

1/29/24

Agenda

- Bell Work
- Emotion Detail Notes
- Read Red Fox Fur Coat
- Analyze for details.
- Exit Ticket

Attendance Question

Would you rather
go to the zoo or the
aquarium?

Due Dates

- Bell Work- Due Friday 2/2

Materials

Paper for BW

Paper for Notes

Pencil/pen

Textbook

Objectives

- Analyze how complex characters develop over the course of a text to impact meaning.
- Analyze how an author's choice of words, text structure, and time manipulation impact meaning.

Bell Work

For each item below, add details pertaining to who, what, where, and why to create a more informative sentence.

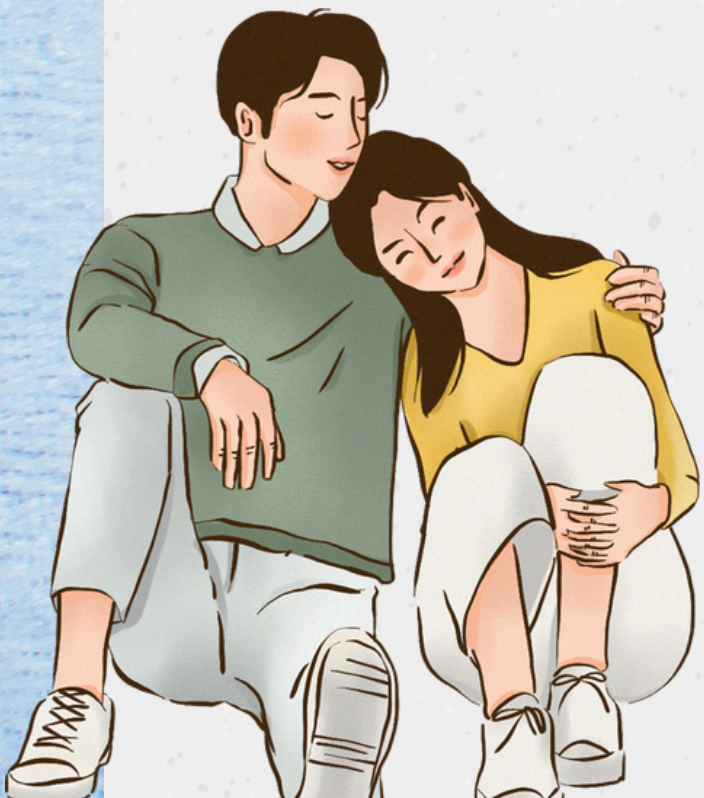
- 1. They fell.**
- 2. It wandered.**
- 3. He approached.**
- 4. She couldn't.**
- 5. They wanted.**

Para cada elemento a continuación, agregue detalles relacionados con quién, qué, dónde y por qué para crear una oración más informativa.

- 1. Ellos cayeron.**
- 2. Deambuló.**
- 3. Él se acercó.**
- 4. Ella no pudo.**
- 5. Ellos querían.**

Emotion Details

- Emotion details outline the psychological, behavioral, or expressive response a character has to the environmental factors around them.
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- Los detalles de las emociones describen la respuesta psicológica, conductual o expresiva que tiene un personaje ante los factores ambientales que lo rodean.



Page 40

As we read:

Highlight words that indicate the character is experiencing an emotion.

Highlight parts of the story that might indicate a change in the character.

Page 39

Emotion	Detail from the Text

Exit Ticket

What do you think truly caused the bank teller to experience these changes?

¿Qué crees que realmente causó que el cajero del banco experimentara estos cambios?

Sensory Details

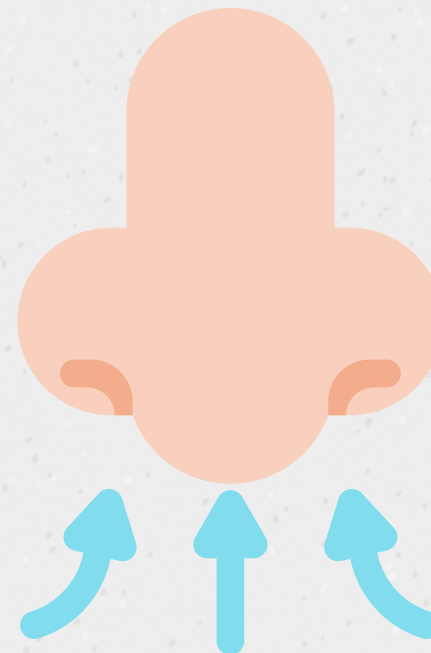
- Sensory details are used in writing to describe how things are experienced through the five senses.
- Los detalles sensoriales se utilizan por escrito para describir cómo se experimentan las cosas a través de los cinco sentidos.



