

Week 2

9th Grade Literature

As you come in...

On your same do-now sheet we've been using this week:

○ Rewrite each of the following sentences to make them correct:

1. i was late to class because i met tonya in the hallway said brayden.
2. We gonna go to kroger to pick up some cookies for are class.
3. dr. carter is my favorite teacher at wheeler high school.

#1

“I was late to class because I met Tonya in the hallway,” said Brayden.

#2

We **are going to** go to **K**roger to pick up some cookies for **our** class.

#3

Dr. **C**arter is my favorite teacher at
Wheeler **H**igh **S**chool.

Announcements:

- Parent form **DUE MONDAY!**
- You **MUST** have your binder and dividers by **MONDAY!**
- Acrostic Poem **DUE TODAY BEFORE YOU LEAVE!**
- Turn in your do-now sheets (**DUE TODAY**)

Media Center Expectations

- We will walk down to the media center in a quiet, orderly fashion.
- When Miss Tehrani is speaking, you are SILENT
- Your phones **MUST** be away.
- You must leave your belongings in the classroom (it will be locked).

Once you pick out a book...

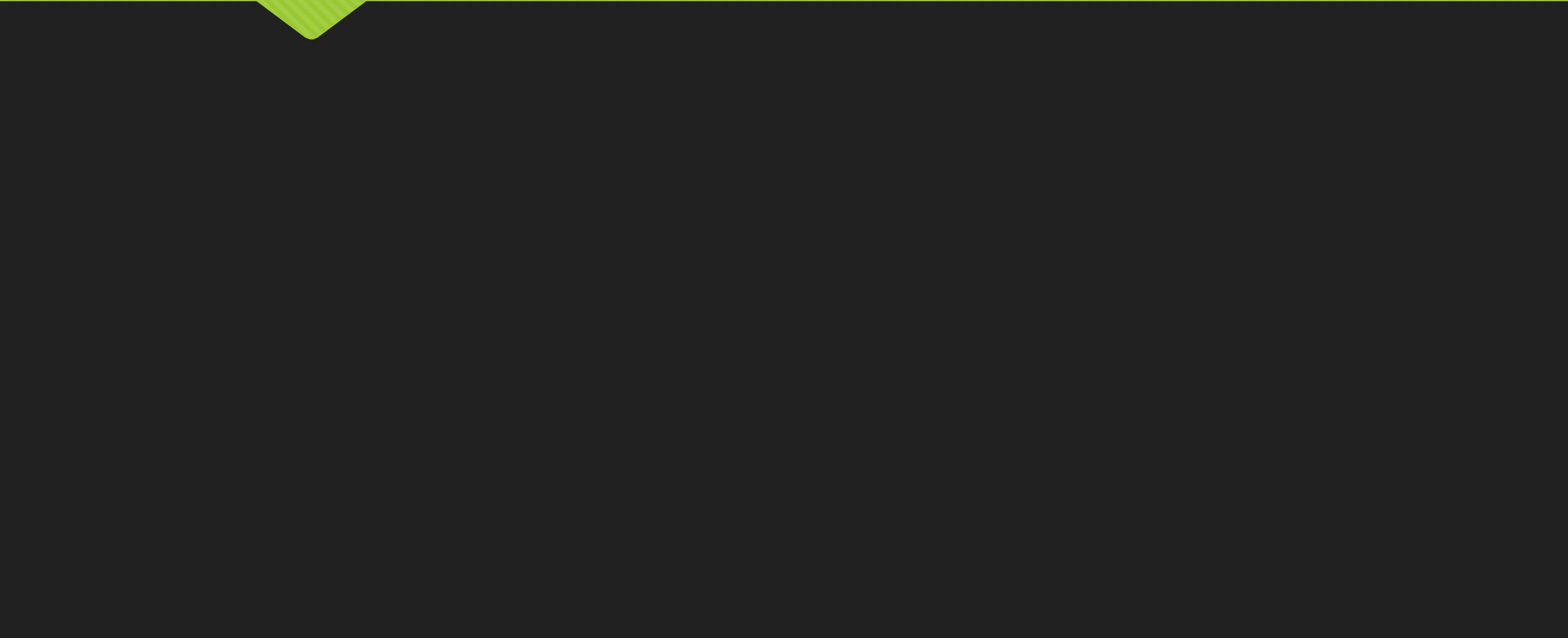
- Come see me to approve it.
 - If I do NOT approve your book, you cannot read it.
 - Immediately sit quietly and start your book.
 - On your handout (Ms. Tehrani will give this to you) you will tell me:
 - What the name of your book is.
 - What it is about.
 - Why you chose this book.
- *This is your exit ticket for the day!

