

MingZhih Junior High School

Future Ready Visit to Howell Township Schools



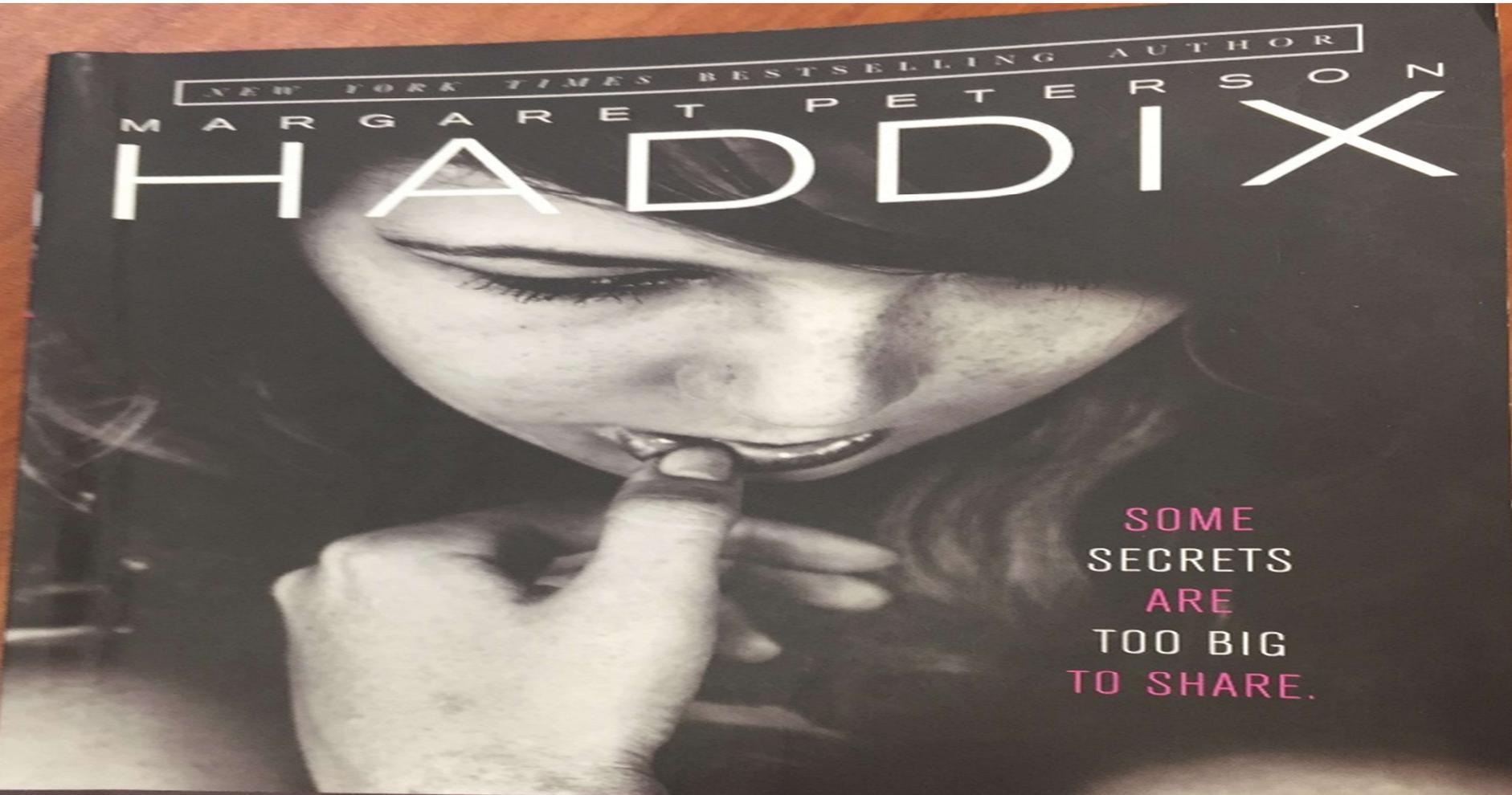
Mei-Chih Lin

Let's enjoy

Reading + Writing

NEW YORK TIMES BESTSELLING AUTHOR

MARGARET PETERSOZ
HADDIX



SOME
SECRETS
ARE
TOO BIG
TO SHARE.

DON'T YOU DARE READ THIS,
MRS. DUNPHREY

Where can I find that?
Why do you think that?
So what you're saying is...
Couldn't it also be that...
Can you explain what you mean?
Can you give an example of that?

I'm confused
I'm wondering
I don't think I like
That reminds me of
Maybe
So that's a good reason...
I'm guessing
I was surprised by...
I agree that...