Sound



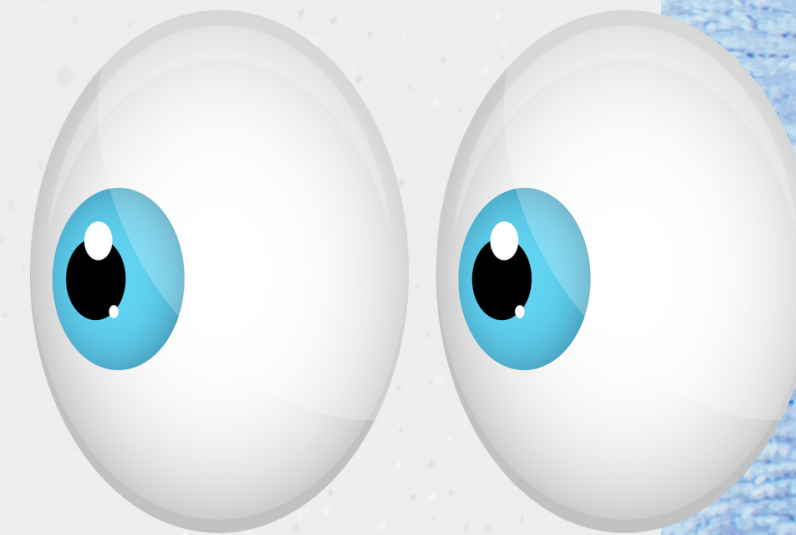
Feel



Smell



Taste



Look

1/30/24

Agenda

- Bell Work
- Read Red Fox Fur Coat Emotion Review
- Grammar Notes
- Group Work 1.7
- Exit Ticket

Attendance Question

Do you prefer fruit flavored candy or chocolate?

Due Dates

- Bell Work- Due Friday 2/2
- 1.7 TDQs due tomorrow at the beginning of class.

Materials

Bell Work

Notes

Pencil/pen

Textbook

Objectives

- Analyze how complex characters develop over the course of a text to impact meaning.
- Analyze how an author's choice of words, text structure, and time manipulation impact meaning.

Bell Work

1. Read the excerpt from the short story "The Red Fox Fur Coat."

It would be admired, as would she, people would turn to stare after her, but it was not this that provoked a secret smile; rather, she realized, it was an inner satisfaction, an obscure certainty, a sense of being in harmony with herself, that spilled over in all kinds of small ways. It was as if the rhythm of her breathing had changed, had grown calmer and deeper. She realized too, perhaps because she no longer felt tired, that she moved more quickly, that she could walk effortlessly now, at twice her usual speed. Her legs were agile, her feet nimble. Everything about her was lighter, quicker; her back, shoulders, and limbs all moved more easily.

What inference can be drawn about the bank clerk's emotional state in this excerpt?

- A. The bank clerk is vain and most pleased that others will notice and appreciate the changes she is experiencing.
 - B. The bank clerk is happy with the change she is experiencing because it is bringing her closer to her true self.
 - C. The bank clerk is secretive and worried about keeping her changes from others who might stare at her.
 - D. The bank clerk is relieved to feel better physically so that she can be more active and energetic in her daily life.
2. What is the significance of the salesperson repeating "It could have been made for you" to describe how the fur coat fits the bank clerk in "The Red Fox Fur Coat"?
 - A. The repetition by the salesperson helps the bank clerk justify the large sum of money she spends to buy the coat.
 - B. The repetition helps foreshadow the changes the bank clerk experiences after buying the coat.
 - C. The repetition distracts attention from the physical changes the bank clerk experiences.
 - D. The repetition shows that the salesperson is only concerned about making the sale to the bank clerk.

