

TITLE OF LESSON

English 1 Unit 3 Lesson 29 – Editing Exit Scenes

TIME ESTIMATE FOR THIS LESSON

One class period

ALIGNMENT WITH STANDARDS

California – Eng 9-10: R1.0-3, W1.0-2, 1.9, W/O1.0-3

MATERIALS

Romeo and Juliet – Reading
Exit Scene Guidelines – Teacher Page (overhead copy)
 Overhead projector
Editing Skills Lists – Teacher Page

LESSON OBJECTIVES

- To complete the second draft of the Exit Scenes
- To edit a partner group’s Exit Scene
- To have a group meeting to plan the promptbooks

FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

- 1) Homework Check – Stamp/initial homework. Pass back graded assignments and have students place them in the appropriate section of their binders.
- 2) [Daily Log](#) – Have students copy down their **Daily Log** entry below.

Date	Journal	Lecture Discussion	Activity	Readings	Homework
			1. Finish Draft 2 of Exit Scenes 2. Edit Exit Scenes 3. (Step 9 in Exit Scene Guidelines) 4. Plan promptbooks	<i>Romeo and Juliet</i>	1. Design props, sets, scenery. 2. Study Vocabulary.

ACTIVITIES – INDIVIDUAL AND GROUP

1. Finish Draft 2 – Give the students their copies of the Prologues and Exit Scenes. Tell students to assemble into groups, keeping the same group roles that they were assigned yesterday. They should finish the second draft of the Exit Scenes, making sure to incorporate the suggestions for revision. Allow them fifteen minutes to finish these drafts. Groups that are already finished may exchange scenes and begin editing.
2. **Editing** – Assign *Group Roles* (see below) and have students take out their **Editing Skills Lists** or post it where it can be seen during peer editing. Then have the groups exchange Exit Scenes with another group to work on editing. At the top of the partner group’s Exit Scene, have them write the words, Edited by, and then write their name. They should make sure they are editing in a different color pen or pencil from the text they are working with. Remind students that editing is often tedious and time consuming. However, they are helping each other to be better writers and in the process of correcting someone else’s work, they learn the rules of grammar, too. Peer editing benefits both people involved. So they should be meticulous. By now, they should be very familiar with the editing process. Post the instructions for Step 9 of the **Exit Scene Guidelines** and review the steps for editing the Exit Scenes. Give them twenty minutes for revision. Before they start, point out that because this is a play, dialogue is not surrounded by quotation marks (as referenced on the **Editing Skills List**). Instead, the character’s name should be to the left of that character’s lines every time they have new lines. This tells the reader who is reading and the actor when to speak. While editing, they should make sure the exit scene shows the dialogue in this manner, making notes where it is confusing.

3. **Group Meetings** – At the end of twenty minutes, call time and tell the students to return the Exit Scenes to the original authors. If they have not finished editing, you may wish to allow them more time, but encourage them to finish quickly, because they must check in with their groups in order to prepare to finish their exit scenes. Tell the groups to assemble and bring out their notes from the homework for the past two nights. Each group member should have a list of four prop ideas and eight ideas for stage directions for the scene. During this meeting, they should decide which ideas they want to incorporate in their promptbooks. Tomorrow in class, two members of the group will be responsible for typing (Prologues and Exit Scenes) and the remaining members will be creating the list of instructions for the promptbooks, based on the ideas from today’s meeting. This is also a good time to brainstorm additional ideas. So everyone should take notes on the meeting, since these tasks will be divided up tomorrow. After the list of instructions is finalized in class tomorrow, all the students will handwrite the instructions into their own scripts. Remind them to think about the ways that stage directions enhanced their understanding of *Romeo and Juliet* as they read, and how they worked to block scenes for the ball in previous lessons. Post Step 12 from the **Exit Scene Guidelines** or write the instructions on the board during this meeting.
 4. **Review Homework** – Tell students to divide the prop ideas (and sets/scenery if applicable) amongst the group members and begin designing them tonight. They should also discuss whether or not they want to wear costumes. Each person will be responsible for his/her own costume. Remind them to keep these simple! The more props they have, the more details they will need to organize. These will need to be completed by Lesson 31. In that lesson, they will begin to consider the incorporation of improvisation.
 5. Remind the class to meet in the computer lab tomorrow.
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HOMEWORK

- 1) Design any necessary props.
 - 2) Study Vocabulary.
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GROUP ROLES

Facilitator – Your job is to keep the group focused on the task at hand and to help them come up with ideas for editing a partner group’s Exit Scene. It is not your job to come up with all of the ideas. It is your job to encourage/help other group members to come up with the ideas. You must also facilitate the rewriting of your own group’s Exit Scene, helping them decide which revision suggestions to implement and how.

Notetaker – Your job is to write down the suggested ideas for editing a partner group’s Exit Scene. It is not your job to generate all of the ideas. It is your job to help others to give you as many ideas as possible to write. You must also write down the suggested changes for the rewriting of your own group’s Exit Scene.

Presenter – Your job will be to present the various parts of the partner group’s Exit Scene – not to the class, but to your group. You will need to read aloud the parts of the different characters, keeping in mind the qualities of each character. You will also do they same for your own scene, during the rewriting process.

Quality Checker – Your job is to make sure that the partner group’s Exit Scene adheres to the **Exit Scene Guidelines** and the grammar, spelling, and punctuation rules listed on the **Editing Skills List**. You must also do the same with your own group’s rewritten Exit Scene, checking over the second draft to see that all necessary components are included.

DOCUMENTATION FOR PORTFOLIO

Unit 1

- Final Exam Unit 1
- Hero Myth
- Trickster Myth
- Monster Myth
- Creation Myth

Unit 3

Unit 2

- Final Project #1: Creating Your Own Autobiography Web Page
- Final Project #2: Book Project of all of their writings to date: 4 Autobiographical Incidents, 2 Evaluation Essays, and 4 Myths
- Final Exam Unit 2

Unit 4

- Character Diary 3
- Character Diary 5

None