10/17/17

- Finish novel!
- Revisit prediction
- Review key elements and themes
- Review the Lesson 2
- IR / Conferencing

Today's Learning Goals:
analyze key elements and theme of novel
record thinking about reading - cite text evidence

HW
• Study for test



Trust

Family

Grief

Independence

Fear

Social Struggle

Sexual Harassment

Abandonment

Neglect

Peer Pressure

Coping with death

Depression

Assessment

Don't You Dare Read This, Mrs. Dunphrey by Margaret Peterson Haddix

Directions: Answer all of the questions in complete sentences restating the question in your answer (Q.I.A.). You must write your answers on a separate sheet of paper.

- 1. What do we learn about Mrs. Dunphrey from the narrator?**
- 2. What do we know about Tish Bonner? Provide five details from the text.**
- 3. Why is crocheting symbolic to Tish?**
- 4. What is revealed about her mother and father's relationship?**
- 5. How does Tish feel about her father? Provide examples from the text.**
- 6. Who is Bud Turner? What does Tish think of him?**
- 7. What does Tish do for her brother's birthday? What do her parents do for him?**
- 8. What was Tish's real Thanksgiving experience?**
- 9. Why would Grandma be ashamed of Tish's mother?**
- 10. Write a summary about what has happened so far in the story.**

Literature Response Tic-Tac-Toe Activities

Read the book and complete three tic-tac-toe board activities. You need to complete three activities in a row: horizontally, vertically, or diagonally. Your responses must be in complete sentences with appropriate punctuation, spelling, and grammar. You must present one of your selected choices to the class. *All students will answer journal questions (LCD projector and mimio pad), and use the clickers to review, and lastly take an accelerated reader test.

<p>1. Choose 2 characters from the book. With another person, <u>role play</u> a scene from the book featuring these 2 characters. Your presentation will be recorded (flip video).</p> <p>(Bodily/Kinesthetic)</p>	<p>2. Write a <u>different ending to the story</u>. Your new ending must change what happened in the last chapter of the book.</p> <p>(Verbal/Linguistic)</p>	<p>3. Draw at least 3 <u>comic strips</u> that highlight 3 important events in the book. Make sure the dialogue is realistic for the characters.</p> <p>(Visual/Spatial)</p>
<p>4. Design a <u>poster</u> advertising the book. Include a summary of the story and provide (15) interesting details about the book that would make others want to read it. It must be illustrated and colored neatly. Make sure the title and author are visible.</p> <p>(Visual/Spatial)</p>	<p>5. Create <u>song lyrics and music</u> to tell about your book. Use the book title as the song title. Perform for your class or record your song for the class to hear (flip video).</p> <p>(Musical/Rhythmic)</p>	<p>6. Create a <u>t-shirt or draw a picture</u> describing the theme and how the author expresses this message. Include an illustration of the setting and/or settings and how they affect the theme.</p> <p>(Naturalist)</p>
<p>7. Write a <u>letter</u> to the author telling why you did or did not like the book. Give valid reasons to support your opinion.</p> <p>(Intrapersonal)</p>	<p>8. Make an <u>information cube</u> about the book with the following on the 6 different sides of the cube: title, characters, setting, plot, favorite part, and an illustration of a scene colored neatly.</p> <p>(Verbal/Linguistic, Bodily/Kinesthetic)</p>	<p>9. Make a <u>time line</u> sequencing 10 important events that happened in the book.</p> <p>(Logical/Mathematical)</p>

Tic-Tac-Toe Grading Rubric

_____	(1 point)	3 boxes in a row
_____	(2 points)	Complete sentences
_____	(2 points)	Punctuation/Grammar
_____	(2 points)	Spelling
_____	(3 points)	Neatness
_____	(5 points)	Colored Completely
_____	(20 points)	1 st square activity
_____	(20 points)	2 nd square activity
_____	(20 points)	3 rd square activity
_____	/75 points total	

A = 72 - 75

B = 68 - 71

C = 60 - 67

D = 48 - 59

F = 47 or less

Travel Tracer-Literature Circles

Name: _____ Book: _____

Date: _____ Assignment: _____

Travel Tracer: In a book where characters move around a lot and the scenes change frequently, it is important for everyone in your group to know where things are happening and how the setting may have changed. Even if the scenery doesn't change much, the setting is still a very important part of the story. Your job is to track where the action takes place. Describe each setting in detail, either in words or with a picture map that you can show and discuss with your group. Be sure to give the page numbers.

Where the action begins:

Where the key events happened:

Where the events ended:

Vocabulary Enricher-Literature Circles

Name: _____ Book: _____

Date: _____ Assignment: _____

Vocabulary Enricher: Your job is to look for a few important words in your reading. If you find words that are puzzling or unfamiliar, mark them down on this page while you are reading. Later, you can look them up in a dictionary and write down their definitions. You may also find words in the reading that are significant to the story. Mark these words too, and be ready to point them out to the group. When your circle meets, help members find and discuss the words.