Independent Clauses

An independent clause is a group of words containing **a subject**, **a verb**, and expresses a complete thought: a sentence.

Una cláusula independiente es un grupo de palabras que contienen un **sujeto**, **un verbo**, y expresa un pensamiento completo: una oración.

Ex: **The dog ran.**

I can not imagine that.

Susie preferred a movie date.

Dependent Clauses

A dependent clause is a group of words containing **a subject**, and/or **a verb**, but does not constitute a complete thought.

Una cláusula independiente es un grupo de palabras que contienen un **sujeto**, **un verbo**, pero no constituye un pensamiento completo.

- Ex:
- When the **president** **arrives**.
 - Because **I** can't **wait** for the bus.
 - As if **he** **knew** what was going to happen.

Subordinating Conjunctions

Subordinating conjunctions are used to combine independent and dependent clauses together. These words are: Although, despite, because, however, as, while, ect.

Las conjunciones subordinantes se utilizan para combinar cláusulas independientes y dependientes. Estas palabras son: Aunque, a pesar de, porque, sin embargo, como, mientras, ect.

Ex:

Despite being dehydrated, Martha continued to run.
Although construction was halted, Casey still dreamt of blue tiles.

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Work with a partner to complete numbers 2, 5a-d, and 6.

Trabaje con un compañero para completar los números 2, 5a-d y 6. Utilice su hoja impresa para ayudar a traducir las preguntas. Puede usar su teléfono celular para ayudar con la traducción.

Exit Ticket

- 1. How do emotion and transformation details contribute to the over all understanding of the text?**
 - 2. What is the central idea, the idea the author wanted you to get from this story? (No, it is not just about a fox lady).**
-
- 1. ¿Cómo contribuyen los detalles sensoriales a la comprensión general del texto?**
 - 2. ¿Cuál es la idea central, la idea que el autor quería que sacaras de esta historia? (No, no se trata sólo de una dama zorro).**

1/31/24

Agenda

- Bell Work
- Narrative Writing Notes
- Narrative Outline
- Narrative Writing Activity
- Exit Ticket

Attendance Question

Would you rather
spend the night at a
taco bell or a dollar
general.

Due Dates

- Bell Work- Due Friday 2/2
- 1.7 TDQs- **DUE NOW**

Materials

Bell Work

Notes

Pencil/pen

Textbook

Objectives

- Analyze how complex characters develop over the course fo a text to impact meaning.
- Analyze how an author's choice of words, text structure, and time manipulation impact meaning.

Bell Work

Create sentences using EACH of the subordinating conjunctions below.

Crea oraciones usando CADA una de las conjunciones subordinantes a continuación.

- 1. However**
- 2. Even though**
- 3. Whether**
- 4. Since**
- 5. As soon as**

Narrative/ Explanatory Essays

Narrative essays serve the purpose of entertainment.

They are used to tell a story. These stories can be personal (Anecdotal), or make believe (Fictional).

Los ensayos narrativos tienen como objetivo entretener. Se utilizan para contar una historia. Estas historias pueden ser personales (Anecdóticas) o ficticias (Ficticias).

Narrative/ Explanatory Essays

Narrative essays are five paragraphs long, and follow a chronologically organized plot.

Los ensayos narrativos tienen cinco párrafos y siguen una trama organizada cronológicamente.

Introduction

- Hook - start with a question, statistic, or gut-punch statement
- Establish the central theme of the story
- Make room for conflict - acknowledge fault or foreshadow a learned lesson