Book Speed Dating

- When you pick a book today...
 - Remember that you will be reading it EVERYDAY for 15 minutes AT LEAST...pick something you like!😊
 - You cannot change your book once you pick it.
 - You must keep it with you at all times in class.
 - YOU CANNOT LOSE IT!

Independent Reading: 15 min.

- It needs to be **DEAD QUIET**.
- Phones need to be **AWAY**.
- Points will be deducted from your reading log grade if you are found off task/sleeping during independent reading.
- You may sit in any of the comfy chairs or use a pillow.
- **WHEN TIME IS UP:** Write a three sentence summary of what you read OR a three sentence prediction about the book.
 - Turn this in when you are done!



As you come in...

Grab a new do now sheet from the front wooden stool. Rewrite each sentence to make it correct in the “Day 1 Do Now” box:

1. James enjoys reading more than to write.
2. I have always enjoyed reading the book more than I watched the movie version.



Correct Versions

1. James enjoys reading more than **writing**.

Correct Versions

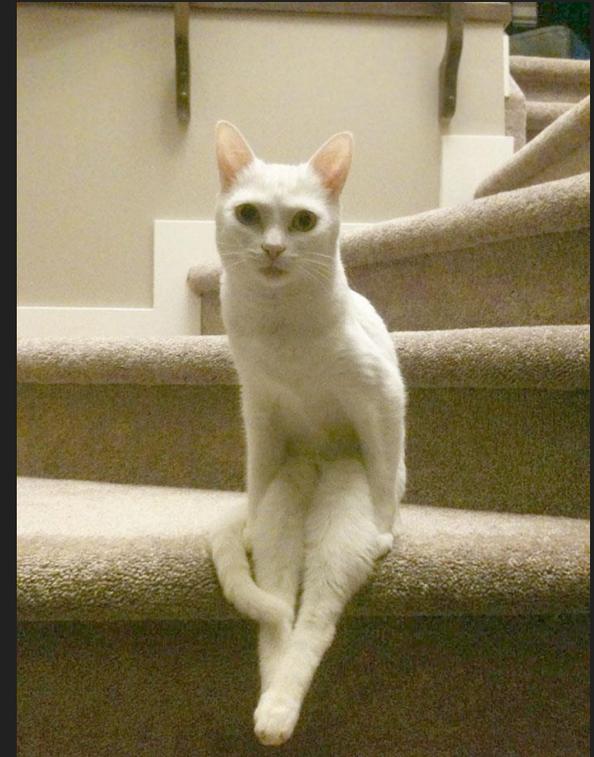
2. I have always enjoyed reading the book more than **watching the movie**.

Announcements

- Turn in the following items:
 - Signed parent signature form from the syllabus
 - Sticky notes
 - Acrostic poem if you finished it over the weekend

Take out your binders!

- Take out your dividers and labels (that came with them).
- Label the following sections in order:
 - Journal (insert paper into this section)
 - Reading
 - Vocabulary
 - Notes
 - Resources



Journal

- This is now where you complete your weekly do-nows.
- Be sure to label each entry by date.
- On **Fridays**, you label with your name and block # and turn in.



Reading

- This is where you will keep your reading logs, dialectical journals, and independent reading assignments.
- In addition to this, you will have reading quizzes and book reports.
- Completion of this section will be part of your binder checks.

Hi.



Read 11:24 PM

Don't send me that.

Whoever you are, please send me weird cat pics.

Vocabulary

- This is where you place charts and graphic organizers for your new vocabulary and literary terms.
- Completion of this section will be assessed during binder checks.