Words and Definitions:

Page and

Paragraph

Word Definition

Discussion Director-Literature Circles

Name: _____ Book: _____

Date: _____ Assignment: _____

Discussion Director: Your job is to write a list of questions that your group might want to discuss about this part of the book. The best questions will come from your own thoughts, feelings, and ideas about this section of the book. You also need to write your own answers to these questions.

Questions:

1. _____

2. _____

3. _____

4. _____

5. _____

Sample Questions:

What was going through your mind when you read this?

How did you feel when...?

Can someone summarize this section?

Did anything surprise you about this section of the book?

Predict something about the next section of the book

Illustrator-Literature Circles

Name: _____ **Book:** _____

Date: _____ **Assignment:** _____

Illustrator: Your job is to draw some kind of a picture related to what you read in your section. It can be a sketch, cartoon, diagram, or stick figure scene. It can be about something that you read, something that the reading reminded you about, or an element of the story (plot, character, setting).

Presentation Plan: When the Discussion Director invites you to participate, you may show your picture without commenting on it, and let the others in your group individually guess what your picture means. After everyone has had a turn to guess, it is your turn to tell them what your picture means, where it came from, or what it represents to you. You may make your picture on this sheet, or on a separate page.

Literary Luminary-Literature Circles

Name: _____ Book: _____

Date: _____ Assignment: _____

Literary Luminary: Your job is to choose a paragraph or sentences from the book to discuss with your group. Your purpose is to help other students by spotlighting something interesting, powerful, funny, puzzling, or important from the text. You can read parts aloud yourself, or ask another group member to read them. Include your reasons for picking the paragraphs or sections you did. Please record the page number and paragraph.

Paragraph and reason for choosing:

1. _____

2. _____

3. _____

4. _____

5. _____

...my community and



WORD WALL

analysis

conflict

internal conflict

protagonist

antagonist

external conflict

main character

resolution

backdrop setting

falling action

metaphor

round character

characterization

flashback

minor character

setting

chronological order

flat character

narrative order

simile

cliffhanger

hooks

open ending

static character

climax

hyperbole

plot

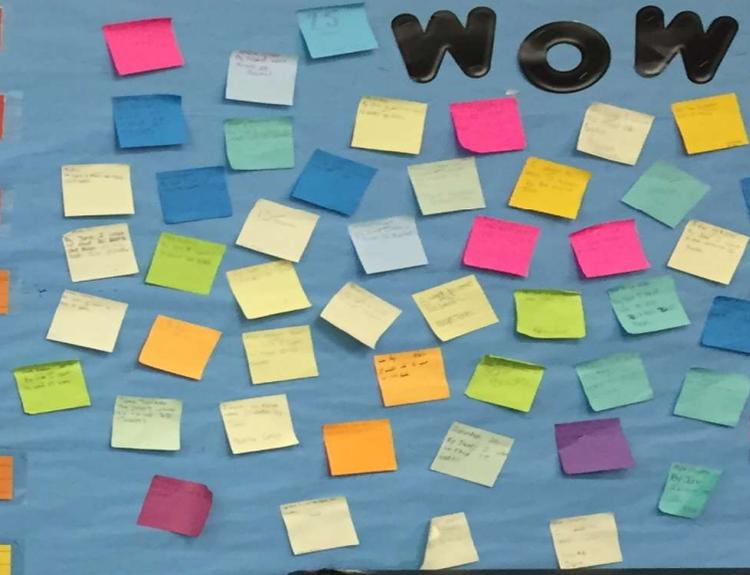
understatement

closed ending

integral setting

point of view

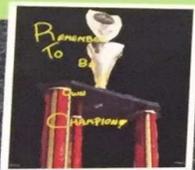
WOW!



Elements of Literature (Fiction)

- **Allegory**
- **Character**
- **Connotation**
- **Figurative language**
- **Imagery**
- **Plot — foreshadowing, suspense, conflict, exposition, rising action, crisis, resolution**
- **Point of view — narrator, 1st person, 2nd person, 3rd person, omniscient**
- **Setting**
- **Structure**
- **Symbolism**
- **Theme**
- **Style**

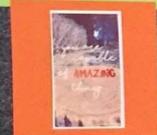
My story is written in *ink*



6 Word Stories



no act of kindness is wasted



- “Get out of bed, you silly fool!
- Get up right now, it’s time for school
- _____
- I’ll throw you naked on the bus”

- “Oh, Mom, don’t make me go today.
- I’m feeling worse than yesterday”
- _____
- I’ve got a strange, rare case of flu”

- “My body aches, my throat is sore.
- _____

- You can’t send me to school-achoo!
- _____

- “Besides, the kids despise me there.
- _____
- And all the teachers know my name.
- When something’s wrong, it’s me they blame.

