

Plans for Mark Scher Week of 09/04/02 (Days ABC)

English 12

1. Day 1:
2. Take roll, check preferred names: students create desk tags to be used, turned in daily.
3. Teacher briefly review Marshall's ABDC discipline plan.
4. Students review syllabus; students state main ideas. Teacher suggests interleaving two units; students choose which two.
5. Students list reasons for reluctance to speak publicly; list reasons to speak publicly; list ways to ease the reluctance.
6. 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.
7. Next, re-arrange pattern, again describe, but allow audience questions.
8. Students explain what this exercise accomplishes (warm-up, team-work, detail)
9. Assign: news summary for oral presentation.

10. Distribute speech rubric.
11. 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

Day 1

1. Focus: getting started
2. Take roll, check preferred names: students create desk tags to be used, turned in daily.
3. Pass out text, syllabus.
4. Students review syllabus; students state main ideas.
5. Get stud. info. form.
6. Students explain main ideas from syllabus.
7. Focus: importance of details and organization
8. Student volunteers (or draftees) explain in words only some simple activity, such as shaving or tying a shoe, as another student follows the instructions.
9. Each student finds a single partner, learns two major characteristics of the partner, devises a way to communicate those two characteristics to the rest of us.
10. Students examine teacher-provided model of "Who Am I" essay, explaining which they prefer and why.

11. Students brainstorm possible topics for themselves.
12. Composition on "Who Am I" due at start of next class.

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

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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.

Read ***Findings***, 7–42 for review of purpose of critical reading/writing.

English 9

Week 1:

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

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

Day 1:

General intro: roster, Marshall’s ABCD discipline plan; contact form; notebooks, and portfolio [for permanent file, including Lit Review form]; attendance; signing out; 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.

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.

Day 3:

Focus: revision/close reading

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.
2. Students find similar changes in their own drafts and report them to original group.

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

For goals: did writing become easier during the assignment?

Collect portfolios.

Day 2:

Daily Language Workout

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: pulling the lessons together

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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.)

English 9x4

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

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

Day 1:

General intro: roster, behavioral expectations and nature of the course; contact form; notebooks, and portfolio [for permanent file, including Lit Review form]; attendance; signing out; 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.

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 (Due after at least 1/2 hour's time.) Teachers collect papers.

For goals: did writing become easier during the assignment?

Day 2:

Daily Language Workout

Return compositions.

Closure: students evaluate progress toward goal: did they use the tools from this week's lessons more easily this time?

Use lesson one from Vocabulary for Achievement if time permits.

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

FOCUS: to read more easily

Study Skill: note-taking while reading: Teachers announce to students that we are conducting a scientific experiment. Students read poem on p. 11 and attempt p. 12 with no other preparation-- as pretest to see what the next lesson will help them to do. Ask students how successful they feel they were. Then 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, page 10, students post notes on bulletin board with their answers to these questions; share answers to any questions.

Students practice these skills with Daybook p. 11. Use p. 12 for closure: when done writing response to directions, they state how this strategy helped their understanding, compared with their first attempt.

On goal sheet, students write whether they did better in reading after lesson.
Collect portfolios.

Day 3:
Daily Language Workout

Global lesson

Day 4;
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 teachers found in this week's composition, class breaks into focus groups— teachers tutor for indiv. needs.

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(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.)

As journal entry, students evaluate progress toward goal: did they use the tools from this week's lessons more easily this time?

Start lesson one from Vocabulary for Achievement if time permits.

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