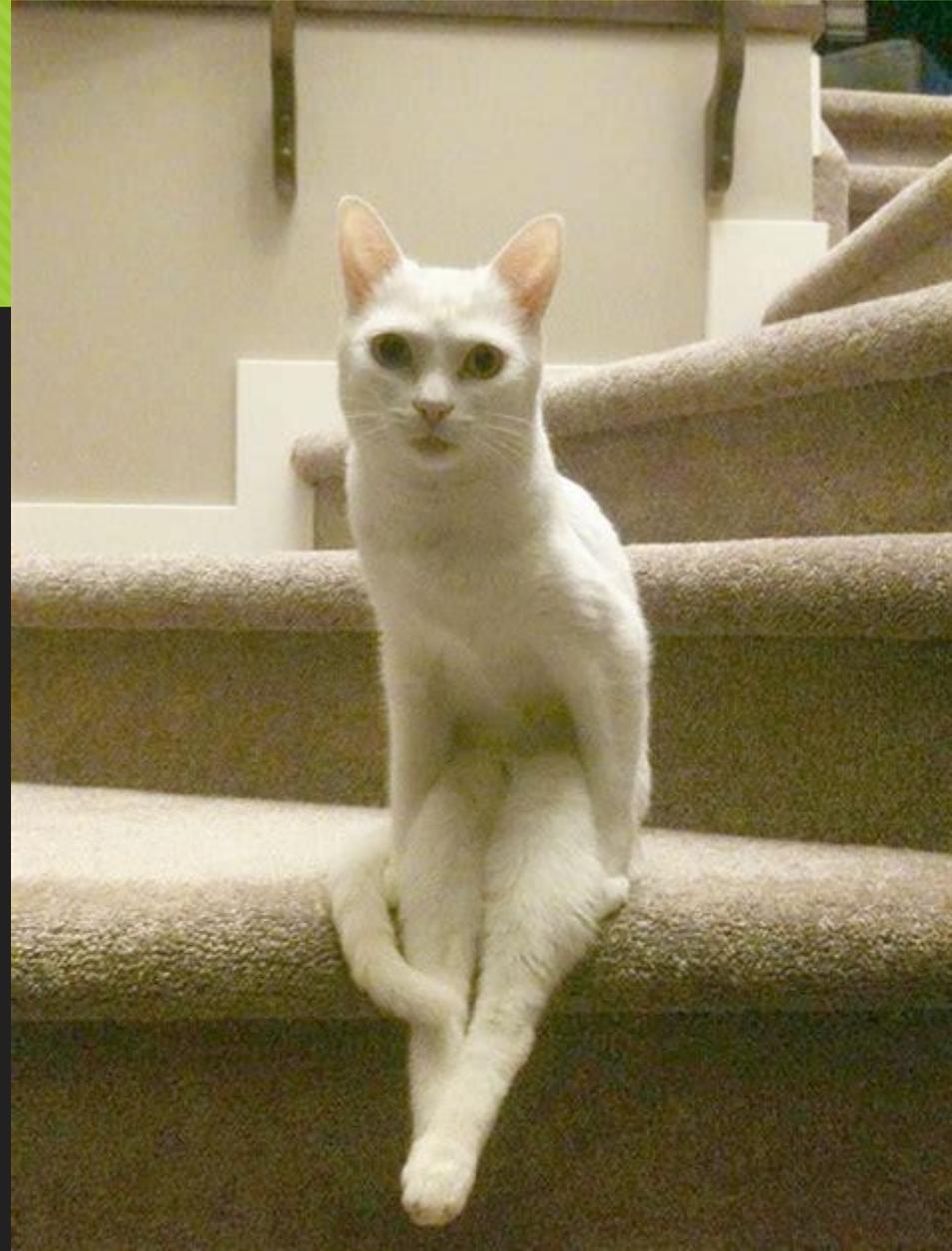
Notes

- In this section, you may insert charts and notes you take in class.
- This is where you take notes on new concepts during whole group.
- The completion of this section will be graded during binder checks.



Resources

- This section is for all writing aids, graphic organizers, and handouts to refer back to throughout the semester.



All Sections You Should Have

- Journal
- Reading
- Vocabulary
- Resources
- Keep one blank tab.



Organization

- **Organization of your binder is part of your binder check grade!**
- Organization =
 - Papers kept in appropriate sections
 - Papers are hole punched and placed on binder rings.
 - Sections are kept in order.



Where will I keep my binder?

- In class, unless you need to bring it home to finish an assignment. You will keep it on the black shelf/cabinet.
- If you lose your binder, it is YOUR responsibility to make a new one and complete any missing assignments.



Put your name on it!

- Take a piece of tape.
- With a sharpie or other marker, write your name down the spine of your binder.
- This will help you locate your binder when you come to class each day.



Independent Reading

- 15 minutes
- Dead Quiet & NO CELL PHONES
- Reading Log: Fill out your chart with the date, page numbers read today, and your 1-sentence summary. Be sure to write the title of your book at the top.



Vocabulary Practice

- On your do now sheet for “Day 1”, where it says “Vocabulary Practice”:
 - Write down each of your new vocabulary terms next to numbers 1-10.
 - Then, write a SYNONYM for each word.
 - EX) *joyful, happy*

Different feelings about pizza?

