



Composition and Test Prep Week of January 9, 2017



This schedule should be turned in every Friday. Every schedule is worth **15** homework points with all the objectives completed on the back. That comes to about 250 points for the term. In addition, if you bring your planner on Monday when I pass out the schedules, you get one extra credit point per week added to the value of the schedules. They can be found online at:

<http://drgranata.tripod.com/index.html>

Activities	Objectives
Monday 1/9 Teacher Institute Day	
Tuesday 1/10 1. Introduction: seating charts, course description, grade policy, class rules, and data sheets. 2. Students MUST have a spiral notebook for this class and one 2-pocket folder. Notes from spiral will be collected and graded. 3. Classroom Etiquette presentation –turn in notes for credit. 4. Begin College Application Questions.	A. Implement strategies to write effective paragraphs. B. Summarize information from a Power Point on manners and etiquette. C. Utilize active listening and note taking skills.
Wednesday 1/11 1. Divide notebooks into two sections: Writing and Literature . 2. Make new Popsicle name sticks and sign up for partner pairs. 3. Evergreen Text – Continue Chapter 3: Developing the Paragraph, Parts A, B and C: Practices 1 – 7. 4. Form vocabulary groups – pick chapters and sign up for presentations. 5. Begin vocabulary lessons 17 and 18: Read words and definitions aloud before beginning exercises. <ul style="list-style-type: none"> • Lessons 17 and 18 - pp. 67-74 • Context - Lesson 9: pp. 191-196 • Analogies - 8: p. 134 	A. Define a paragraph and create a topic sentence. B. Generate ideas for the body of a paragraph. C. Demonstrate the ability to complete vocabulary exercises using available technology.
Thursday 1/12 1. Grammar Lesson 10.1 pp. 189-190. 2. Continue Evergreen Text – Continue Chapter 3: Developing the Paragraph, Parts A, B and C: Practices 1 – 7. 3. Work on college application questions.	A. Choose the correct verb regarding person, number, and intervening phrases. Define a paragraph and create a topic sentence. B. Generate ideas for the body of a paragraph. C. Implement strategies to write effective paragraphs.
Friday 1/13 1. Read biography: Zora Neal Hurston. 2. Read “How it feels to be Colored Me.” <ul style="list-style-type: none"> • Complete character map on yourself. • Complete character map/story map while reading • Dave Chappelle/ John Mayer excerpt(s) • Do Questions #2 and #3, p. 957. 3. Turn in completed college essay questions before the end of the class.	A. Understand and appreciate an autobiographical essay B. Draw conclusions about author’s purposes and about your own character. C. Identify supporting details in a reading selection.

DUE TODAY



NAME _____



