

## Week 1

**In Class** \*If you do not attend class, complete these tasks on your own.

### IN-CLASS TASK #1: LEARN ABOUT CLOSE READING

The Common Core Standards in English Language Arts emphasize close reading. Close reading is about noticing details and zooming in closer to a short portion of text. It's about asking questions, making observations, and finding meaning and connections in what you've read. The following lesson will introduce you to the importance and process of close reading, as it is much the same as the process you use when closely reading texts.

Watch a commercial for Doritos in which a dog bribes his owner not to talk about a missing cat:

<https://www.youtube.com/watch?v=r2EcgNfK3PA>

1. Watch and closely observe the commercial. Complete the "First View" column of the graphic organizer below. You may talk about your observations and ideas with other students if you are in a class/group setting.
2. Watch the commercial again. Complete the "Second View" column of the graphic organizer. Again, share answers with other students and your teacher if you can.
3. Watch the clip a third time. Fill in the "Third View" column with your responses.

<b>First View ~ What?</b>	<b>Second View ~ How?</b>	<b>Third View ~ Why or Why Not?</b>
What did you notice?	How does the creator accomplish his/her purpose?	Why is or isn't this an effective commercial?
What is the basic story?	What does the creator use to do so? (music, visuals, words, a story, etc.)	What specific elements make it effective (or ineffective)?

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<p>What is the purpose of the commercial?</p>		<p>What other ads have you seen with the same theme?</p>
<p>What is directly stated?</p>		<p>Name other commercials that use the same ideas or methods of persuasion. Explain the connection.</p>
<p>What is implied (indirectly stated)?</p>		<p>Are these other commercials more or less effective? Explain.</p>
<p>What was unclear to you?</p>		

## **IN-CLASS TASK #2: LEARN HOW TO ANNOTATE A TEXT**

Annotating a text, or marking it as you read, is another important skill you will develop in this course. You can and should annotate every text in your workbook. This habit keeps you focused on your reading and helps you better comprehend the main ideas.

The activity on the next page introduces you to annotations. Read the instructions, as well as the bullet points which explain *how* and *what* to annotate. Fiction (literature) differs from nonfiction (informational text); therefore, what you look for when you read and how you mark those two types of text also differ somewhat. Note the differences as you practice annotating first an excerpt from a horror novel, “The Graveyard Book,” and second an excerpt from a nonfiction book about different genres of fiction, “Genreflecting: A Guide to Reading Interests in Genre Fiction.”

## **IN-CLASS TASK #3: INTRODUCTION TO UNIT 1**

For the first part of the fall semester, you will read diverse texts written around the theme of horror. Why? Fear is a big deal, because if you think about it, nothing shapes us, excites us, or controls us as human beings as much as the things that frighten us. Fear is also a huge factor in literature, because scary stories are often some of the best-written ones out there. Read about the unit on page 5 of your book and engage in any introductory activities that your teacher has planned.

## **IN-CLASS TASK #4: FREE-WRITE & SHARE**

Choose one of the following quotations and do a 5-minute free-write in your Response Journal. Label it “Week 1/Task #4: Free-write”

- “The only thing we have to fear is fear itself.” –Franklin D. Roosevelt
- “Fear is static that prevents me from hearing myself.” --Samuel Butler
- “We fear violence less than our own feelings. Personal, private, solitary pain is more terrifying than what anyone else can inflict.” --Jim Morrison
- “I have learned over the years that when one’s mind is made up, this diminishes fear; knowing what must be done does away with fear.” --Rosa Parks

Share your ideas from your free-writes with classmates and your teacher.

## IN-CLASS TASK #5: PREVIEW VOCABULARY for CHAPTER 1

Preview the following words that appear in the reading. Locate and circle them in the text as you read.

**diffused:** *caused to be soft and spread out*

The blinds diffused the light, making the room dim and shadowy.

**accustomed:** *adapted; used to*

Because I am from Alaska, I am not accustomed to these warm temperatures.

**honed in:** *focused on*

The teacher immediately honed in on the student whose phone was buzzing in her pocket.

**tendrils:** *things that are thin and curly*

Tendrils of soft black hair framed her face.

**insinuated:** *introduced in a subtle or sneaky way*

The sneaky dog insinuated its head onto the table so that my plate was within licking range.

**stifled:** *to stop or prevent the development of something (past tense)*

Maria stifled a yawn with her hand during the presentation.

**treacherous:** *involving hidden dangers*

The path that goes over the rock is treacherous.

## On Your Own/At Home

### **AT-HOME TASK #1: FIRST READ of “The Graveyard Book” ~ pages 6-8**

- Read the selection on pages 8-12 for the first time. Focus on *What? What makes the story suspenseful?*
- **Annotate** the text as you read.
- Circle **unfamiliar words**.

### **AT-HOME TASK #2: FIRST RESPONSE ~ page 9**

Follow the instructions for writing a response to the reading. Write this response in your Response Journal. Label it “Week 1/Task #2: First Response.”

### **AT-HOME TASK #3: Focus On Suspenseful Details ~ page 9**

Read the instructions which explain the importance of citing textual evidence in support of your ideas. Complete row 3 of the graphic organizer. Your teacher will provide you with a non-example and an example for Row 2 at your meeting next week.

### **AT-HOME TASK #4: Write ~ page 9**

Follow the instructions for writing a short paragraph defending your choice for the most suspenseful sentence. Write this paragraph in your Response Journal. Label it “Week 1/Task #4: Write.”

### **AT-HOME TASK #6: Connect To Testing ~ page 10**

Try the question on your own before reading ahead to the explanation.



