

## Plans for Mark Scher Week of 09/23/02 (Days DEABC)

### English 12 (Days ABD)

Days 1-2

1. Students start giving their 4-minute speeches on something important about themselves.

Day 3:

1. Students examine sample essays by former students, ranking them by the informal rubric that they have devised.
2. Students write 1 college app in response to the generic list handed out by teacher or in response to actual colleges that they may apply to.

Standard 3.2, 4.1

### ACE/AP English (Days BCE)

Students sign up for topics for research papers.

We need to develop a set of deadlines for the college app project. We need to finish by the end of this week.

Students examine sample essays by former students, ranking them by the informal rubric that they have devised.

1. Students write 2 college apps in response to the generic list handed out by teacher or in response to actual colleges that they may apply to.

Standards: 113, 114, 116, 125, 126, 314, 32, 411

### English 9 (9.01 on Days ACE; 9.03 on Days ABD; 9.06 on days ACD)

Daily, teacher reads aloud from Hainey's trans. of *Beowulf*.

By end of week, collect students' notes on the reading for that last day

**ASSIGNMENT: STUDENTS BRING DAYBOOK FOR NEXT CLASSES**

Through week:

Review first 5 vocabs from Global.

Focus: close reading, using skills reviewed/taught so far:

1. "Taste the text" in Daybook 21-26. Fill out and collect Lit. Review Sheets.

Focus: using essay rubric:

1. Review the rubric with their own compositions in hand. In groups, they give examples of how to apply it
2. Brainstorm ideas for essay: Everyone has a close friend at one time or another. In a well-written essay of about 200 words, show how you or your friend proved the friendship. Make sure that you explain why you or your friend acted as you did. Due start of next class.

Standards: 115, 116, 122, 123, 125, 322, 323, 324, 41, 422

### English 9x4 (Days ABCD)

## Plans for Mark Scher Week of 09/23/02 (Days DEABC)

### INTERRUPTED BY PHOTOS ON A DAY AT 9 A.M.

Daily, teacher reads aloud from Hainey's trans. of *Beowulf*.

By end of week, collect students' notes on the reading for that last day.

Teacher distributes DAYBOOK.

### ASSIGNMENT: STUDENTS BRING DAYBOOK FOR NEXT CLASSES

Review first 5 vocabs from Global

Through week:

Review strategy for SQ3R, asking what do you know, what do you not know or understand, what can you figure out?

Focus: close reading, using skills reviewed/taught so far:

1. "Taste the text" in Daybook 21-26. Fill out and collect Lit. Review Sheets.

Students practice these skills with *Daybook* p. 11. Use p. 12 for closure: when done writing response to directions, they state how this strategy helped their understanding, compared with their first attempt.

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

Using *Daybook*, students fill out chart on p. 13.

Focus: using essay rubric:

1. Review the rubric with their own compositions in hand. In groups, they give examples of how to apply it
2. Brainstorm ideas for essay: Everyone has a close friend at one time or another. In a well-written essay of about 200 words, show how you or your friend proved the friendship. Make sure that you explain why you or your friend acted as you did. Due start of next class. (Hand out directions.)

Standards: 115, 116, 122, 123, 125, 322, 323, 324, 41, 422