

Plans for Mark Scher Week of 09/20/04 (Days DEABC) Week 3

English 12 (meeting days ABD)

Days 1-2:

1. Each student explains something about him or herself (4 minutes). Other students evaluate, finding one useful element and one to improve from the performance.

Day3:

1. Students read info at web sites for College Boards and other sites, teach class what the sites suggest colleges want in college app essays. See <http://www.collegeboard.com/article/0,1120,5-26-0-9406,00.html?orig=sec>.
2. Students examine sample essays by former students, ranking them by the informal rubric that they have devised.
3. Students write one college app in response to the generic list handed out by teacher or in response to actual colleges that they may apply to. (We will continue this project next week.)

Standard 3.2, 4.1

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ACE/AP English (meeting days BCE)

1. Day 1:
2. Students examine teacher-provided model of "Who Am I" essay, explaining which they prefer and why.
3. Students brainstorm possible topics for themselves.
4. Composition on "Who Am I" due at start of next class in print.

Day 2:

1. Quickly review writing process.
2. Segue to revision: students follow script in groups of 4:
3. group selects timekeeper, who allows 10 minutes for each writer.
 - a. writer reads his/her piece aloud, while group listens attentively
 - b. writer reads piece again, with group taking notes
 - c. group members read comments aloud
 - d. writer takes notes, without responding
 - e. writer may then ask questions after all have commented
 - f. 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)

4. If time permits, students begin revision.

Final version of “Who Am I?” due Saturday, 9/25/04, by 7 p.m., electronically. If you intend to rewrite after teacher input, you will need to provide a draft several days before this date.

A. Day 3:

B. two college application essays. Prior to class, go to

<<http://www.collegeboard.com/article/0,1120,5-26-0-9406,00.html?orig=sec>>.

If you do not have your own actual application prompt, I have some choices for you.

You will write two college application essays, turning them in together. You will be adding a note explaining which you prefer: that is, which you think is more effective—and why! This project ends on Saturday, Oct 2, at 7 p.m..

Corning Community College will provide orientation for your research papers on September 22. We will leave by 8 a.m. Please remember to bring money for lunch!

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

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English 9 (Block 9.01 meeting days ACD; 9.02 meeting ABD; 9.03 meeting BDE; 9.04 meeting BCE)

Start periods with episodes from video on Odyssey, about 5 minutes each.

Day 1:

Students turn in essay from Elements, 76, “Critical Response,” by end of class.

Students take quiz on “No-Guitar Blues.”

Day 2:

Fill out and collect Literary Review Sheet for Soto

Use first Global voc. if time permits, with students making flash cards, using their learning styles/multiple intelligences, after teacher presents PowerPoint on first 4 items (**abbot**, **abdicate**, **absolutism**, **acid rain**)

Students read “Thank-you, Ma’m,” ***Elements of Lit***, 77-80, writing answers to the questions, while teacher confers with individual students about first essay.

Day 3:

Students compare and contrast the characterization of the characters in that story and “No-Guitar Blues”—boys, mothers; the moral underpinnings—doing the right thing, acting out of self-centeredness; the use of setting—bright things vs. bleak in “No-Guitar,” the setting in “Thank-you.”

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

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ELA Lab.09 (meeting day C)

Stay up-to-date with our class work and any other.