

**MONDAY**

1. Start Up: Pull out your completed Pre-writing to show me for 1<sup>st</sup> draft essay on a “Positive Role Model” for checking. Pull out your planners and write down this week’s assignments from the flip chart. Then pull out your “Parts of the Essay” and the “Common Mistakes with Essays”
2. Review: What were you supposed to prove in this essay?
3. Using the Chromebooks share papers and get your 1<sup>st</sup> draft solidly Peer-Edited (part by part) and then a specific PQP with the 2<sup>nd</sup> P (polish) showing at least 1 thing that can be fixed in each of the 5 paragraphs
4. Homework: Type your revised, improved 2<sup>nd</sup> draft of “Positive Role Model” showing definite changes in Google Classroom and submit by 11:59 P.M. Mon. to be ready for Tues. 1/27

**TUESDAY**

1. Start Up: Get a Chromebook and open up your 2<sup>nd</sup> improved draft of “Role Model.” Then pull out your “Parts of the Essay” and “Common Mistakes with Essays” packets to use in picking and reworking one group essay to a final draft free of all Errors, that is very specific, has at least 3 references to the Deborah King’s article (one per body paragraph), uses the TS/CS rule, and all correct parts, transitions, etc.
2. Review: What 3 things are your examples supposed to do? How do you use quotes/paraphrases?
3. Work in groups to pick and revise the best Essay to close to perfect as possible on the laptops and finish if necessary for homework.
  - a. Pick a meeting time and place, or way, to look at the paper before class so that everyone has the opportunity to see the final version before it gets in my hands for grading
  - b. Make sure that you consult your resources and the Final Draft Check List and Rubric
4. Homework: Submitted final draft of “Positive Role Model” essay in Google classroom due Weds. 1/28/15 by 8:30 AM. for all groups. You may meet before or after school to finish, revise, revisit

**WEDNESDAY/THURSDAY (BLOCK)**

1. Start Up: Sit down and discuss in groups what you think “Appearance vs. Reality” means
2. Review: What must go in the GDT? The body paragraphs? What’s the TS/CS rule?
  - a. Discuss what do you think our new theme “Appearance Vs. Reality” means? How does it apply to movies, books, stories? How does it apply to your daily life?
3. Introduce this quarter’s theme with “Magic Eye” pictures and discuss “What’s the point?”
4. Revisit Literary Terms handout and PowerPoint (if time remains)
5. Revisit Two Column Note Taking: purpose, benefits, how to do it and pull out a piece of paper
6. Introduce Lucille Clifton and the short story “The Luckiest Time of All” (pgs 360-362 in your Literature Books), read the short story, take notes on the characters, setting, action, and plot chart parts on your own paper, (answer all questions in the margins and at end of story on own paper if absent)
7. Handout the Personal Response (answer each in several sentences) and Plot Wheel and discuss
8. Homework: Study your 2 Column notes for comprehension test Fri. and complete the Personal Response and Plot Wheel sheets for Fri. 1/30

**FRIDAY**

1. Start Up: Quietly pull out your completed Personal Response and Plot Wheel sheets for checking and study quietly for the Reading Comprehension test for “Luckiest Time”
  - a. Give and collect reading comprehension tests
2. Review: What was the story “The Luckiest Time of All” about? Who was the protagonist? Antagonist? What Foreshadowing was there?
3. Get a copy of the Character Analysis sheet for Elzie Pickens, discuss
  - a. Introduce using quotes and parenthetical documentation (see **Activity 23-25 from Impact on Celebrities Unit and use it to guide you with quoting and documentation**)
  - b. Complete the Character Analysis of Elzie with quotes from the text for each part
4. Homework: Completed Character Analysis of Elzie due Mon. 2/2/15