

Plans for Mark Scher Week of 09/30/02 (Days DEABC)

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.

Review first 5 vocabs from Global and introduce next set of 5.

Through week:

1. 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) is due start of first class. .
Students conduct peer editing of essay. (Students who can't share this topic should see teacher for alternative editing process.)
 - I. Students follow script in groups of 4:
 - II. Group selects timekeeper, who allows 10 minutes for each writer.
 - III. writer reads his/her piece aloud, while group listens attentively
 - A. writer reads piece again, with group taking notes
 - B. group members read comments aloud
 - C. writer takes notes, without responding
 - D. writer may then ask questions after all have commented
 1. Range of possible responses: weak ("I like it. It sounds okay."), marginal ("I thought the description in your second part was interesting."); useful ("Can you give me an example of why you like your neighbor?" [telling what info is needed]); most useful ("You confused me when you said, . . . because earlier you said. . . ." [telling more exactly what info is needed]) (from Chaffee, John, et al. *Critical Thinking, Thoughtful Writing*, 106)
2. Use prediction to assist learning. Predict for *Daybook* 27–29, 30–32; 33–34.
3. Students take notes on oral reading from *Book of Virtues*. Share and compare notes orally, comparing techniques that lead to finding main ideas and to "catching" details.
4. Students identify characteristics of personal narrative, using *Daybook* 36–38.
5. Students define "love," recalling instances of it in earlier readings and in their own relationships. Use "She loved him" (*Elements* 333), "McKinney" (*Elements* 326) and "Kidnap Poem" (*Elements* 297). Students provide a drawing, poem, or story that summarizes any one of these texts.

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

English 9x4 (Days ABCD)

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

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

Review first 5 vocabs from Global and introduce next set of 5.

Through week:

1. 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. Students work in class on essays.

Plans for Mark Scher Week of 09/30/02 (Days DEABC)

2. Use prediction to assist learning. Predict for *Daybook* 27–29, 30–32; 33–34.
3. Students take notes on oral reading from *Book of Virtues*. Share and compare notes orally, comparing techniques that lead to finding main ideas and to “catching” details.
4. Students identify characteristics of personal narrative, using *Daybook* 36-38.
5. Students define “love,” recalling instances of it in earlier readings and in their own relationships. Use “She loved him” (*Elements* 333), “McKinney” (*Elements* 326) and “Kidnap Poem” (*Elements* 297). Students provide a drawing, poem, or story that summarizes any one of these texts.

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

English 12 (Days ABD)

Days 1-2

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

Day 3:

1. In small groups, students compare their college apps in light of their discoveries about what colleges seem to want.

Standard 3.2, 4.1

ACE/AP English (Days BCE)

1. Students turn in a college app essay in response to the generic list handed out by teacher or in response to actual colleges that they may apply to. Due by email at 7 p.m. on Tuesday, Nov. 1.
1. Students conduct research in Mr. Stewart’s room on their research papers. They have forms to fill out as they conduct the research and they need to follow the requirements posted at the <owl.english.purdue.edu> web site for in-text citation and for bibliography
2. Students review purpose and form for in-text citation and bibliography
3. Students review uses and form for note cards, bib. cards.
4. Students demonstrate paraphrase
5. Students review kinds of search engines
6. Students begin research paper

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