READ the article.

MAKE metacognitive markers.

COMPLETE this notetaker.

**LEARNING STRATEGIES:**

Skimming/Scanning,Predicting, Close Reading,Marking the Text,Summarizing, Revisiting Prior Work, Discussion Groups

**Learning Targets**

• Write an objective summary of an informational text.

• Use precise diction to explain a personal definition of humor.

1. Why does the article discuss the scientific nature of laughter? (pg 234)

2) Why does laughter seem to qualify as a biological function? (pg 234)

What might be the biological function of laughter? (pg 234)

3)Why is the section called “Serious Stuff”? (pg 234)

What is serious about Comedy? (pg 234)

4) Why are comedians most interested in figuring out what makes people laugh and why? (pg 235)

5) Why is unplanned humor often funnier than planned humor? (pg 235)

6) Make a distinction between what makes CHILDREN laugh and what makes ADULTS laugh. (pg 236)

Why might children laugh more often than adults laugh? (pg 236)

7)Name one “secret” successful comic devices that you have witnessed as being successful. (pg 237)

8) How do the first two techniques relate to narrative writing? (pg 237)

After Reading

**Write an objective summary of a section of the text by putting the main points**

**into your own words.** Remember that a summary is a broad overview of the text;

stick to the main points by writing about big ideas and excluding smaller details.

WHICH SECTION are you summarizing? \_\_\_\_\_\_\_\_\_\_ (pages \_\_\_\_\_\_\_\_)

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COLLABORATE with tablemates.

USE technology to find the DENOTATION.

DESIGNATE connotation (+ / - )

ADD an appropriate SITUATION in which the word would be used.

|  |  |  |
| --- | --- | --- |
| **word** | **denotation** | **+/-connotation / situation** |
| amusing |  |  |
| cute |  |  |
| facetious |  |  |
| hysterical |  |  |
| ironic |  |  |
| irreverent |  |  |
| laughable |  |  |
| light-hearted |  |  |
| ludicrous |  |  |
| mocking |  |  |
| sarcastic |  |  |
| satirical |  |  |
| witty |  |  |

COLLABORATE with tablemates.

USE technology / dictionary to find the DENOTATION.

DESIGNATE connotation (+ / - )

ADD an appropriate SITUATION in which the word would be used.

|  |  |  |
| --- | --- | --- |
| **word** | **denotation** | **+/-connotation / situation** |
| chuckle |  |  |
| giggle |  |  |
| groan |  |  |
| guffaw |  |  |
| snort |  |  |
| scoff |  |  |
| smile |  |  |
| smirk |  |  |
| snicker |  |  |
| titter |  |  |

Writing Prompt:

Return to the quick write you wrote at the beginning of this activity. (April 4, 2016).

Revise it to create a detailed paragraph that uses **precise diction** **to explain your sense of humor.**

Use at least two words **from charts (pgs 4-5 of this notetaker)** to explain

1)what **does** make you laugh

2)what **does not** make you laugh

3)how you typically respond to humorous writing

**REQUIREMENTS:**

* **Use** precise diction to describe humor.
* **Begin** with a clear thesis statement.
* **Include** details and examples from your own experiences.
* **Include at least two** verbals *(SB page 251: gerund, participle, infinitive)*
* **Follow** the OREO paragraph structure
* **Demonstrate** command of standard English
* **Utilize** MLA formatting for final draft status

|  |  |  |  |
| --- | --- | --- | --- |
| **Scoring Criteria** | **exemplary** | **proficient** | **emerging** |
| **IDEA** | Establishes clear, focused idea | Idea is unclear and lacks focus | Lacks a controlling idea |
| Develops topic with relevant details, personal examples | Develops topic with adequate details & examples | Fails to develop topic since details & examples are lacking |
| Uses insightful commentary to analyze humor | Uses sufficient commentary to analyze humor | Doesn’t provide commentary or analysis |
| **STRUCTURE** | Uses a well-chosen organizational structure that progresses smoothly to connect ideas | Uses an organizational structure that progresses logically to connect ideas | Has little or no obvious organizational structure |
| Topic/ Thesis is cleverly stated at the beginning | Topic/Thesis is obviously stated at the beginning | Topic/Thesis is missing - or is confusing - at the beginning |
| Uses a variety of transitions | Uses standard transitions | Uses few or no transitions |
| Provides satisfying conclusion statement | Provides logical, obvious conclusion statement | Lacks a conclusion statement |
| **USE OF LANGUAGE** | Uses MORE than 2 comedic terms | Uses 2 comedic terms | Uses less than 2 comedic terms |
| Uses MORE than 2 verbals | Uses 2 verbals | Uses less than 2 verbals |
| Demonstrates command of conventions of standard English | Demonstrates adequate command of standard English conventions | Lacks command of conventions of standard English |
| **MLA format** | Excellent use of MLA formatting | Adequate use of MLA formatting | Incorrect use of MLA formatting |
| **USE OF TIME** | Turned in completed, correctly submitted to Google Classroom, this rubric turned into the basket, and on time | Turned in completed, correctly submitted to Google Classroom, this rubric turned into the basket, and on time | -Not turned in correctly to Google classroom  -Not turned in on time  -Rubric NOT turned into the basket |