Reading Scene 1: Amy's SMART notes

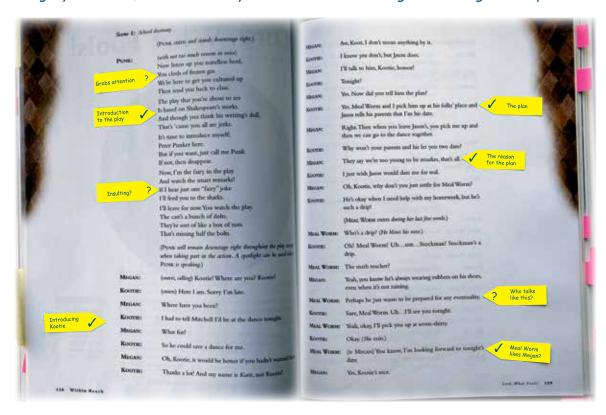
As you read the play, you will be encouraged to use the SMART strategies for reading drama. Amy is going to share her notes on reading the first scene to help you get started.



Scene # 1

Read: As you read a text, jot down any confusing passages or questions you might have.

I'm renting my textbook, so I used sticky notes instead of writing in the margins! I hope that's okay!



Self-translate: Explain to yourself what you read, in your own words.

Punk's first speech:

- Looks more like a poem. There are stanzas, and sometimes there are two lines of text before the sentence is finished.
- · Clods? Never heard of it. Must look it up.

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- He says that this play is based on one of Shakespeare's plays. Wow... did he just call the audience jerks? He has an attitude problem. Peter Punker Punk for short.
- He describes himself as a fairy in the play. I wonder if that means that the characters in the play can't see him. Is this going to be based on magic somehow? He describes the other characters as dumb. I don't know how reliable he is, because he seems pretty mean to me.
- The stage direction says that he stays near the front of the stage most of the time.

Megan and Kootie talk about a dance that's happening tonight. They seem to be friends, even though Megan calls her Kootie instead of Katie. Katie seems to be worried about what Jason means when he calls her Kootie. Megan and Jason are dating, but Kootie seems pretty interested in him too. Weird. Megan tries to convince Kootie to go out with some guy named Meal Worm. Seriously? These names! I wouldn't go out with anyone called Meal Worm either! He seems to be pretty nerdy, and Kootie isn't interested at all.

So, Megan is pretending to go with Meal Worm and Kootie is pretending to go with Jason. Why don't they just tell the truth? Meal Worm seems to like Megan too. It looks like Meal Worm and Kootie are just being used, and I think they're going to get hurt.

Jason enters the stage and we really see the difference between him and Meal Worm. He's clearly the cool guy and Meal Worm never will be. He's all kissy kissy and Meal Worm is more about defining kissing! Meal Worm uses more big words than the other characters. He must be smarter.

Megan tries to get Jason to be nicer to Katie, but he seems mean. She doesn't seem to be that good of a friend. She barely sticks up for her.

Punk closes the scene (with more name calling!). It looks like Punk is going to mess up the relationships between the characters. He's pretty sarcastic about Meg and Jason ('disgustedly'), so I think he's going to teach them a lesson. I don't like the name calling, but I think Megan and Jason deserve a wake-up call!

Re-read: Jot down any details that remain confusing after reading the selection again.

I didn't understand why they had to lie about their dates to the dance, but when I re-read, I saw Megan explaining that her parents "say we're too young to be steadies". I still think it's mean to use Kootie and Meal Worm when both of them are so open about liking Meg and Jason.

I don't understand where the name calling comes from? I wonder if they went to school together when they were younger. I don't really see a whole lot in this scene that explains their nicknames. The uncool kids get nicknames the cool kids don't.

Troubleshoot

There were a few words that gave me trouble: clod, dolts, eventuality, osculation, unsanitary, befalls and naïve.