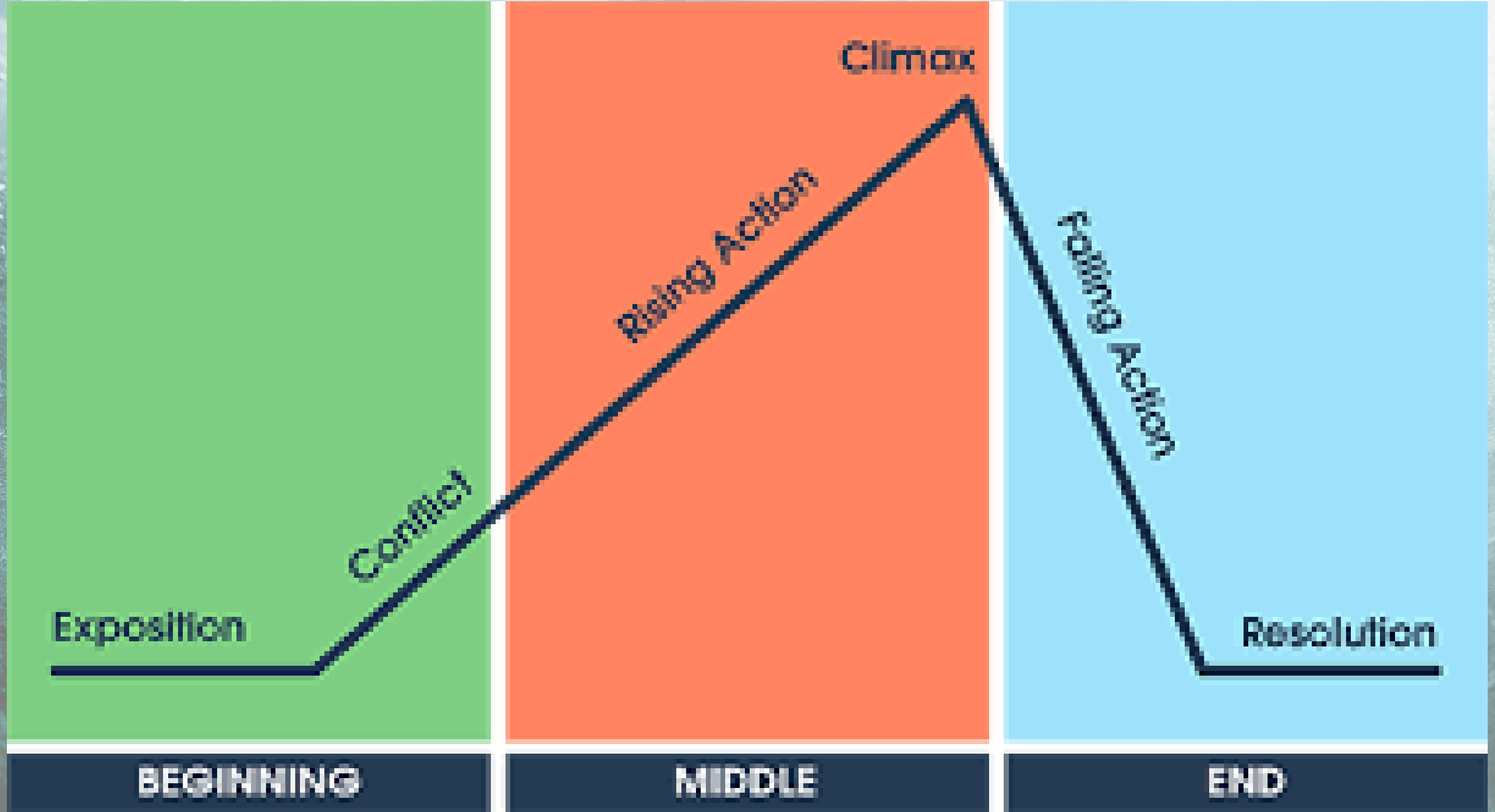
Body Paragraphs

- Communicate a timeline of events
- Present challenges (what did you have to overcome?)
- Develop your structure and fill in empty holes

Conclusion

- Justify personal relevance
- Resolve major theme
- Give insight to the topic and consequences to the story's morals

