

English 9A: Homework Reading Schedule and Activities

Quarter 3 (Oct-Nov) - Unit 2: To Kill a Mockingbird

Monday	Tuesday	Wednesday	Thursday	Friday
12 -Review Vocab List #2 -Ch. 8-11 Quiz -Notebook Summaries	13 -Review Ch. 11 -Journal #4 -Notebook Check	14 <u>-In Context: TKM</u> Movie w/incomplete notes	15 -Finish movie (if needed) -Return Essay #1/Revision	16 Grades Due Workshop: Essay #2 -Review assignment -Begin group prewrite
19 Workshop: Essay #2 -Cont. group prewrite -Begin presenting	20 Workshop: Essay #2 -Finish presenting -Complete RD (bodies only)	21 -Edit Rough Drafts -Complete Intro/Body paragraphs	22 -Edit Rough Drafts -Review Final Draft requirements -Write revisions	23 Homecoming Rally & Game -Essay #2 Due -Ch. packets for 12-22 -Read Ch. 12 w/annotation & questions
26 -Read Ch. 13 & 14 w/annotation & questions	27 -Review Ch. 13&14 -Read Ch. 15& 16 w/annotation & questions	28 -Review Ch. 15&16 -Ch. 11-16 Quiz	29 Reader's Theater Ch. 17 -Finish Ch. 17 annotation w/Journal	30 -Review Ch. 17 -Finish Reader's Theater Ch. 18 -Journal #5
2 Extra Credit Due -Finish Reader's Theater Ch. 19 -Journal #6	3 -Finish Reader's Theater Ch. 20	4 -Read Ch. 21&22 w/annotation & questions	5 Club Photo Day -Chapter Packet Due -Ch. 17-22 Quiz -Ch. packets for 23-31	6 -Read Ch. 23 w/annotation & questions Complete Novel by Thurs
9 -Return Essay #2/Revision Workshop: Essay #3 -Review assignment -Complete prewrite	10 Workshop: Essay #3 -In Class Writing	11 No School	12 -Ch. 23-31 Socratic Seminar -Journal #7	13 Grades Due -Review Ch. 23-31 chapter packet questions -Ch. 23-31 Quiz -Unit Test Review Sheet

Textbooks: Harper Lee's To Kill A Mockingbird

Activities

- Cornell w/annotation:
 - **Setting** - indicate time and place of action; speculate about significance of setting choice
 - **Characters** - list qualities, mannerisms, details related to appearance or habits, ect.; speculate on motivations; note and classify interactions with other characters; record examples of direct or indirect characterization; note shifts or development in traits, interests, behaviors, maturity, etc.; speculate on the author's intent in characterizing as he/she does
 - **Plot** - note events the seem significant in developing action, characters, theme, ect.; chart rising action, climax, resolution
 - **Conflicts** - classify conflicts that are central to the work and list examples