

APE Lit. & Comp. Class Activities and Assignments Weeks 5 & 6 (September 12-23, 2016)

Monday, September 12, 2016: Students received a list of tone words to define, as well as the tone poster assignment—with their individually-assigned terms. Students are to have all terms defined on the page, and all posters ready for presentation, at the start of class Wednesday.

Tuesday, September 13, 2016: Students heard a presentation by the counselors about senior-year success and how to plan for life after graduating from high school. As homework, students are to complete their work on the tone vocabulary list, and finish making their tone term posters.

Wednesday, September 14, 2016: Students turned in their tone posters and completed a new round of AP exam multiple-choice practice. Students picked up a copy of "The Rattler" and their first style packet. Students are to work through the packet. Any packet work not completed in class must be completed as homework. All Diction packet work will be due at the start of class tomorrow.

Thursday, September 15, 2016: Students reported to the auditorium lobby for yearbook photos and then completed STAR reading assessments. Students who had remaining time were able to begin work on a practice Diction analysis task—writing the short introduction and a full, two-block paragraph analyzing diction in the previous day's multiple-choice practice passage. Those paragraphs are both due at the start of class tomorrow.

Friday, September 16, 2016: Students turned in signed progress reports and their Diction analysis work at the start of class. Students worked in small groups to build consensus regarding answers to multiple-choice practice questions from Wednesday, then the teacher reviewed the answers with the whole class. Students then discussed any areas of confusion or difficulty in writing the major thesis paragraph and the two-block analysis paragraph. As homework, students are to write a major thesis paragraph (mini-introduction) and a two-block diction analysis paragraph over either "Ozymandias," "Juggler," or the excerpt from Ann Petry's *The Street*. Both paragraphs will be due at the start of class Monday.

Monday, September 19, 2016: Students turned in their second set of Diction analysis practice and picked up a new packet (Imagery), as well as a practice text. Students had time in class to complete the packet and begin practice writing. The Imagery practice writing is due at the start of class tomorrow.

Tuesday, September 20, 2016: Students turned in their Imagery practice. As bell work, students read Chapter 5 of *How to Read Literature Like a Professor* and took notes on archetypes in literature. There is no homework in AP Lit. this evening.

Wednesday, September 21, 2016: Students picked up a DETAILS packet and practice text with form. Students had all of class to complete the packet work and begin writing their practice paragraphs analyzing DETAILS. The paragraphs are due at the start of class tomorrow.

Thursday, September 22, 2016: Students turned in their Detail analysis writing and completed a new round of multiple-choice practice. Students then reviewed the Tone posters made by their classmates. There is no homework in AP Lit. tonight.

Friday, September 23, 2016: Students reviewed the poem and correct answers with the teacher to yesterday's multiple-choice practice, and then began a group effort at analyzing a prose passage. Students read through the prompt and prose passage with the teacher and then recorded examples of diction, imagery, and details on the brainstorming sheet. The writing practice will take place in class Monday. There is no homework in AP Lit. this weekend.