- “You faked a headache yesterday.
- Don’t put that stuff on me today.
- Stop acting like a silly fool –
- _____

- “Get out of bed, you silly fool!
- Get up right now, it’s time for school
- If you don’t dress without a fuss,
- I’ll throw you naked on the bus”

- “Oh, Mom, don’t make me go today.
- I’m feeling worse than yesterday”
- You don’t know what I’m going through
- I’ve got a strange, rare case of flu”

- “My body aches, my throat is sore.
- I’m sure I’m knocking death’s door

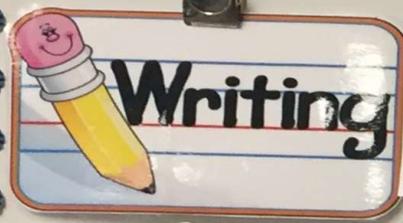
- You can’t send me to school-achoo!
- Cause everyone could get it, too”

- “Besides, the kids despise me there.
- They always tease and always stare
- And all the teachers know my name.
- When something’s wrong, it’s me they blame.

- “You faked a headache yesterday.
- Don’t put that stuff on me today.
- Stop acting like a silly fool –
- The principal can not skip school!”



Learning Targets



WRITER'S WORKSHOP
We will be able to follow routines and procedures during Writer's Workshop.

Create leads for a narrative.



Understand the components of mystery stories.

Identify the mystery and who the crime solver is.



Students will be able to understand different meanings of multiplication

Solve equations and word problem that have multiples of 3.



Explore weather phenomenon

Preasses prior knowledge of weather.



3rd Grade Writers

Do ...

- Write lots of sentences
- Use punctuation
- Write ^{the} date on each page

Don't ...

- Skip pages
- Scribble
- Write messy

Name: Mrs. Haskell
Date:

SIMPLE NARRATIVE STORY ARC

TURNING POINT

CLIMAX: When the main character realizes the solution to their problem, changes or learns something (a change takes place leading to the solution)

At the doctor and realizes that glasses actually help her see

FALLING ACTION

SOLUTION THAT WORKS:

She gets glasses and can see the board at school.

STORY CONCLUSION:

A friend tells Ella that she loves her new glasses.

(Lesson Learned)
Takeaway:

RISING ACTION (PLOT)

2ND FAILED ATTEMPT:

Mom make eye doctor appointment
* fakes being sick to not go

1ST FAILED ATTEMPT:

She squints at the board in school to see.
* gets headaches

PROBLEM / CHALLENGE / MOTIVATION:

Ella couldn't see far away and didn't want glasses. She didn't want to be made fun of.

RISING

Punctuating Dialogue Center

cored

paiza lends

Punctuating Dialogue Center

Punctuating Dialogue Center

Did you study for the test today

I am going to go camping this weekend with my friends

Mom, the baby won't stop crying

I got an A on my math test

I studied for my math test for 3 days

Dear Students,

Use Friendly Letter Format

Sept. 25

Full Date + Greeting

I read the most amazing book! It was called Because of Winn-Dixie by Kate DiCamillo. It's the story of a girl named Opal who moves to Florida with her father, the Preacher. While there, she adopts a stray dog and names it Winn-Dixie.

Text to Self Connection
Fully Explained

Title + Author
Brief summary

The main character, Opal, has a tough time making friends. I can relate to how she felt because when I was thirteen, my family moved. I had to make all new friends and it wasn't easy. I was sad like Opal until I met Ann and we became friends. As I was reading, I wondered what would happen if Opal never made any friends. I think she would be very lonely.

Questioning
I wonder

There was a very funny scene in the book. It made me laugh out loud. At one point, Winn-Dixie was running through the grocery store with all the employees chasing her. As I read this scene, I could picture the dog running around the produce while everyone chased her. Being able to make a mental image made the scene come alive, and made me laugh out loud.

Making Mental Images
Envisioning

Overall, I really enjoyed Because of Winn-Dixie. I would like to read more books by Kate DiCamillo.

Thinking Deeper
Does your letter tell your thinking?

Closing + Signature

Sincerely,
Mrs. Jones



Hi Dear, fill in the blank with the words below

- Once upon a time there was a _____ named _____. He was brave, smart and _____. One day he found a magic _____ and it started to _____. He thought that was amazing and ran to show his _____. When he got home his magic _____ disappeared! He looked for it everyday but never saw it again.

mouse	horse	beauty	beast
handsome	lucky	watch	match
fly	spin	dogs	friends



4. Use of Information
(What should we write?)

5. Synthesis
"Putting it all together"

6. Evaluation
Go over checklist. Take pride and share research.

ALONE
GHOSTBUSTERS

SCARY FOLK

The Ghost of Catchfield Hall

Closed for the Seas
HAUNTED HISTORIES

NEIL GAIMAN
The Graveyard Book

An expert at anything
was once a beginner.

-H. Jackson Browne, Jr.