Plot Structure



Narrative/ Explanatory Essays

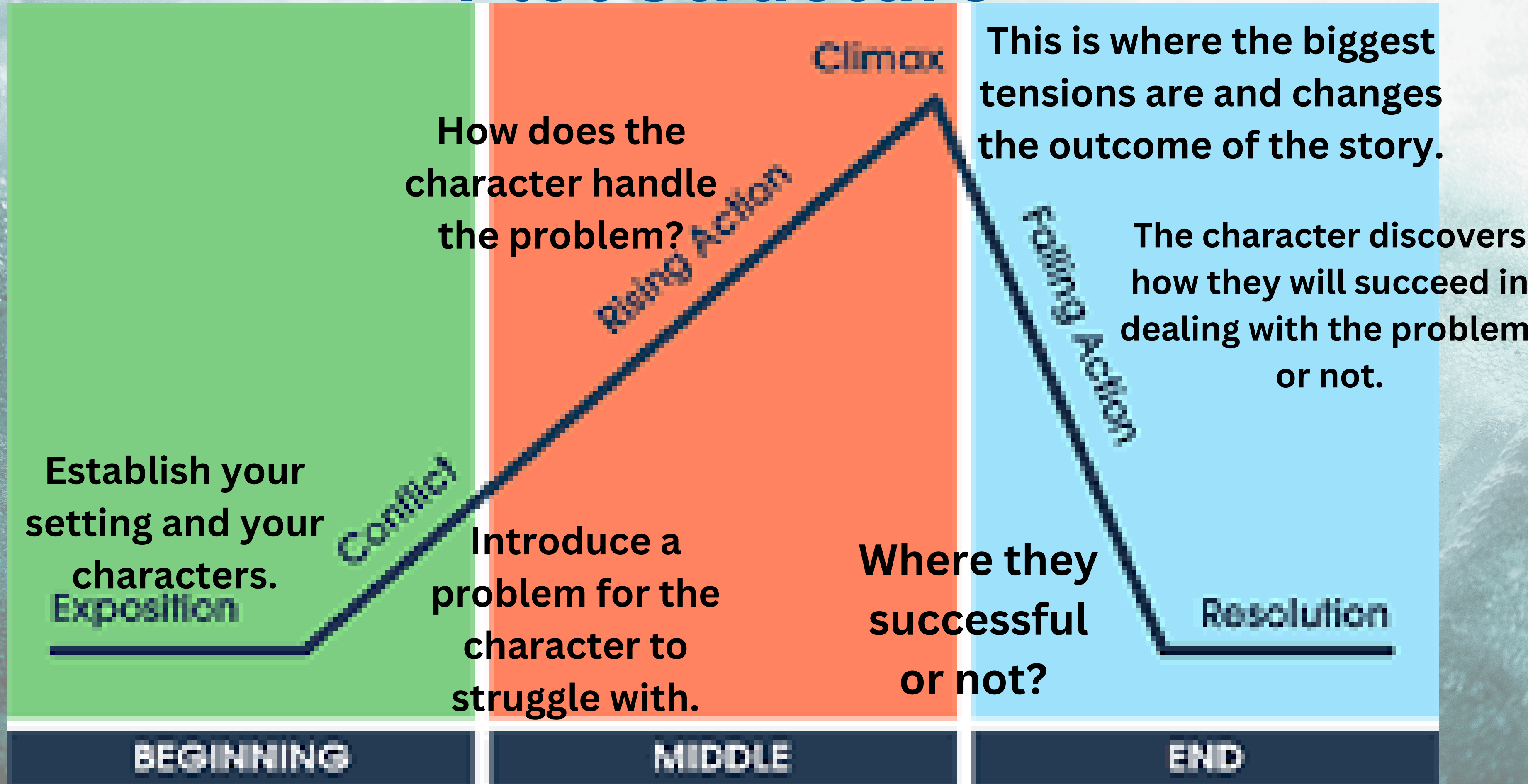
Key elements of a narrative are: Los elementos clave de una narrativa son:

- The Setting
- Characterization (direct and indirect)
- Point of View
- Plot (a clear beginning, middle, and end).
- Conflict- Something for the characters to struggle with.
- A Central Idea (the point of the story)
- El ajuste
- Caracterización (directa e indirecta)
- Trama (un comienzo, un desarrollo y un final claros)
- Conflicto: algo con lo que los personajes deben luchar
- Una idea central (el punto de la historia)





Plot Structure



Writing Prompt

Write a five paragraph narrative outlining the events occurring after the end of “The Red Fox Fur Coat”, where instead of leaving to live in the forest, she went to the doctor.