- Write three sentences describing how you feel about pizza. Be descriptive! Fill this out underneath the “Creating Voice” Quickwrite on your handout.
- Let’s hear a variety of responses.
- Pay attention to what makes each response sound different.

Literary Terms Graphic Organizer

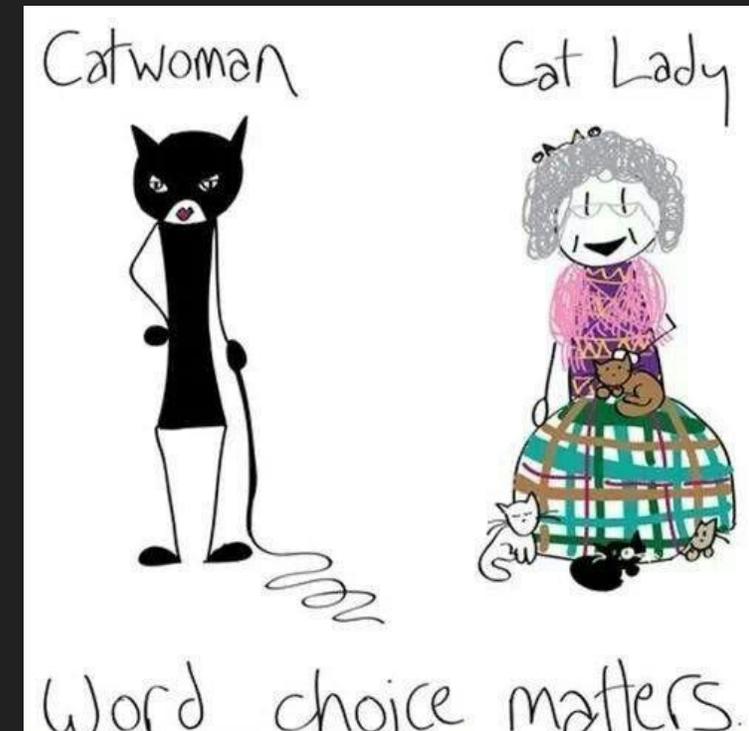
- Briefly write down the definitions for each term.
- You will be given examples/notes for each term.

Tone

- The author/speaker's attitude toward the subject.
- EX) What was your attitude toward pizza? *Delightful?*
Disgusted? Hungry? Impartial?

