

TITLE OF LESSON

English 1 Unit 2 Lesson 17: Autobiography, Sentence Combining, Hook, Dialogue

TIME ESTIMATE FOR THIS LESSON

One class period

ALIGNMENT WITH STANDARDS

California – Eng 9-10: R1.0-2, 3.0-12, W/O1.0-3

MATERIALS

“Fear” – Reading by Gary Soto

LESSON OBJECTIVES

- To reinforce compound sentences
 - To reinforce reading out loud in front of their peers
 - To review and study the correct grammatical use of dialogue in writing
 - To review the literary elements/tools of hook and dialogue
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FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

- 1) Homework Check – Have students take out their Writing Assignment #11, including their story tools sheet for this assignment. Walk around the room and initial all completed assignments. After this activity they will turn both sheets in to you for credit. Those with your initials will receive full credit. Those missing your initials will receive partial credit, based on what they have accomplished. You can initial while they are working on the rest of the warm up.
 - 2) [Agenda/Daily Log](#) – Have students copy the agenda you have posted on the board.
 - 3) [Silent Read](#) – They should pass their first draft to the person seated on their right. Have students silently read the piece.
 - 4) Golden Lines – While they are reading, ask them to underline the golden line. When they are done, ask for three volunteers to stand and read the golden line they chose. Have all students add this golden line to their list of Golden Lines in their notebooks. Make sure they write the author's name under or next to the line to give credit to the person who came up with the idea.
 - 5) Combine Sentences – Next, ask them to find three different pairs of sentences they can combine and, using the skills they learned yesterday (semi-colons or commas combined with and, but, or, nor), combine them directly on their partner's first draft. When they are finished, have them pass the paper back to the author. While they are combining sentences, hand back their worksheet from yesterday. Tell students who would like to improve their grade to correct their mistakes and resubmit by the end of the period.
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ACTIVITIES – INDIVIDUAL AND GROUP

1. [Popcorn Reading](#) – Pass out “Fear.” You will be reading this piece popcorn style. If you cannot remember the rules of popcorn, make sure to look them up in the *Teaching Strategies* section of our site. Review the rules for popcorn with the students prior to reading today. Then read “Fear.”
2. Discuss – When you have finished, ask students “What does the author, Frankie, fear? How do you know?” Allow for some discussion here and different points of view as long as they can back it up with examples from the story. Ask students what kind of journey Gary Soto is describing in “Fear.” Is Frankie’s journey internal or external? And how do they know? Make sure they are citing examples from the story to back up their opinion.
3. Dialogue – Then, ask students to underline the dialogue they most appreciated in this piece. Try to keep it to one piece of dialogue per student. Ask each student to write their favorite piece of dialogue on the front board,

making sure to write it so that it is grammatically correct. Review with students the rules of dialogue (see Editing Skills List 2). Make sure to look at each piece of dialogue written on the board as a class, checking for errors. As you allow students to point out the errors, correct the mistakes on the board. Tell students that tonight they will be starting their piece of writing with a piece of dialogue. Ask them how starting a piece of writing with dialogue might be an effective literary tool used to hook the reader. Hopefully, they will say something like “it puts the reader right in the middle of the words or the relationship between characters.”

4. Homework Review – Review the homework assignment with students. If students like one of the pieces of dialogue written on the front board, they may use it to start their piece or they may create their own dialogue. If you have time, allow them to begin Journal 10 in class.
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HOMEWORK

Journal 10 –Write about a time when you were scared.

You must include all of the following:

- 1) a good hook that opens with a piece of dialogue
 - 2) show not tell
 - 3) at least five adjectives
 - 4) an extended metaphor/simile
 - 5) reflection
 - 6) evaluation
 - 7) at least one piece of dialogue
 - 8) a clear voice that is distinctly yours
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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