Escribe una narración de cinco párrafos que describa los eventos que ocurrieron después del final de “El abrigo de piel del zorro rojo”, pero donde en lugar de irse a vivir al bosque, fue al médico.

Your narrative must include: Su narrativa debe incluir:

- **Details about her changes.**
- **Emotion details**
- **Dialog between her and a doctor**
- **A LOGICAL CONCLUSION.**
- **Detalles sobre sus cambios.**
- **Detalles de emoción**
- **Diálogo entre ella y un médico.**
- **UNA CONCLUSIÓN LÓGICA.**

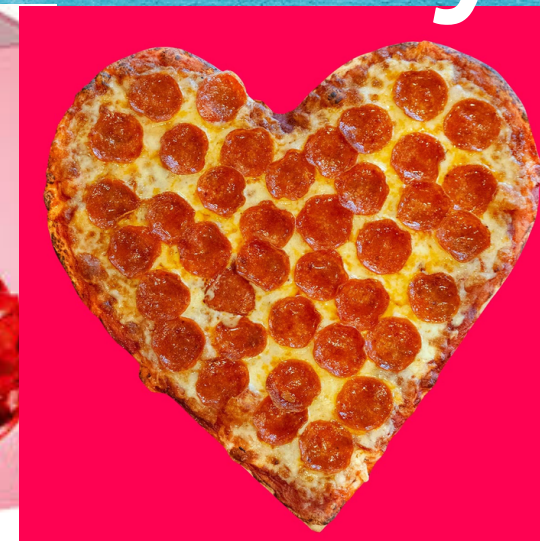
2/1/24

Attendance Question

Which one would you rather receive for Valentines day?

Agenda

- Bell Work
- Begin 5 Paragraph essay
- Peer Review
- Continue Writing Essay
- Exit Ticket



Due Dates

- Bell Work- Due Friday 2/2
- Essay Due Tomorrow!!

Materials

Bell Work
Pencil/pen
Lined Paper for Essay



Objectives

- Develop and strengthen writing through planning, revising and editing.
- Write literary fiction to convey events using tools such as plot, characterization, telling details and dialog

Bell Work

To the best of your ability, edit the following sentences to be grammatically correct.

Lo mejor que pueda, edite las siguientes oraciones para que sean gramaticalmente correctas.

- 1. We all eat the fish and then made dessert.**
- 2. Anna and Pat are married; he has been together for 20 years.**
- 3. I don't want no pudding.**
- 4. Because I ate dinner.**
- 5. We got to the cabin and we unpacked our things and we built a campfire and we made dinner and we slept under the stars.**

9-10.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

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.)

9-10.W.TTP.3 Write narrative fiction or literary nonfiction to convey experiences and/or events

using effective techniques, well-chosen details, and well-structured event sequences.

- a. Engage and orient the reader by setting out a problem, situation, or observation, establishing point of view, and introducing a narrator/speaker and/or characters.**
- b. Sequence events so that they build on one another to create a coherent whole.**
- c. Create a smooth progression of experiences or events.**
- d. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters.**
- e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.**
- f. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.**
- g. Establish and maintain an appropriate style and tone.**

Writing Prompt

Write a five paragraph narrative outlining the events occurring after the end of “The Red Fox Fur Coat”, where instead of leaving to live in the forest, she went to the doctor.

