - **DUE**
- Bell Work- **DUE**

Materials

- Bell Work
- Pencil or pen
- Text Book



Bell Work

- Add details like where, why, what, and how to the following sentences to make them more interesting and informing.
- Agregue detalles como dónde, por qué, qué y cómo a las siguientes oraciones para hacerlas más interesantes e informativas.
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Focus on the Sentence

Follow your teacher's instructions and use sentence expansion to describe how the value of bread changes throughout the essay, paragraph by paragraph.

Paragraph 1

Kernel: It loses value.

What? _____

Where? _____

Why? _____

Expanded sentence:

Textual evidence to support the why:

- 1. Continue Common Lit Assessment.**
- 2. When finished, come see me for instructions.**

P2

quill.org/join/runner-offer

P4

quill.org/join/candy-concert

P5

quill.org/join/weekly-thought

BQDAAUZO