

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

TITLE OF LESSON

English 1 Unit 2 Lesson 12 – Autobiography, Editing, Toolbox, and Reasons For A...

TIME ESTIMATE FOR THIS LESSON

One class Period

ALIGNMENT WITH STANDARDS

California – Eng 9-10: R1.0-3, W1.0-9, 2.1, W/O1.0-4

MATERIALS

Reasons For A – Student Page

Toolbox – Student Page

Editing Skills List 2 – Teacher Page

Autobiographical Incident Rubric – Teacher Page (overhead copy or a copy on butcher paper posted on the wall permanently)

Autobiographical Incident Grading Procedure – Teacher Page (copy for each student) you will use this to grade the students and to show the students their final grade for the assignment

LESSON OBJECTIVES

- To work effectively with peer partners
 - To understand and demonstrate peer editing skills
 - To effectively use the tools of good grammar practices
 - To show knowledge of what constitutes the different skill levels of autobiographical incident
 - To reinforce and demonstrate self assessment skills
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FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

- 1) Homework Check – Stamp/initial complete homework assignments. Pass back graded assignments and have students place them in the appropriate section of their folders.
 - 2) [Agenda/Daily Log](#) – Have students copy the agenda you have written on the front board.
 - 3) Computer Protocol – If you are in the computer lab today, remind students of the computer lab etiquette you have established for your classes and the consequences for any misbehavior.
 - 4) Writing Process Review – Briefly review the writing process:
[brainstorm](#)>[1st draft](#)>[re-vision](#)>[2nd draft](#)>[edit](#)>[3rd and final draft](#)>[brainstorm](#)
Quickly, ask students to define the terms, as it will be important that they turn in a complete assignment. Tell them at the end of the period they will be turning their piece in to you. This will constitute their Autobiographical Incident 2, their second formal piece of writing, and their second big letter grade.
 - 5) Grading – Briefly, review how they will be graded: for effort use the **Autobiographical Incident Grading Procedure**, for quality use the **Autobiographical Incident Rubric**.
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ACTIVITIES – INDIVIDUAL AND GROUP

1. **Peer Edit** – Have students take out their second draft of the piece they have chosen to work on. Make sure the second draft is complete prior to starting the editing process. Have students exchange papers with a partner. At the top of their paper they should write (in a different color pen or pencil than the author wrote with) *edited by...* and their name. On your overhead projector, post the **Editing Skills List 2** (Please note that the editing skills list has new skills added that reflect the grammatical issues introduced in the previous lessons). According to your class's level of ability, you may want to add or delete skills from this list prior to class. Cover up all but the

first skill on your list. You will be walking students through this process which means that you will show only one skill at a time, wait for the whole class to complete that editing skill, and then move on to the next. Some students may need reminders as to what each skill is and how to apply it. Ask the class to help before you give an answer. Tell students that you will be teaching them new skills throughout this unit and they will be responsible for them when they edit papers. For right now, these are the basics that all freshmen should know and be able to demonstrate in their writing. These skills are also the most common mistakes made by freshmen. (Again, you may want to review their writing from the last nine weeks and pick out the most common mistakes from your classes and create your own editing skills list prior to beginning today's lesson.) This portion of the editing process usually takes about thirty minutes.

