

NOTE: Today is a computer lab day. Make sure you have signed up for the lab in advance.

TITLE OF LESSON

English 1 Unit 3 Lesson 30 – Promptbooks

TIME ESTIMATE FOR THIS LESSON

One class period

ALIGNMENT WITH STANDARDS

California – Eng 9-10: R1.0-3, W1.0-2, 1.9, W/O1.0-5
NETS for Students – 1, 2, 3, 4

MATERIALS

Stage Directions – Student Page
Exit Scene Guidelines – Teacher Page (overhead copy)
Overhead projector

LESSON OBJECTIVES

- To practice basic word processing skills
- To employ standards for overall, specifically visual, typed presentation
- To review basic computer lab protocol
- To type final drafts of the Prologue and the Exit Scene
- To write the final list for the promptbooks

FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

- 1) Homework Check – Stamp/initial completed assignments. Pass back any graded assignments and have students place them in the appropriate sections of their binders.
- 2) Computer Protocol – Remind students of the basic computer lab etiquette you have established for your class and the consequences for any misbehavior. Tell them to leave their computer monitors turned off until you say to turn them on. For students who cannot seem to keep their hands off the computer, you may want to just simply walk over and turn their monitor off and ask them to move their chairs away from the computer.
- 3) [Daily Log](#) – Have students copy the Daily Log below.

Date	Journal	Lecture Discussion	Activity	Readings	Homework
		Word Processing Review (if necessary only)	1. Type Prologues. 2. Type Exit Scenes. 3. Write Promptbook instructions. (Steps 10, 11, and 12)		1. Write stage directions into scenes. 2. Finish creating props and bring them to class tomorrow 3. Begin memorizing lines. 4. Study vocabulary.

ACTIVITIES – INDIVIDUAL AND GROUP

1. Instructions and Group Roles – Tell the students that they will divide typing and writing responsibilities today. While some members of the groups type the final drafts of the Prologues and the Exit Scenes, other members will finalize the master list of stage directions. Divide these responsibilities by assigning *Group Roles* (see below). Tell students that although members may be working on separate pieces of the assignment, every member of the group is responsible for making sure the assignments are finished by the end of the period. So if a member is having problems completing the Exit Scene, then somebody else in the group should be stepping in to help out. This might mean members change roles mid period and check in with each other frequently.
2. Reviewing Requirements – Post the **Exit Scene Guidelines** on the overhead, or write the instructions for Steps 10, 11, and 12. Ask students to take out all of the drafts of their Prologues and Exit Scenes. Remind them to save their work

frequently today, as you will not be responsible for any lost or deleted pieces because they neglected to save their work. Remind them of the typing requirements for this piece: double spaced, 12 point font, Times or Times New Roman. Then tell them that they have enough experience working together to rely on each other to trouble shoot questions they may have while typing. If they really cannot figure out Word problems, they should ask you, but not until they have exhausted all other resources. Remind them that final drafts of both the Prologues and the Exit Scenes must be complete and assembled in the following order for you to initial them today:

For Prologues:

Typed Draft on top

Second Draft with your changes based on your partner group's suggestions

First Draft with your partner group's revisions

For Exit Scenes:

Typed Draft on top

Second Draft with your changes based on your partner group's suggestions

First Draft with your partner group's revisions

Character Sketches

Story Tools for Character Diary sheets

Remind students this is how they should bring it to you at the end of the period for you to initial. They will also need to print enough copies of the final drafts for each group member to have their own copy (for memorization purposes). Tell the Prologue Typists and the Exit Scene Typists to turn on their computers and get started. If either of them finishes early, they should join the members of their group who are working on the promptbook, passing out copies of the final version to all of their group members so that they can get to work writing in their promptbook directions.

