

**Plans for Mark Scher, Week of 04/19/04 (meeting CDEAB)**

**English 12 (meeting days BCE):**

1. Day 1: Students meet in library for Mrs. Bellin's intro to children's lit and for Dr. Scher's intro to the unit. Students begin reading and evaluating children's lit.
2. Days 2–3: Students take part in elementary classroom activities as assigned and continue evaluating children's lit.
3. Standards 1, 3, 4

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**ACE/AP English (meeting days ABD)**

Apr 05–Apr 08 and Apr 19–23: read Metamorphosis (345-379), focusing particularly on issues of power. Bring other critical approaches to bear also. Students use ideas presented before break for them to lead class discussion.

Write essay: explore the theme of personal change in the novella. Focus primarily on a single character in depth. You must provide at least six (6) quotations or examples from throughout the story in your essay. Due by 7 p.m. on April 29.

Standards: 2, 3, 4

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English 9 (Block 9.02 meeting days ACD; 9.03 meeting ABD; 9.06 meeting ACD; 9.08 meeting BCE)  
Plan on vocab test next week.

This week, two activities (1/2 period each) [ Teacher determines each day how far students can go within period for Regents Prep; use remainder of period for vocab. review and for moving forward with One Fat Summer project.]

1. From Regents Prep, Students orally review purpose and elements of Regents II (pp. 83–85).  
Relate that information to sample “Part II” on 85.  
Students take notes on article, 85-89; examine diagrams on 89.  
Students take test on 132-133.  
Students restate task on 91.  
Students self-test on prompt (93-94).  
Students in groups identify the specific writing task, audience, and writing purpose (85) for this exercise.  
Students write response to prompt on 85.  
Students review note-taking tips (95).  
Students in groups evaluate note-taking on 96-97, comparing with their own.  
Students apply tips on 99 to activities on 100–111 in groups.  
Students review tips on 112, write paragraphs as on p. 113.
2. Students start One Fat Summer project, students justifying their answers to our guides and explicating theme, characterization, motivation, setting. They begin to evaluate the book: how does it compare with other readings; which is more challenging? which is better? How do they make that judgement? Students explore answers for first third of the novel on day 3.

Standards: 1, 2, 3, 4

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**ELA Lab.09 (meeting day B)**

Students make sure that they are succeeding with English 9 class work.