2. **Final Draft** – When students have finished editing their partner's paper, have them return the paper to the author. Remind students that you expect to see their papers free of all the above errors. If you find a paper that has any mistakes from the editing skills list, you will hand it back and they will have to rewrite it. It is possible that your students will have mistakes in their papers. The goal is to make them aware and accountable for the most common mistakes so that you can begin to build a grammar base with them, adding new skills to the list. Then by the end of the year, both you and the students will be able to tell exactly what they have learned. Give them approximately twenty minutes to rewrite their papers or have them type them if you have gone to the computer lab.
3. **Saving** – If you have gone to the computer lab, be sure you explain how you would like students to save their work (e.g., to a floppy disk, to the hard drive of the computer, to your folder on a computer that is networked to the school's server, etc.). You may want to get together with your technology person before class to decide which way is the most effective method of saving. Then be prepared to teach your students. Remind students to save their work frequently, as you will not be responsible for any lost or deleted work because they forgot to save.
4. **Printing** – If you are in the computer lab, be sure you have saved at least 5 minutes at the end of the period to print student work. All students should not print at the same time or they may cause a printer jam. So space them evenly.
5. **Toolbox** – When they have finished writing their third and final draft (or typing it if you have gone to the computer lab—see Unit 1 for computer lab protocol, lessons 19 and 20), hand out the **Toolbox** to every student. Ask them to print their name and the title of this piece of writing at the top in the space provided. Next, ask them to look at the list and put a star next to each skill they have learned so far (i.e. Hooks, Show Not Tell, Adjectives, Simile/metaphor, Reflection, Evaluation, Dialogue, and Voice). Some students may have learned other skills in their Toolbox last year or in another class. Let them star these as well. It is an opportunity for you to see what their knowledge or grammar base is. However, make sure to let them know that they are not responsible for knowing any more than the ones you have taught (see parenthesis above), as you will be teaching the rest over the course of this unit. This Toolbox is a list of tools that good writers use to create their stories. It is their guide to what they will be learning from you and will help them to become better writers, better equipping them to pass their proficiency test.
6. **Defining Tools** – When they have starred the tools they recognize, ask them what the definition is for each of the tools you have taught so far. They may use their notes for this part of the lesson. Make sure you review with them all of the new and old tools:

Hook = the part of a piece of writing that the author uses to grab the reader's attention

Show Not Tell = a picture with words or words/sentences/paragraphs that create a picture in the reader's mind without coming right out and saying what it is

Adjectives = a word that describes a noun

Metaphor = a comparison between two things that are not alike

Simile = a comparison between two things that are not alike, using like or as

Evaluation = how you feel about an event now, after having some time to think about it.

Reflection = how you felt about an event while it was happening

Dialogue = when a character is speaking out loud to another character

Voice = the distinct, characteristic voice of a particular character often used to set the tone and send the message of a piece

7. Identifying Tools – Now, tell them that they must find an example of each of the tools they have started in this piece of writing and write it underneath the tool on the line that says example. They must write the sentence they find their tool in for this particular piece of writing. In other words, they are giving you proof that they have learned, understand, and can demonstrate in their writing the tools you have taught them so far.
8. **Goal Setting** – Finally, you will be reviewing the rubric for autobiography. Pass out the **Reasons For A...** sheet. Remind students that a 6 is the highest score and a 1 is the lowest. Remind them that they will need to demonstrate that they have accomplished the goals they have set for themselves in their writing. You may want to take a few minutes to review with them what makes up each of the scores. Now, ask them to circle the score they believe they deserve on this particular piece of writing. Tell them it is important for them to be honest so they will be able to see their growth over the last couple of weeks. Tell them you will also be scoring them in order to make sure their assessment of themselves is accurate. And remind them that you will also be looking at what they said they would work on to make their writing better this time as you have the copy of their last score sheet. Make sure they write their name at the top of their Reasons For A...
9. Homework Review – When they have finished with their **Reasons for A...**, ask them to staple all of their drafts along with their **Toolbox** and their **Reasons for A...** together and turn it in to you before they leave the room. Make sure to remind them of the order it must be stapled in.

NOTE: You may want to stagger the days that students turn in their formal piece of writing, if you are working with more than two classes. Or you may want to make sure that their turn in day is on a Friday so that you will have time to grade them. You will want to take your time grading and explain to each student the grade you gave, if it is different than the grade they gave themselves. Be sure to take home the Reasons For A... sheet that they filled in last time because that is where they set their new goal for this piece of writing. Compare what they said they would do to what they actually did. Give praise to those that accomplished their goals and encourage those that didn't reach their goals to work harder in specific areas. One way to encourage goal setting and meeting the goals they have set is to build it into your grading system. You can do this by offering extra credit or by simply requiring it as part of their grade. Remember, you will want to return these promptly so that students can see what needs to be improved in their writing before they begin a new assignment. Ideally, you will return these pieces the next day of class.

HOMEWORK

None

GROUP ROLES

None

DOCUMENTATION FOR PORTFOLIO

Unit 1

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

Unit 2

Autobiographical Incident 1
Autobiographical Incident 2