

Plans for Mark Scher, Weeks of 09/05/05 and 09/12/05 , meeting ABC, weeks 01 and 02 (Labor Day on 09/03; teacher conferences on 09/04)

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**English 9 (Block 9.01, meeting A1C2D1 [23 students]; 9.06, meeting A6C5D6 [24 students]; 9.07, meeting B3D1E2 [22 students])**

After Day 1, daily, students show knowledge of definitions and use of Global voc. (see list)

As possible, start each class with an episode from videotape of Odyssey, asking students to report their observations about the conduct of major characters (characterization and motivation).

**Day 1:**

General intro: Roster, seating chart;

Present our ABCD discipline plan; contact form; notebooks, and portfolio [for permanent file, including Lit Review form]; attendance; informal inventory of learning styles (describe to neighbor how you study successfully[verbal, visual, auditory, kinesthetic, musical/rhythmic, logical/mathematical, interpersonal, intrapersonal]; that neighbor tells us).

Students interpret three PowerPoint slides about need for education. (see <  
<http://docushare.edutech.org/dsweb/View/Collection-7119>.)

Ask kids to tell 2-3 ways that they are like our school.

Distribute Elements of Lit. (get numbers). Collect portfolios.

**Day 2:**

FOCUS: solving problems in writing

Start first composition. First, class lists steps in successful composition-- prewriting for ideas, writing, rewriting. Remind to identify audience, check organization, use detail, check form.

Distribute essay rubric; use Regents Prep p.6; show models. [See  
<http://docushare.edutech.org/dsweb/View/Collection-7119>>

Intelligence is the ability to solve problems. What kinds of problems do you solve best [state at least 2]? Describe how you do that, after brainstorming. (About 15 minutes.) Teacher collects papers.

**Day 3:**

FOCUS; using note-taking skills, using graphic organizers. using teacher comments on your writing.

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Review note-taking and review strategy for reading new text: do SQ3R, asking what do you know, what do you not know or understand, what can you figure out? Read aloud Elements, Gary Soto, pages 72 to 76. Students post notes on bulletin board with their answers to these questions; share answers to any questions. [Students finish the reading on their own.]

Go further, if not addressed in student responses: Write a summary of the story. What is it about? What do you know about the protagonist (teach the word) and the situation? What is your reaction to Fausto’s behavior at different moments in the story?

Review value of graphic organizers. Practice that with this:

Incident in No-Guitar Blues	Meaning of Incident	Similar Incident that you know of

End class with students stating what they’ve learned.

**Day 4:**

FOCUS: using graphic organizers effectively and pulling the lessons together.

Students take quiz on “No-Guitar Blues.”

Students discuss their questions and answers for Soto, using 76 1-6 as scaffold.

Fill out and collect Literary Review Sheet for Soto.

If not done earlier, students fill out chart above.

Writers’ Workshop: depending on what teacher found in this week’s composition, class breaks into focus groups— teacher tutors for indiv. needs.

While waiting, students study Global Studies vocab. with test to follow.

Students take test on first vocab. from Global Studies.

Students write essay from Elements, 76, “Critical Response,” due at date to be assigned. Students should be mindful of teacher response to previous essay.

Global voc. (abbot, abdicate, absolutism)

**Day 5:**

Students practice vocabulary from each other’s crossword puzzles or from mine. Second half of period: students evaluate the draft of student essay on pp. 273–274 in Preparing for the Regents Comprehensive Examination in English.

**Day 6:**

Students recall authors, titles, themes, characterization, etc. for literature read this year. Time permitting, we may start the critical lens essay on p. 302.

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**ACE English (meeting A3B1D2) [17 students]**

Weeks 01-02. Sep. 7-16:

1. Groups of students make certain that the class understands key points in this syllabus and show how the early classes connect to the later classes in subject matter—particularly in skills and knowledge. You will leave this section of the class knowing how this syllabus impacts your work.
2. Review the writing process and our rubric. Students examine a sample student essay, demonstrating its strengths and weaknesses as the rubric applies to it. (See < <http://docushare.edutech.org/dsweb/View/Collection-7119>>.) You will leave this section of the course assured of how the rubric applies to essay writing and how you can use it to improve your own work.
3. Review the issue of documenting sources and avoiding plagiarism. As assigned, individual students explain issues raised in Faigley 297-304. After modeling by the teacher, individual students show how Thomas uses sources in 310-318. You will leave this section of the course knowing when and how to document sources.
4. Define “argument.” Prior to discussion read Faigley, 1–4. Bring to class a list of at least five arguments that you observed recently.
5. In class, help each other make a list of things that “tick you off,” for use later.
6. Write an ungraded writing sample on this topic: why should you be taking this course? We will make time for work on this topic in class, and we will agree on a deadline for this assignment.

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**Creative Writing (meeting B4D4E6) [20 students]**

Students examine syllabus, explore main points, suggest other approaches to CW.

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Students see sites listed here to define found poetry. They then find their own as group from magazines. Create their own individual pieces and showcase them. We need to determine a deadline and a way to evaluate them.

< <http://memory.loc.gov/learn/lessons/98/poetry/example2.html> >  
< <http://news.bbc.co.uk/1/hi/technology/3247200.stm> > and  
< <http://midvaleschool.blogspot.com/2004/12/found-poetry.html> > for spam and found poetry

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**English 12 (meeting B5C6E5) [26 students]**

**Day 1:**

1. Take roll, check preferred names.
2. Get stud. info. form.
3. Ask them to list what activity they most enjoyed last year in English; what activity they least enjoyed. Then ask what made that happen. Look for connections with English 12 and hereafter.
4. Teacher briefly reviews our ABCD discipline plan.
5. Students review syllabus; students state main ideas.
6. Students list reasons for reluctance to speak publicly; list reasons to speak publicly; list ways to ease the reluctance.
7. In groups of about 5, one student arranges paper-cut-outs of circle, triangle, rectangle, and two squares, out of sight of the others. All pieces must touch or overlap. That student describes the design; others draw it; they may not ask questions.
8. Next, re-arrange pattern, again describe, but allow audience questions.
9. Students explain what this exercise accomplishes (warm-up, team-work, detail)
10. Assign: news summary for oral presentation.
11. Distribute speech rubric.
12. End class w. stu. summary.

**Day 2:**

1. Each student presents a 3 minute news item. First warm up all students. Choose students randomly to present.
2. Class notes positive attributes of each presentation and makes one suggestion for change.
3. End class w. stu. summary.

**Day 3 and following:**

1. Each student presents a 3 minute news item.

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2. Class notes positive attributes of each presentation and makes one suggestion for change.
3. Prepare for next oral presentation: explain something about yourself (4 minutes).
4. End class w. stu. summary.

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**ELA Lab.09 (meeting C1)**

Students catch up or work ahead of English class. Students may work on other subjects, with teacher leading them into using ELA skills.