

Welcome back!
Please
complete your
ISN (back
board) & make
a name card



Complete ISN:

Objective(s): I can review informational writing & explain Grit showing why it's important in my life.

I can practice finding State of Being verbs (& memorize them!)

Purpose: Understanding how to be gritty will help me to be successful

Success Criteria: Grit creation showing 2 specific details why it matters in your life (or how it could).

Supplies: ISN / Pencil or pen

Homework: Grit visual & explanation on notecard- due August 30 / Sept 3 MEMORIZE STATE OF BEING VERBS

Agenda:

1. 2 minute interviews
2. Mustang 101 (ELO & Media/Tech) Check NWEA app
3. Review Grit & create a visual with explanation
4. Verb Pre-test
5. State of Being Verbs (memorize)

Daily procedures in action:

- Concerns? then celebrations to start our day (3)
- Technology off
 - (phones in bin if a distraction)
- Everyone in Google Classroom?
- Supplies:
 - ISN, writing utensil

2 Minute Interviews- record in ISN (*Tape in ?'s & names*)

1. Family: Who is in your family? Feel free to include pets
2. Own: what is something you own that is very special to you? Why?
3. Place- what is the best place you've ever been? Or a place you'd like to visit?
4. Goal- What's an important goal you have for your life?
5. Achievement- what's your proudest achievement thus far?
6. Hobby- do you have one? if so, what is it?

If you are absent (or forgot if we have homework)

1. Go to my **teacher webpage** to **view entire lesson** <https://thorsonenglish.weebly.com/>
2. Go to **Google Classroom** for **posting of homework assignments** (most things are turned in online)

Google Classroom check - all in?

- ❖ Where are we with the paragraph?
 - Finish after MAPS if needed
- ❖ Please bring a book next week to read when finished with MAPS
- ❖ 40 Book Challenge!
- ❖ NWEA app- everyone have it on your desktop?

Verbs

pre-test:

Complete,
then check

VERBS

PRETEST: Recognizing Verbs

Instructions: Draw two lines under each *verb* word.

1. These flowers were grown in Hawaii.
2. Did those boots fit you?
3. Ted must really have worked hard for that prize.
4. Had Dad changed his mind?
5. The students should have checked their work.
6. Mary will be leaving soon.
7. The sun suddenly disappeared behind a cloud.
8. The man baked a chocolate cake.
9. Why didn't you answer?
10. The little girl walked into the house and called her mother.
11. Can this set of shelves be moved?
12. Sue had not gone to school.

Verbs

pre-test:

answers

VERBS

PRETEST: Recognizing Verbs

Instructions: Draw two lines under each *verb* word.

1. These flowers were grown in Hawaii.
2. Did those boots fit you?
3. Ted must really have worked hard for that prize.
4. Had Dad changed his mind?
5. The students should have checked their work.
6. Mary will be leaving soon.
7. The sun suddenly disappeared behind a cloud.
8. The man baked a chocolate cake.
9. Why didn't you answer?
10. The little girl walked into the house and called her mother.
11. Can this set of shelves be moved?
12. Sue had not gone to school.

What are Helping / State of Being Verbs?

Am are be been being can

Could did do does had has have

Is may might

Must shall should

Was were will would

ADD TO ISN

****MEMORIZE ALL**

****TEST COMING SOON!**

MUSTANG 101

ELO



MEDIA

students log into StudentVue to sign the Code of Conduct
What are the expectations in the media Center?

Media Center Expectations

1. Use appropriate language, tone, and voice level
2. Leave no trace! If you move something, move it back to its original place
3. Act with purpose. You are welcome to use the space for learning, but help us to conserve resources
4. If the new furniture makes you happy, keep the feeling fresh and new!
5. Respect others' space
6. Respect materials used and loaned to you
7. Log off computer when finished
8. Access only appropriate websites
9. Keep gum, food, and drink away from the computers
10. Return books and equipment on time
11. Ask for help and follow directions
12. Report all technical difficulties to the teacher
13. Print only necessary items

Purpose of ELO

ELO is scheduled time in your school day that you have the opportunity to.....

