

## Teacher Notes



# Sitting in a Setting

## Activity 2 Collaborating about a Setting

### Activity at a Glance

- ◆ **Subject:** English
- ◆ **Subject Area:** English/Language Arts
- ◆ **Category:** Literary Elements
- ◆ **Topic:** Setting
- ◆ **Grade Level:** 6 - 12
- ◆ **Prerequisites:** None
- ◆ **Total Teaching Time:** 100 minutes

### Materials

- ◆ TI-83 Plus
- ◆ TI-External Keyboard
- ◆ Unit-to-unit cables
- ◆ Student Work Sheets: **What to Look for in a Setting**

### *Activity Overview*

During this activity, the students will work together in groups to create a short composition that describes a particular setting. The students will agree on a specific setting and together they will visit this place and independently describe the setting, recording their ideas using their TI-83 Plus devices. Then the students will come together and share their writings. As a group, the students will create one composition that describes the setting and uses vivid language and images to share with the class.

### *Tip*

This activity requires that the students be mobile. They will need to be able to travel to locations on school grounds yet outside of the classroom; therefore, it is critical that the teacher feels comfortable with giving this much freedom to his or her students.

### *Directions*

#### *Before the Activity Begins*

Determine whether the students will choose their group members or if the teacher will assign the groups. Each group will be made up of three students. Be sure that the students know their group members and understand the directions and expectations that they are being asked before they are allowed to roam the school.

### ***During the Activity***

The first step in this activity is to introduce the students to the assignment that they will be working on for the next couple of days. The assignment will be for the students to work in a group of three to compose a written piece of work that describes a setting. The students can use the models that were introduced and discussed in the previous class to help guide them in their writing.

The teacher should then pass out the Student Work Sheet, **What to Look for in a Setting**, to the class and go over the directions that the students must follow. One of the major directions for the students is that each of the group members must compose his or her own work about the setting individually before the group creates one composition that includes aspects from all of the students' works.

When the instructions are understood by the students, place the students into their groups and give them some time to brainstorm possible settings. The only restriction on the possible settings that they can choose is that it must be on school grounds. Some possible places include the library, a study hall, the hallway during passing periods, the office, the parking lot, and so on. Be sure to emphasize that the students must okay their setting with the teacher. The teacher should write the students hall passes but remind the students to check in before the end of class.

After the students arrive in the setting they have decided to write about, they should follow the instructions provided below in order to begin writing about the place. There should be no talking during this time, and the students should spend at least twenty to thirty minutes writing individually.

### **Opening a New NoteFolio File**

**Note:** NoteFolio™ App is most efficiently used on the TI-83 Plus with the TI Keyboard.

1. Turn on the device and press **[APPS]** to display the list of installed applications. Select the **NoteFolio** Application by using **[▲]** **[▼]** to scroll to it in the list.



2. Press **[ENTER]**. Press any key to clear the NoteFolio™ App Introduction screen. A blank (new) NoteFolio™ App file is displayed.



3. Type your notes about the setting you are observing. If you are not using a TI Keyboard, remember to press the **[ALPHA]** key to type letters.

4. When the file is complete, press **MENU**.  
Select the **Save As** option. In the File Name field, type the name for the file.



5. When the new file name is entered, press **OK** (the  $\boxed{Y=}$  key).

To exit the application, press **MENU** and select **6: Exit**.



After each of the students complete their writing, he or she should sit quietly until all of the group members are finished. When everyone has completed the task, the students should go back to the classroom. At this point the students can share their writings with one another by sending the documents that they created to each other's TI-83 Plus handhelds, as well as reading them aloud. Next, the students should agree upon the mood of the setting, so that they will produce a unified work because they will have an agreed-upon purpose to portray to the audience. Then, as a group, the students should compile the information that they collected and create one composition describing the setting.

### ***After the Activity***

For homework, the students need to complete their composition if they did not have enough time to finish it during the allocated class time.

## ***Student Work Sheet***

Name: \_\_\_\_\_

### ***What to Look for in a Setting***

Date: \_\_\_\_\_

Here is a list of different things to think about while you are visiting a setting.

Use this list as a guide while you take notes about the place.

- ◆ Visit the place at different time of the day – in the morning, the afternoon, the evening. Each time you visit you will notice different things.
- ◆ Use your TI-83 Plus as a journal and record what each of your senses experience.
  - ◆ What does it **look** like?
  - ◆ What do you **smell**?
  - ◆ How does it **feel** when you walk on the ground or sit on that chair?
  - ◆ What do you **hear**?
- ◆ When you visit outdoor places think about the weather. Is it sunny, rainy, or cold? What does the sky look like?
- ◆ What are the people doing? What do their voices sound like? Record what they say.
- ◆ Are you looking at the scene from afar or in the middle of the action? Try looking at the picture from different distances.