

**Plans for Mark Scher Week of 09/04/03 (Days AB) reaching into next week,  
too**

**English 12**

Day 1:

1. Take roll, check preferred names.
2. Teacher briefly reviews Marshall's ABCD discipline plan.
3. Students review syllabus; students state main ideas. Teacher suggests interleaving two units; students choose which two.
4. Students list reasons for reluctance to speak publicly; list reasons to speak publicly; list ways to ease the reluctance.
5. 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.
6. Next, re-arrange pattern, again describe, but allow audience questions.
7. Students explain what this exercise accomplishes (warm-up, team-work, detail)
8. Assign: news summary for oral presentation.
9. Distribute speech rubric.
10. End class w. stu. summary.

Standard 3.2, 4.1

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.
- Standard 3.2, 4.1

Day 3:

1. Each student presents a 3 minute news item.
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.

Standard 3.2, 4.1

**ACE/AP English Sep. 4–12:**

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Day 1

Focus: getting started

1. Take roll, check preferred names.
2. Pass out text, syllabus.
3. Students review syllabus; students state main ideas.
4. Get stud. info. form.
5. Students explain main ideas from syllabus.

Focus: importance of details and organization

1. Student volunteers (or draftees) explain in words only some simple activity, such as shaving or tying a shoe, as another student follows the instructions.
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:

Focus: writing process

1. Students review process from previous class (definition of topic, examination of model, brainstorming, drafting)
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 due at time to be announced, in hard copy and electronically.

For next class, skim ***Findings***, 7–42 for review of purpose of critical reading/writing.

Day 3:

Focus: revision/close reading

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1. One student group posts examples of cutting, another posts examples of adding, another posts examples of changes of language in the “helium balloon” paragraph in *Findings*, 41. Each group explains advantages/disadvantages of these changes.

Focus: logical reasoning:

In class, students examine, in order to learn and apply, some of the rules of logical argument at  
<<http://www.datanation.com/fallacies/index.htm>> .

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..

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

### English 9

Day 1:

General intro: roster, Marshall’s 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]; that neighbor tells us). Distribute *Daybooks* and *Elements of Lit*. (get numbers).

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.

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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.

Collect portfolios.

Day 2:

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.

End class with students stating what they've learned.

Day 3:

Daily Language Workout

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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