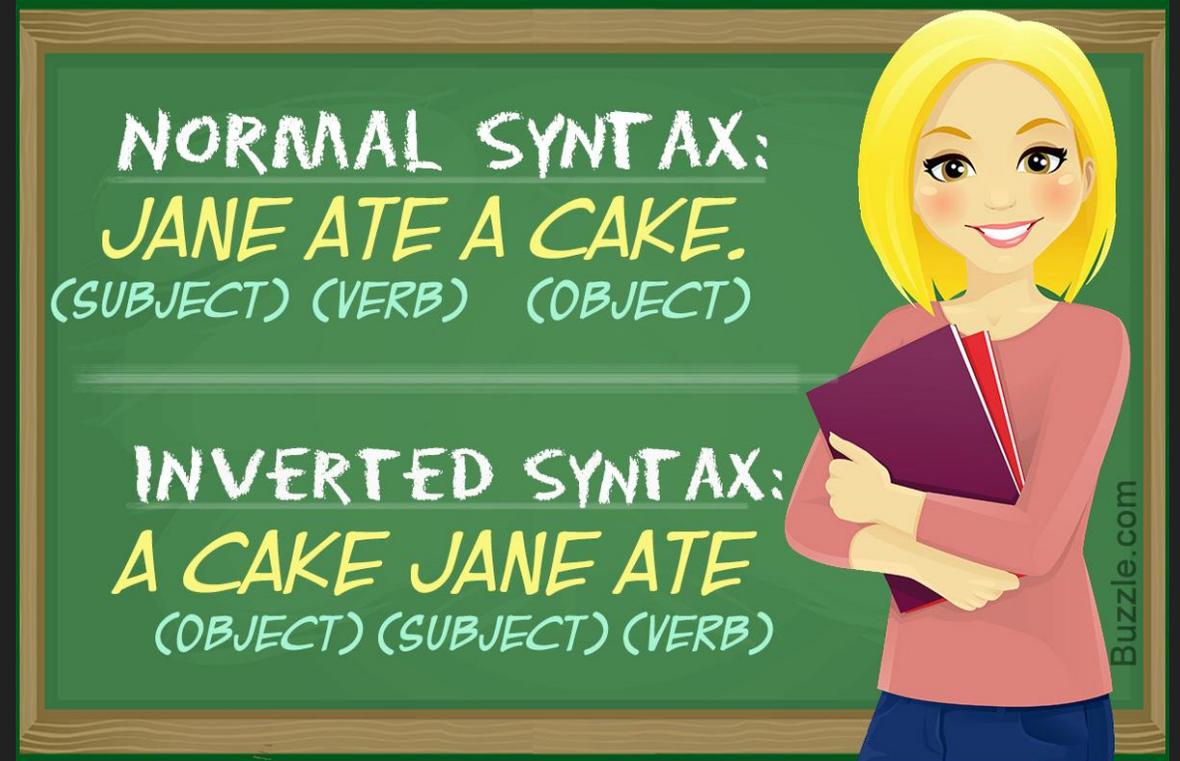
Diction

- **Tone** is created through **diction**, or word choice.
- If I have a positive tone, or attitude, toward pizza:
 - The **magical** cheesy **goodness hugs** my taste buds.
- If I have a negative tone toward pizza:
 - The **messy** cheese **slime** made me **cringe** in **disgust**.



Syntax

- Sentence structure
- The way words are arranged
- Are the sentences long, short, simple, or complex?



Imagery

- Language that creates an “image” in the reader’s mind.
- Appeals to the five senses.
- Examples:
 - *Our mornings always smelled like fresh coffee and bacon.*
 - *Her skin glowed in the evening moonlight like the reflection of the moon on the river.*





As you come in...

○ Complete the following in the “Day 2” do now box on your daily do now sheet. Rewrite each sentence to make it correct:

1. Running, lifting, and a bike class are three of Ashley’s favorite exercises.
2. Students like to sleep, relax, and eating during the summer.



Correct Versions

1. Running, lifting, and **bicycling** are three of Ashley's favorite exercises.

Correct Versions

2. Students like to sleep, relax, and **eat** during the summer.

Setting Up Remind—Take Out Your Phones!

- Create a text message on your phone.
- Type **81010** in the recipient box (the “person” you are sending the text to).
- Text the following message to that number: **@29ch3f3**
- You will receive confirmation that you have successfully joined.
- ****OR:** go to <https://www.remind.com/join/29ch3f3>

Vocabulary Practice

○ Complete the following underneath “Day 2 Vocabulary Practice”:

1. Write each of your new vocabulary terms next to numbers 1-10.
2. Write an ANTONYM next to each term
EX) *joyful, sad*

Reading Inventory

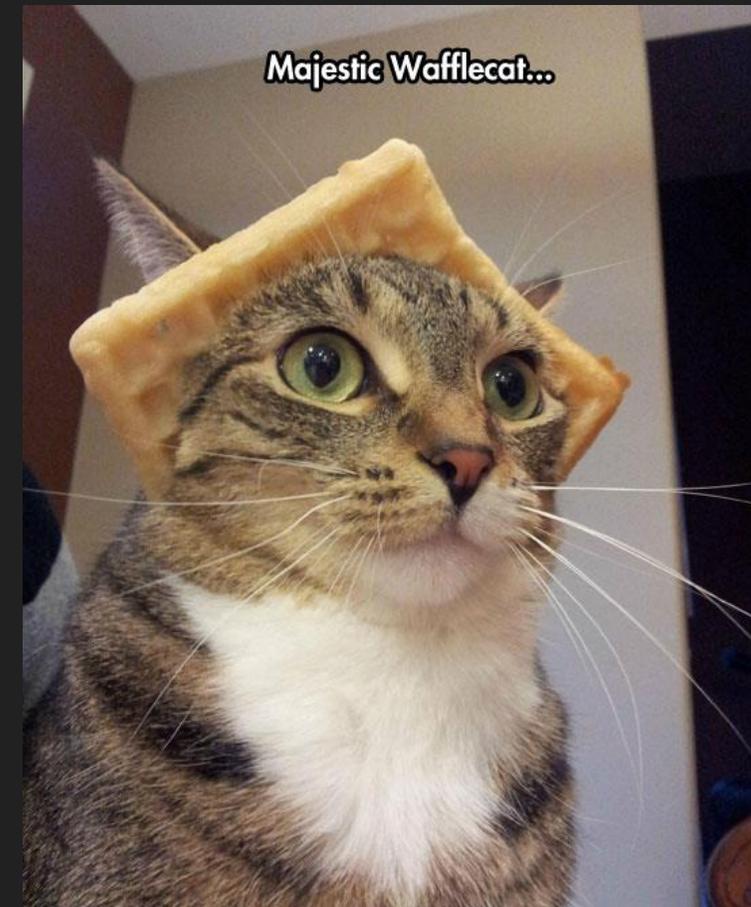
- This will assess your current reading level (Lexile score).
 - Your Lexile should be at 1000-1300 in 9th grade.
- This is a TEST so you must be SILENT as you take it, and your phone must be AWAY.
- We will also be signing up for Turnitin and USA Test Prep.
- When you finish: sign up for USA Test Prep and Turnitin. Then, transition into independent reading.