- work independently on homework
- work with a peer to receive additional support and/or challenge
- meet with a teacher to get caught up in a class or get missing work when absent
- organize and plan for upcoming days/week
- check your academic progress in Synergy
- read

ELO - Guidelines

- Every day for 40 minutes
- It will be a quiet independent work period or may be an opportunity for students to work together at teacher discretion
- Students must bring a book/magazine to read if they do not have any work to complete
- Per teacher discretion, students may use electronic devices
- In order for students to travel to another ELO, all students must attempt to help themselves in their current ELO by asking a

ELO - Guidelines

- Students may use a pre-arranged pass to visit another teacher OR they can advocate to see another teacher during ELO after attempting to help themselves.
- Students need to return to their original ELO the last 5 minutes of class when traveling, with the same purple pass signed by the visiting teacher.
- No students may visit the Media Center or Cafeteria during ELO unless they have a pre-arranged purple pass to do so.

Informational Writing

1. Examples?
2. Add graphic to ISN
 - a. Add visual of each main type (4 across top)
 - b. Compare & contrast...
3. Study domain of Informational Writing for Future Bell Ringers

Grit: Why do we need it?

- What is your grit level? Can you “grow it”?

Grit questions- digging deeper

Be prepared to discuss questions and how they develop or reveal grit

1. I have overcome setbacks to conquer an important challenge.

- Very much like me
- Mostly like me
- Somewhat like me
- Not much like me
- Not like me at all

2. New ideas and projects sometimes distract me from previous ones.*

- Very much like me
- Mostly like me
- Somewhat like me
- Not much like me
- Not like me at all

3. My interests change from year to year.*

- Very much like me
- Mostly like me
- Somewhat like me
- Not much like me
- Not like me at all

4. Setbacks don't discourage me.

- Very much like me
- Mostly like me
- Somewhat like me
- Not much like me
- Not like me at all

5. I have been obsessed with a certain idea or project for a short time but later lost interest.*

- Very much like me
- Mostly like me
- Somewhat like me
- Not much like me
- Not like me at all

6. I am a hard worker.

- Very much like me
- Mostly like me
- Somewhat like me
- Not much like me
- Not like me at all

7. I often set a goal but later choose to pursue a different one.*

- Very much like me
- Mostly like me
- Somewhat like me
- Not much like me
- Not like me at all

8. I have difficulty maintaining my focus on projects that take more than a few months to complete.*

- Very much like me
- Mostly like me
- Somewhat like me
- Not much like me
- Not like me at all

9. I finish whatever I begin.

- Very much like me
- Mostly like me
- Somewhat like me
- Not much like me
- Not like me at all

10. I have achieved a goal that took years of work.

- Very much like me
- Mostly like me
- Somewhat like me
- Not much like me
- Not like me at all

11. I become interested in new pursuits every few months.*

- Very much like me
- Mostly like me
- Somewhat like me
- Not much like me
- Not like me at all

12. I am diligent.

- Very much like me
- Mostly like me
- Somewhat like me
- Not much like me
- Not like me at all

Scoring:

1. For questions 1, 4, 6, 9, 10 and 12 assign the following points:

5 = Very much like me

4 = Mostly like me

3 = Somewhat like me

2 = Not much like me

1 = Not like me at all

2. For questions 2, 3, 5, 7, 8 and 11 assign the following points:

1 = Very much like me

2 = Mostly like me

3 = Somewhat like me

4 = Not much like me

5 = Not like me at all

Add up all the points and divide by 12. The maximum score on this scale is 5 (extremely gritty), and the lowest score on this scale is 1 (not at all gritty).

Grit (& Prudence): Why do we need it?

- **Grit & Prudence**

- Watch Science of Character - be ready to discuss why these character traits are important in life (& writing)
- [Science of Character video](#)
- What is GRIT? What is Prudence?

HOMEWORK

- **Who am I?**
 - Using the rubric, create a half visual, half written explanation answering the question
 - tape/ glue rubric to the back of your notecard
 - ****Hint-** this is a type of informational writing- which is it?
- **DUE:**
 - Odd classes - Friday August 30
 - Even classes- Tuesday Sept 3
 - Turn in early if you wish!!