

Plans for Mark Scher Week of 09/08/03 (Days CDEAB)

English 12 (meeting days BCE)

Through week:

1. Students list reasons for reluctance to speak publicly; list reasons to speak publicly; list ways to ease the reluctance.
2. 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.
3. Next, re-arrange pattern, again describe, but allow audience questions.
4. Students explain what this exercise accomplishes (warm-up, team-work, detail)
5. Distribute speech rubric.
6. Each student presents a 3 minute news item. First warm up all students. Choose students randomly to present.
7. Class notes positive attributes of each presentation and makes one suggestion for change.
8. End class w. stu. summary.
9. Prepare for next oral presentation: explain something about yourself (4 minutes).
10. End class w. stu. summary.

Standard 3.2, 4.1

ACE/AP English (meeting days ABD)

Day 1 (D, TUES, 09/09)

1. Composition on “Who Am I” due at start of class in print.
2. Students review writing process from text (definition of topic, examination of model, brainstorming, drafting)
3. Segue to revision: students follow script in groups of 4:
4. 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)

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5. If time permits, students begin revision.
6. Final version due Thursday, 9/11/03, by 7 p.m., by email.
7. Teacher assigns logical fallacies for students to present to last class.

Day 2 (A, **THURSDAY, 09/11**):

Focus: developing deductive skills:

Prior to class, go to

<<http://www.cacr.caltech.edu/~roy/vermeer/thumb.html>>
for samples of paintings to get an idea of Vermeer's style,
and go to <<http://www.haberarts.com/vermeer2.htm>> for a sample
of the detailed observation that you will be cultivating.

Go to <<http://docushare.edutech.org/dscgi/ds.py/View/Collection-6515>> for samples of student writing of this kind.

In class, students examine a Vermeer for its focus.

Write a deductive essay from a painting to be assigned, with due date to be assigned..

Day 3 (B, **FRIDAY, 09/12**):

Focus: logical reasoning:

Before class, students examine, in order to learn and apply, some of the
rules of logical argument at

<<http://www.datanation.com/fallacies/index.htm>> .

Students present brief explanation (maximum 2 minutes) of certain
fallacies, as assigned: Barkley, false dilemma; Boisvert, from
ignorance; Chaparro, slippery slope; Dunn, complex question;
Duquette, appeal to pity; Fulkerson, prejudicial language; Gibbs,
popularity; Hill, attacking the person; Huey, appeal to authority;
Kelly, hasty generalization; Marusarz, false analogy; McTamney,
post hoc; Palmer, joint effect; Sisbarro, begging the question;
Stephansky, affirming the consequent; Symes, untestability;
Travis, circular definition; Wilmott, conflicting conditions.

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

English 9 (Block 9.02 meeting days ACD; 9.03 meeting ABD; 9.06 meeting ACD; 9.08 meeting BCE)

Day 1:

9.06 gets seating chart; 9.02 and 9.03 take informal inventory of learning styles
(describe to neighbor how you study successfully[verbal, visual, auditory,

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kinesthetic, musical/rhythmic, logical/mathematical, interpersonal]; that neighbor tells us).

All classes: distribute Daybooks and Elements of Lit. (get numbers).

Day 1 and following:

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.

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.

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

Review marginal 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? Using Daybook, pages 10 to 11, students post notes on bulletin board with their answers to these questions; share answers to any questions.

Follow directions for p. 12 (15 minutes).

Depending on time, either start first 5 vocabs from Global or review value of graphic organizers. Practice that with Daybook 13.

FOCUS: using graphic organizers effectively and pulling the lessons together

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

Writers' Workshop: depending on what teacher found in this week's composition, class breaks into focus groups— teachers tutor for indiv. needs. (While waiting for teacher, students get closure to this reading/writing section: Using pp. 14 and 15, students practice the skills from the earlier lessons.)

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

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ELA Lab.09 (meeting day B)

Follow up last week's inventory of learning styles and intelligences with examination and application from web site of techniques they can use.

Apply this to class work from English 9.