Tricky Word and Page #	Definition	What do I think now?
epitome (p. 157)	a typical example of a group or type of person	Looking at the definition, and the character's name (Punk), I think this character will look, speak, and actilike a typical punk.
clod	A clump of dirt A dull or stupid person http://www.thefreedictionary. com/clod	Looking at how it's used in the line, 'clods of frozen gas', Punk is really insulting his audience. Does he think he's funny?
dolts	A slow witted or stupid person http://www.thefreedictionary. com/dolt	Now Punk's calling the characters in the play stupid too! He really thinks he's better than everyone else.
eventuality	A possible event or outcome Eventuality. (1996). Merriam Webster's Collegiate Dictionary. (10 ed., pp. 401). Springfield, Massachusetts: Merriam- Webster, Inc.	Meal Worm is saying that his teacher likes to be ready for anything that might happen.
osculation	Kissing http://www.thefreedictionary. com/osculation	Meal Worm knows what it means. He uses such big words!
unsanitary	Dirty or unhygienic http://www.thefreedictionary. com/unsanitary	Meal Worm says that kissing is dirty. Does he talk like that because he feels awkward? Is he trying to make Meg feel weird about kissing Jason?
befalls	To come to pass; to happen http://www.thefreedictionary. com/befalls	Punk is talking about what will happen as the night goes on.
naive	Lacking worldly experience http://www.thefreedictionary. com/naive	It looks like Punk is saying the characters don't know anything, so he's going to teach them a lesson.

Reflect: Look over your work and consider how much you've learned!

I think I have a pretty good sense of what's happening, and what most of the characters are like. It helps me to picture them and imagine how they talk, what they wear, that kind of thing. I don't really like Punk, because he seems to think that he's better than everyone else, including the audience. He's probably a real prankster himself.

I don't understand how Kootie—Katie comes out and tells Megan that she wishes Jason would date her for real. Megan and Jason ARE dating! Is it that Megan doesn't listen to everything that Katie says? Jason doesn't seem like a nice guy at all. He's mean to everyone except Megan. What makes him so great? I hope there are more answers while I read!

If I wrote this scene, I would name it . . . Meet the cast: Team Cool vs. Team Uncool

SMART Reading Strategy Rubric for Amy			
Value	Ideas and Impressions	Presentation	
Excellent	 ☐ Your main ideas are thoughtful. ☐ You clearly and concisely develop details to reveal the topic. ☐ You make insightful connections to the text(s) under study. 	 ☐ You apply the conventions of this type of organizer effectively. ☐ You demonstrate confident control of sentence construction, usage, grammar, and mechanics. 	
Proficient	 ☐ Your main ideas are relevant. ☐ You fully develop details to reveal the topic. ☐ You make perceptive connections to the text(s) under study. 	 ✓ You apply the conventions of this type of organizer adequately. ☐ You demonstrate control of correct sentence construction, usage, grammar, and mechanics. 	
Satisfactory	 ✓ Your main ideas are appropriate. ✓ You partially develop details to reveal the topic. ✓ You make clear connections to the text(s) under study. 	 You apply the conventions of this type of organizer. You demonstrate control of basic sentence construction, usage, grammar, and mechanics. 	
Redo	 ☐ Your main ideas are related <i>unclearly</i>. ☐ You state details rather than developing them for a purpose. ☐ You make superficial connections to the text(s) under study. ☐ This is a special category; it is not an indicator of quality. ☐ You apply the conventions of this type of organizer weakly. ☐ You demonstrate faltering control of sentence construction, usage, grammar, and mechanics where applicable. ☐ This is a special category; it is not an indicator of quality. ☐ Please contact your teacher for extra help, so that you can resubmit this assignment. 		
TOTAL: 16/25 = 64% Assessment	9/15 Areas of strength: Hi, Amy! You asked	7/10	
Assessment text more. You carefully chose your definition used in the lines of the play. Fantastic! Might I suggest: Do remember that the entriest assessment need to be polished. Complete services more polished assignment. On your next chart, try to develop your reflequal from your reading experiences to develop idea in greater detail.		lefinitions based on how they were e entries you submit for formal lete sentences will contribute to a our reflections around a main idea.	