

Mrs. Davis' English Class Activities and Assignments— Weeks 1 & 2 (August 20-31, 2012)

Class Activities & Assignments for English III-A (Pds. 1, 2, & 3):

August 20, 2012: Course Introduction and general information; students are to have all necessary paperwork previewed, forms signed by parents/guardians, and signed sheets returned to class tomorrow. Students are also to complete and turn in their responses to "Who I Am" work tomorrow.

August 21, 2012: Students continued reviewing policies and procedures for class, and completed a pre-writing assignment for a personal narrative essay.

August 22, 2012: Students took notes on basic essay structure and continued brainstorming.

August 23, 2012: Students completed their essay structure notes and reviewed their brainstorming work for more ideas and viewed some sample essay ideas. Students in first and second hour classes received a graphic organizer for planning the essay to complete.

August 24, 2012: Students from first and second hour turned in their writing plans, and third hour received the writing plan graphic organizer to fill in as homework. All classes completed a practice ACT English sub-test.

August 27, 2012: Students completed bell work and then reviewed their writing plans and the teacher reminded them to have as much detail as possible on the graphic organizers to use in creating a rough draft in class tomorrow. Other class activities included signing up for a gmail account and registering with collaborate classroom.

August 28, 2012: Students completed bell work and then drafted their personal narrative essays. The rough/first draft will be due at the start of class tomorrow.

August 29, 2012: Due to immense technological obstacles, the plan for students to collaboratively revise their essay drafts had to be changed. Students used remaining class time to review revision skills and the revision checklist that they are to use with their essays. The final copies of all personal essays will be due at the start of class on Friday, August 31, 2012.

August 30, 2012: Students met in the auditorium to hear a presentation about future planning and goal-setting by the counseling department.

August 31, 2012: Students completed bell work, shared final drafts of their personal essays, and began a review of the ACT for next Saturday's exam.

Class Activities & Assignments for APE Lit. (Pds. 4, 6, & 7):

August 20, 2012: Course Introduction and general information; students are to have all necessary paperwork previewed, forms signed by parents/guardians, and signed sheets returned to class tomorrow. Students are also to read and annotate "The Flowers" (short story provided in class), and respond to the six questions at the end of the story.

August 21, 2012: Students finished the course introduction and completed a close reading in class of "The Flowers" with discussion of the questions. Students received information about drafting a personal essay for submission with college and scholarship applications.

August 22, 2012: Students took notes on basic essay structure and left class with one assignment: in 75-100 words, discuss your poetry study up to this year (what you have enjoyed not enjoyed, what you know and need to know).

August 23, 2012: Students reviewed SPLOTTTS (by taking notes), and as homework are to complete SPLOTTTS notes over "Thou Blind Man's Mark."

August 24, 2012: Students turned in their notes and received textbooks. Students worked in groups to evaluate sample student essays and read short articles about college application essays. Students are to read through page 11 of the first chapter in their textbooks and respond to the following question: after reading the list of traits of an effective reader on pages 10-11, discuss what your strengths and weaknesses are as a reader.

August 27, 2012: Students entered class and turned in their self-reflections about reading. Fourth hour students devoted a good bit of class time to turning in gmail address information and registering with collaborate classroom. Afternoon classes finished the group task that they started on Friday, sharing results with their classmates. As homework, students are to complete their rough draft of a personal essay for college applications, read the rest of Chapter One (pages 11-17), AND complete the final activity on pages 16-17 (with "Snow").

August 28, 2012: Students entered class and turned in their writing work over "Snow" as well as their college essay first drafts. Students completed bell work (Read pages 19-21 and complete the activity at the bottom of page 20), which led to a class discussion of close reading and inquiry during reading. Students then discussed the Housman poem and began reviewing the SPLOTTS poem from last week; as homework, students are to continue reading Chapter Two through page 24, and complete both SPLOTTS notes for the Housman poem and answer the style questions on it (activity, page 24).

August 29, 2012: Students turned in homework and completed bell work (activity, pages 25-26). Students looked at a sample literary analysis and discussed it with their teacher. Students are to read pages 26-31 as homework and complete the activity on pages 30-31.

August 30, 2012: Students met in the auditorium to hear a presentation given by the counseling department. Students are to read pages 31-40 and complete the final annotation activity (copies will be provided).

August 31, 2012: Students turned in the page 40 activity, then read quietly for bell work. Students and the teacher then discussed the process of moving from literary analysis via close reading to literary analysis composition writing. As homework, students are to read through page 49 and complete the activity at the bottom of page 48 as homework.

September 4, 2012: Students turned in the page 48 activity. Students took notes over theme and began considering how to compose a thematic thesis statement. As homework, students are to read pages 50-58 and complete the activity on page 57 with one change: rather than planning AND writing the essay, students are to compose a thesis statement and plan out the format and main points of content of their essay WITHOUT writing the essay. Thesis statements + writing plans will be due at the start of class tomorrow.