Welcome.

1. Please put your phone/devices in a device caddy pocket.
2. Sit in your assigned seat.   
   Frequently, seating will be changed and adjusted to meet my needs—getting to know you, rearranging you for groups, etc. Send me an email if you need to be moved to the front. abah@tamdistrict.org
3. Index cards. Please pick one up.

Billy Thurston-Jones  
Mr. Bah’s class

* Leave as much of the card blank as you can, but—
* Please print your name neatly along the top of the card. Use your preferred first name, and official last name. For instance, if your name is William Howell Thurston-Jones, and you prefer Billy, write Billy Thurston-Jones unless you wish I call you by your first and middle name: “William Howell! How are you Mr. Thurston Jones?” In other words, if you don’t need it, and don’t usually use it, skip your middle name.
* Below your name, succinctly, write your favorite thing about school.

1. Look over the **syllabus** and my “**letter of expectations and policies**.”
2. Listen, prepare to make notes on the syllabus and letter—I have found a couple of typos I need to correct and additions I need to make.
3. Corrections of the above.

Homework due Friday:

* Read and consider the syllabus and expectation letter.
* Share and discuss them with a parent or guardian.
* Respond to the writing prompts in the expectation letter.
* Come to school Friday with the requested (see expectations) supplies.

Homework due Monday:

1. For the first poem, “The Writer,”

* read, annotate, understand it as well as you can. Your understanding should develop as you discuss it with an adult—see the bullet point.

1. Discuss this poem with a parent, guardian or another adult,

* preferably one who has raised children.
* Write the name and relationship of that adult in a box, somewhere on the poem page. For instance:

Jasmine Rasheeda,

mom’s friend

* Write a response to the prompt on the page. (The question above the poem). The prompts have been retyped and reworded over the years. For reasons I will explain in class, some of the prompts fail to say that I want you to develop your answer as well as you can, even if the prompt seems to ask for only a short answer. Here is the broad question that applies to most of the prompts:

What better understanding of the poem, of poetry, or of your ability to read poetry can be developed by considering the prompt question?

1. For the remaining four poems,

* read, annotate and understand the remaining poems in the poetry packet.
* Be ready to discuss any/each of them.
* Of these poems, consider which you find most appealing, relevant, useful, best suited to you (which do you like best), and why (by what standard). Make notes to prepare to answer this question in class.