3. Promptbooks – While the Prologue Typists and Exit Scene Typists are working, the rest of the group will work on the master list of stage directions for the promptbooks. Depending on the size of the groups, students may need to fulfill more than one role in the promptbook responsibilities. Tell the promptbook workers to gather around a computer together, one computer per group. Ask them to bring out the notes on yesterday's promptbook brainstorm. Review Step 12 of the **Exit Scene Guidelines** for them. The promptbook typist will act as a notetaker, writing down the final list of stage directions that the group decides on today. The facilitator (who may double as the quality checker) will coordinate the final list, encouraging any further improvements (and, if doubling as quality checker, making sure the list adheres to the guidelines). These students will be working from their notes, and should be listing, with each stage direction, what part of the Exit Scene is being referred to (i.e. "Line two, Romeo crosses the stage to Mercutio and gives him a playful punch on the arm before speaking." "Line three, Mercutio brings out his sword, pretending he wants to fight with Romeo.") When they are done, they will print off enough copies of the list for each group member to have a copy. This list is not the actual promptbook; it is the instructions for what the promptbook should include. As stated in the **Exit Scene Guidelines**, the promptbook consists of instructions written within the actual script. Make sure students understand this. The group members will take copies of the list home with them tonight and write the directions into their actual scripts. Tell the promptbook workers to bring out their **Stage Directions** sheets to refer to while writing these instructions. Then tell them to turn on their computers and get started. It will be your job to circulate, as students always have questions and problems while using computers. If you are an inexperienced computer user, it would be to your benefit to ask your technology person to be present in the lab, as he or she can help you with the students. If students finish all of their assignments early, they should write the list of promptbook instructions into the scripts, which is their homework tonight. If they finish writing in the promptbooks, then they may begin practicing the scene together. You may ask students to step outside the lab, into the hallway, and in your line of vision to do this quietly. Or have them sit in the corner of the room to quietly work together. However, no one should be sitting around with nothing to do today!
4. Spell Check – As students finish typing their assignments, have them spell check the entire document. They can do this by pointing and clicking on the *ABC* icon at the top of their computer screen or they can point to *Tools* and click on the words check *Spelling*. Explain to students that a spelling check does not always mean the computer is right. It simply makes suggestions. It is up to the student to decide which one of the computer's suggestions is accurate, if any.
5. Printing – Next, students are ready to print (after making sure their name is at the top of the document and that they have given their piece of writing an original title). Have students point to *File* at the top of their screen, holding down the button on their mouse. In the roll over bar that appears, they should still be holding down the button on their mouse, while they point to the word *Print* and release the button. The computer will show a box in the middle of the screen.

Students will need to make multiple copies, so you should help them modify this box, typing in the correct number of copies for each group. Then they should point to the word *Print* and click the button on their mouse. The computer will print. If the printer is not printing, make sure to contact your technology team (another good reason to have someone present for this exercise!). Usually it is the communication between your computer and your printer that is at fault. Because the students may err and make far more copies than is necessary, make sure that they have you check the number of copies before they print. This will also help you to ensure that not every computer is printing right at the end of class. The last five minutes of class should not be used to print. If you get to the last five minutes of class and students have not printed, either make sure all students save their work and set another time to come back to the lab, or have students come in after school or during lunch – on their own time to finish up.

6. Saving – Remind all students to save their work frequently today, as you will not be responsible for any lost or deleted assignments because they forgot to save or because they saved it to the wrong place. Have them make sure they are saving it to the correct place (A Drive if it is a floppy disk you would like them to save to).
 7. Clean Up – Allow the last five minutes of class to do the following: clean up workstations, push in chairs, and shut down computers. If you find that most of your students have not completed the typing, you may wish to offer to open the computer lab for them at lunch or after school. Be sure to address the issue with them now.
 8. Review Homework – Tell the students to give the final draft copies of the Prologues and Exit Scenes to each group member. The same should be done with the copies of the lists of stage directions. For homework, all students must create their promptbooks by copying the stage directions from the list on to the Prologue and Exit Scene script. They will also need to finish creating the props (and sets/scenery, if applicable) for the scene. Tell them that they will be creating the Exit Scene Rubric in class tomorrow.
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HOMEWORK

- 1) Write promptbooks within Exit Scene scripts.
 - 2) Finish creating props (and sets/scenery, if applicable) and bring them to class tomorrow.
 - 3) Memorize lines, practice your tone of voice, and where you will be standing, looking, etc.
 - 4) Study vocabulary.
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GROUP ROLES

Prologue Typist – Your job is to use the second draft of the Prologue and the editing suggestions from a partner group to create an error-free final draft of the Prologue for your Exit Scene. You will need to spell-check the document, assemble all the drafts as instructed, make enough copies for all of your group members, and get your teacher’s initials on the final copy.

Exit Scene Typist – Your job is to use the second draft of the Exit Scene and the editing suggestions from a partner group to create an error-free final draft of the Exit Scene. You will need to spell-check the document, assemble all the drafts as instructed, make enough copies for all of your group members, and get your teacher’s initials on the final copy.

Promptbook Typist – You are responsible for typing the promptbook ideas that your group gives you. You will type all of the ideas from yesterday’s brainstorm and add any additional ideas that are agreed upon today. You will need to note which parts of the scene each instruction refers to, according to the instructions given to you by the other group members.

Promptbook Facilitator – You will facilitate the final list of stage instructions for the promptbook by reading the list to the typist and by encouraging all group members to determine where and when all actions must happen. You will also help the group think of any necessary improvements for the list. It is not your job to come up with all the ideas, only to encourage everyone to come up with ideas, and report final decisions to the typist.

Promptbook Quality Checker – Your job is to make sure that the your group’s promptbook list adheres to the **Exit Scene Guidelines** and functions logically with the Exit Scene itself.

DOCUMENTATION FOR PORTFOLIO

Unit 1

- Final Exam Unit 1
- Hero Myth

Unit 2

- Final Project #1: Creating Your Own
Autobiography Web Page



- Trickster Myth
- Monster Myth
- Creation Myth

Unit 3

- Character Diary 3
- Character Diary 5

- 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

None