

Plans for Mark Scher, Weeks of 09/19/05 , meeting DEABC, week 03

English 9 (Block 9.01, meeting A1C2D1 [25 students]; 9.06, meeting A6C5D6 [23 students] {with Mr. Daucher}; 9.07, meeting B3D1E2 [22 students]

After Day 1, daily, students show knowledge of definitions and use of Global voc. (see list)

Start each class with an episode from videotape of Odyssey, asking students to report their observations about the conduct of major characters (characterization and motivation).

In sequence through week:

Collect signature sheets for the syllabus.

FOCUS: solving problems in writing

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 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?

Review value of graphic organizers. Practice that with this:

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

End lesson with students stating what they've learned.

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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.

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.

Global voc. (<u>abbot</u> , <u>abdicate</u> , <u>absolutism</u>)
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Students practice vocabulary from each other’s crossword puzzles or from mine. Second half of period: students evaluate the draft of student essay on pp. 273–274 in Preparing for the Regents Comprehensive Examination in English.

Students recall authors, titles, themes, characterization, etc. for literature read this year. Start the critical lens essay on p. 302 of Preparing for the Regents Comprehensive Examination in English.

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ACE English (meeting A3B1D2) [16 students]

1. In class, help each other make a list of things that “tick you off,” for use later.
2. Write an ungraded writing sample on this topic: why should you be taking this course?
We will make time for work on this topic in class, and we will agree on a deadline for this assignment.
3. Learn and apply some of the rules of logical argument. You will be asked to teach the rest of the class how to find and avoid certain of the logical fallacies listed at <<http://www.datanation.com/fallacies/index.htm>>, so go there before class. See also Faigley, 46–47. I will let you know which particular fallacies you will explain to the class. This section of the course will reinforce your skills in logic.
4. Develop deductive skills:
 - a. Prior to class, go to <<http://www.ballandclaw.com/vermeer>> for samples of paintings. and go to <<http://www.haberarts.com/vermeer2.htm>> for a sample of the detailed observation that you will be cultivating. I will work with the entire class to model how to find organizing principles in certain of Vermeer’s work.
 - b. Go to <<http://docushare.edutech.org/dscgi/ds.py/View/Collection-6515>> for samples of student writing of this kind.
 - c. In class, students reveal principles of composition that govern selected pieces by Vermeer.
5. Write a deductive essay from a painting to be assigned. We will set a due date for this essay.

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- a. After teacher evaluation is complete, we will spend several days in ungraded revision after peer review. For that purpose, read Faigley, 211–222.
 - 1. In this section, you will improve your ability to determine how other artists (yes, you are an artist) organize their work and you will improve your ability to use and organize detail.

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Creative Writing (meeting B4D4E6) [16 students]

Students complete second found poems by end of first day.

Students use playfulness in poetry, looking at “This is just to say. . . .” They then create their own, modeled from this.

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English 12 (meeting B5C6E5) [28 students]

After current round of one-minute news summaries:

- 1. Each student presents a 3 minute news item.
- 2. Class notes positive attributes of each presentation and makes one suggestion for change.
- 3. End class w. stu. summary.
- 4. Prepare for next oral presentation: explain something about yourself (4 minutes).

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ELA Lab.09 (meeting C1)

Students catch up or work ahead of English class. Students may work on other subjects, with teacher leading them into using ELA skills.