

Plans for Mark Scher Week of 09/08/04 (Days ABC) and 09/13/04 (Days DEABC (weeks 1 and 2)

-English 12 (meeting A, B, D)

Day 1:

1. Take roll, check preferred names.
2. Get stud. info. form.
3. Ask them to list what activity they most enjoyed last year in English; what activity they least enjoyed. Then ask what made that happen. Look for connections with English 12 and hereafter.
4. Teacher briefly reviews our ABCD discipline plan.
5. Students review syllabus; students state main ideas.
6. Students list reasons for reluctance to speak publicly; list reasons to speak publicly; list ways to ease the reluctance.
7. 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.
8. Next, re-arrange pattern, again describe, but allow audience questions.
9. Students explain what this exercise accomplishes (warm-up, team-work, detail)
10. Assign: news summary for oral presentation.
11. Distribute speech rubric.
12. 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 and following:

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

Plans for Mark Scher Week of 09/08/04 (Days ABC) and 09/13/04 (Days DEABC (weeks 1 and 2))

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ACE/AP English (meeting B, C, E):

[THESE PLANS SHOW THE SEQUENCE OF WORK. THE REFERENCES TO “DAYS” IS TENTATIVE.]

Day 1

Focus: getting started

1. Take roll, check preferred names.
2. Pass out text, syllabus.
3. Get stud. info. form.
4. Students review syllabus.
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. [Focus: need for care and detail.]

Focus: writing process

2. Students review process from previous class (definition of topic, examination of model, brainstorming, drafting) [See [<\\DUNDEE_HS\VOL1\HOME\TEACHERS\SCHEMARK\ENGL09\writing_process_020907\[1\].doc>](file:///D:/DUNDEE_HS/VOL1/HOME/TEACHERS/SCHEMARK/ENGL09/writing_process_020907[1].doc)]
3. Students examine teacher-provided model of “Who Am I” essay, explaining which they prefer and why.
4. Students brainstorm possible topics for themselves.
5. 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

Plans for Mark Scher Week of 09/08/04 (Days ABC) and 09/13/04 (Days DEABC (weeks 1 and 2))

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 Tuesday, 9/14/04, 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.

5. Teacher assigns logical fallacies for students to present to next class. [See plans for next day.]

Day 3

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: A, false dilemma; B, from ignorance; C, slippery slope; D, complex question; E, appeal to pity; F, prejudicial language; G, popularity; H, attacking the person; I, appeal to authority; J, hasty generalization; K, false analogy; L, post hoc; M, joint effect; N, begging the question; O, affirming the consequent; P, untestability; Q, circular definition; R, conflicting conditions.

Teacher reads to class a story about logic (yup, really).

Day 4

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. [See

<http://www.ballandclaw.com/vermeer/new.html> for “Mistress and Maid.”]

Plans for Mark Scher Week of 09/08/04 (Days ABC) and 09/13/04 (Days DEABC (weeks 1 and 2)

6. Teacher assigns a painting for student essay: what is the painting's focus? How does Vermeer make that focus? [See "A Girl Asleep," <http://www.ballandclaw.com/vermeer/huh.jpg>.] This essay will be due electronically by 7 p.m. on Thursday, 09/17/04. If you intend to rewrite after teacher input, you will need to provide a draft several days before this date.

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

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English 9 (9.01 meeting A, C, D; 9.02 meeting A, B, D; 9.03 meeting B, D, E; 9.04 meeting B, C, E)

As possible, start each class with an episode from videotape of *Odyssey*, asking students to report their observations about the conduct of major characters.

THEME FOR YEAR: LOOKING FORWARD, LOOKING FOR YOURSELF.

Day 1:

General intro: Roster, seating chart; ask kids to tell 2-3 ways that they are like our school.

Present our 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, intrapersonal]; that neighbor tells us).

Distribute Elements of Lit. (get numbers). Collect portfolios.

Day 2:

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. [See

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Plans for Mark Scher Week of 09/08/04 (Days ABC) and 09/13/04 (Days DEABC (weeks 1 and 2)

Distribute essay rubric; use Regents Prep p.6; show models. [See <\\DUNDEE_HS\VOL1\HOME\TEACHERS\SCHEMARK\ENGL09\student papers 9\showcase_040509.DOC>

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

Review 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? Read aloud Elements, Gary Soto, pages 72 to 76. Students post notes on bulletin board with their answers to these questions; share answers to any questions. [Students finish the reading on their own.]

Go further, if not addressed in student responses: Write a summary of the story. What is it about? What do you know about the protagonist (teach the word) and the situation? What is your reaction to Fausto's behavior at different moments in the story?

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

Incident in "No-Guitar Blues"	Meaning of Incident	Similar Incident that you know of

End class with students stating what they've learned.

Day 4:

FOCUS: using graphic organizers effectively and pulling the lessons together.

Students take quiz on "No-Guitar Blues."

Students discuss their questions and answers for Soto, using 76 1-6 as scaffold.

Fill out and collect Literary Review Sheet for Soto.

If not done earlier, students fill out chart above.

Plans for Mark Scher Week of 09/08/04 (Days ABC) and 09/13/04 (Days DEABC (weeks 1 and 2))

Writers' Workshop: depending on what teacher found in this week's composition, class breaks into focus groups— teacher tutors for indiv. needs.

While waiting, students study Global Studies vocab. with test to follow. Students take test on first vocab. from Global Studies.

Students write essay from Elements, 76, "Critical Response," due at date to be assigned. Students should be mindful of teacher response to previous essay.

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

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ELA Lab (meeting day C: We will make sure that you are succeeding with English 9 class. If time permits, you might be working on such subjects as Global History..