As you come in...

Write the correct version of each sentence in the “Day 3” box on your do now sheet:

1. He is tired, lonely, and he is hungry.
2. Students use computers to write essays, looking up information, and play games.



Correct Version

1. He is tired, lonely, and **hungry**.

Correct Version

2. Students use computers to write essays, **look up information**, and play games.

Independent Reading

- 15 Minutes; DEAD QUIET
- Cell phones must be AWAY!
- Reading Log:
 - Date
 - Page numbers read
 - 1-sentence summary

Hi.



Read 11:24 PM

Don't send me that.

Whoever you are, please send me weird cat pics.

Vocabulary Practice

In your “Day 3 Vocabulary Practice” box:

- Write one sentence using each of your vocabulary terms.
- You may not write the sentences that were provided for you, but you can use them to help guide you.
- Underline, circle, or highlight each term as you use it.
- NO GOOGLE!

Using iResponds

- Power on your iRespond.
- Type in your student ID number.
- Then, start entering your answers from your answer sheet...DO NOT CHANGE ANY OF THEM.
- Put in any answer for #24 (since it was an essay answer it gets graded separately)

4th Block ONLY—Class Change

- Mrs. Wernstrom will tell you who is coming with her.
- You will need to take the following with you:
 - Your independent reading book (if you borrowed one of mine, come see me).
 - Your binder

Speaker One, Pg. 6

- Read the speaker 1 excerpt on page 6 once by yourself.
- Lets come up with inferences, diction, syntax, imagery, tone together.
- Continue to read and analyze the rest of the speakers with a partner. Fill in each box on page 7.
- Turn this packet in when you are finished



As you come in...

○ Answer the following in your “Day 4 Do Now” box in three complete sentences:

1. Describe a bad experience you’ve had at school.
 - ***Some ideas to think about:*** a student said something rude to you, a teacher was mean to you, you were embarrassed by something, you received a bad grade on a test, etc.

Announcement:

- Many of you have still not turned in your acrostic poems...turn this in ASAP.
- Turn in your “Pizza Speaker” packet from yesterday if you have not already.

Trashketball!

- Vocabulary Quiz TOMORROW!
- Each person in each team must answer on a white board and shoot...NO EXCEPTIONS!
- You **MUST** stay in your seat if you are not shooting.
- No cussing or blocking shots...this result in a loss of points!

Independent Reading

- 15 min....DEAD QUIET!
- Phones AWAY!
- Reading Log:
 - Date
 - Page #'s read
 - 1-sentence summary



“Speak”

- An excerpt from a book about the trials and tribulations of a girl who is new to her high school.
- **Purpose:**
 - Learning how to cite evidence from the text when responding to a text/questions about a text

First read through of “Speak”

- Paragraph 1: “Swim” imagery—What does the image created by this metaphor suggest about the narrator’s feelings?
- Paragraph 3: What tone does her diction suggest regarding school food? What is the description of the senior used to show?
- Paragraph 4: What is the effect of her using the dashes (--) in this paragraph?

Second read through

- Complete the double entry journal as you read.
 - Pick five quotes from “Speak” that stood out to you.
 - **LEFT SIDE**
 - Answer five Journal response questions corresponding to each quote.
 - **RIGHT SIDE**
- **Answer final reflection questions on back with a partner.**



As you come in...

○ Answer the following in three complete sentences in the “Day 5” Do Now box:

1. What does it mean to “come of age” or mature? When does someone achieve this?

Announcements

- Turn in “Pizza” Speaker activity packet
- Turn in acrostic poem (late)
- Turn in “Bell Ringers”/“Do Now” sheet

Vocabulary Quiz

- You have 5 minutes to study. Quiz a partner or quiz yourself.
- NO CELL PHONES OR TALKING DURING QUIZ...YOU WILL GET A ZERO...NO WARNINGS!
- When you finish, turn in your quiz and transition into independent reading.
- If you did not finish “Speak” from yesterday...finish this first!