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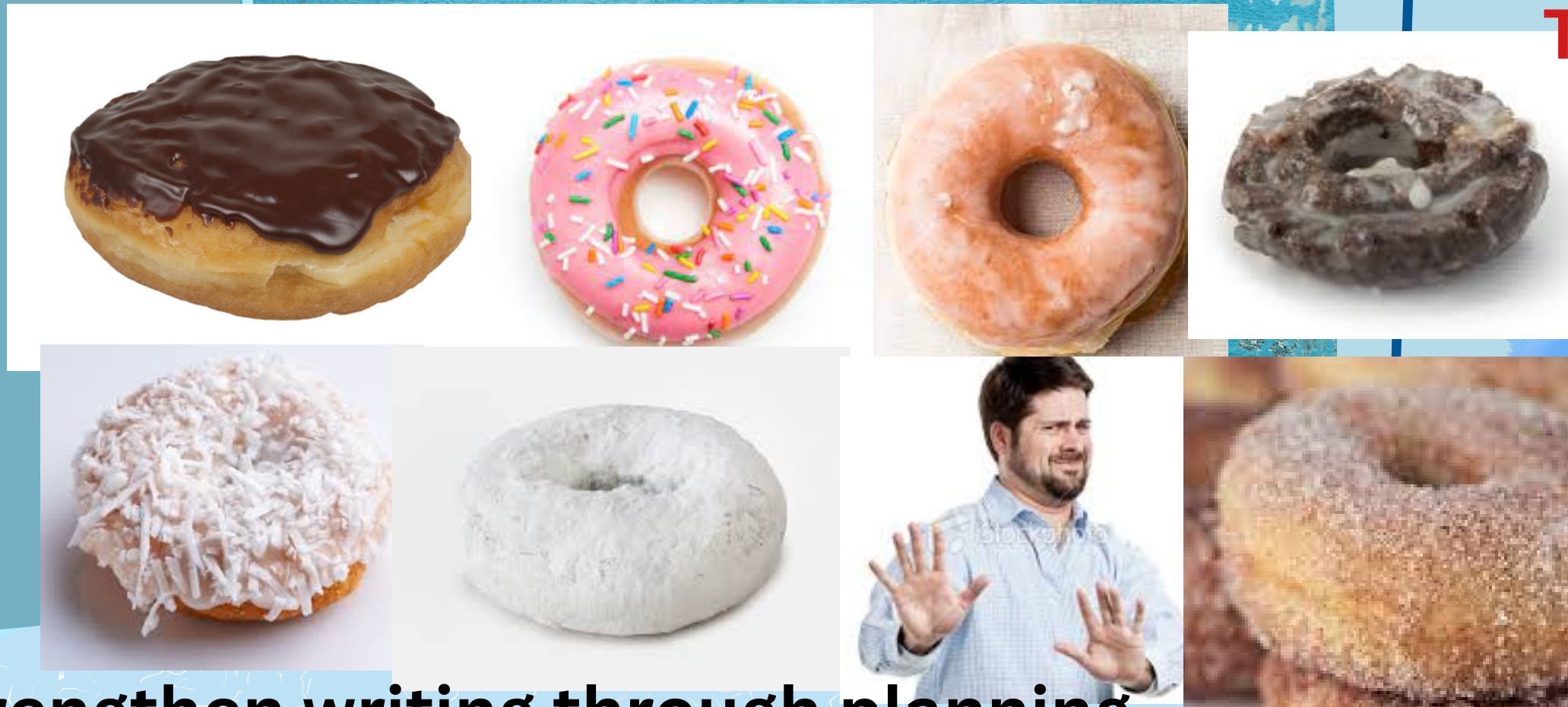
2/2/24

Agenda

- Bell Work
- Peer Review
- Continue Writing Essay
- Exit Ticket

Attendance Question

You go to the donut shop.
What are you getting?



Due Dates

- Bell Work- **Due TODAY**
- Essay - **Due Today @ EOC**

Objectives

- Develop and strengthen writing through planning, revising and editing.
- Write literary fiction to convey events using tools such as plot, characterization, telling details and dialog

Materials

Bell Work
Pencil/pen
Essay



Bell Work

How do you know where to look for characterization while reading a text? Write 3-4 sentences explaining how you know what information hints at character traits.

¿Cómo sabes dónde buscar caracterización mientras lees un texto? Escribe de 3 a 4 oraciones que expliquen cómo sabes qué información insinúa rasgos de carácter.

Peer Review

1. Trade essays with a partner.
2. Read their essay.
3. On a separate piece of paper, suggest TEN (10) edits they could make. Edits can include things like:
 - * spelling and grammar
 - details that should be added
 - information that you would want to know as a reader
 - information that is distracting from the main point to be reconstructed, ect.
4. Sign your name and hand them both papers.

Writing Prompt

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- **UNA CONCLUSIÓN LÓGICA.**

Exit Ticket

**How do you feel after writing today?
What areas do you feel like you need
more improvement on?**

**¿Cómo te sientes después de escribir
hoy? ¿En qué áreas cree que necesita
mejorar más?**