

TITLE OF LESSON

English 1 Unit 2 Lesson 18 – Autobiography, Annotation, Adverbs

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TIME ESTIMATE FOR THIS LESSON

One to two class periods (depending upon the skill level of your students and the time allocated for class)

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ALIGNMENT WITH STANDARDS

California – Eng 9-10: R1.0-2, 3.0-12, W1.0-2, 1.9, 2.0-1, W/O1.0-3

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MATERIALS

“The Lesson” – Reading by Toni Cade Bambara  
**Story Tools** – Student Page  
One highlighter per student

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LESSON OBJECTIVES

- To reinforce compound sentences
  - To introduce highlighting and annotation as a reading strategy
  - To review the literary elements/tools of hook, dialogue and voice
  - To demonstrate mastery of literary elements/tools through the use of them in student writing
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FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

- 1) **Daily Log/Agenda** – Have students copy the agenda you have posted.
- 2) **Homework Check** – Have students take out Journal 10, 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 following...
- 3) **Silent Peer Read Around, Golden Line and Sentence Combining Review**
  - a. They should pass their first draft to the person seated on their right. Have students silently read the piece. 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.
  - b. 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. Have the author check to make sure the sentences were combined correctly. If they were not, the author should correct them. You may want to field any questions at this point. Have students place their first draft of this piece in their notebooks for now.

- 4) **Vocabulary** – Tell students: today they will be focusing on adverbs. Ask if anyone knows what an adverb is. Help them to come up with a class definition. Tell them one of the ways they can remember the definition of an adverb is that it is exactly the way it sounds, a word added to a verb to describe the action. Write the definition on the board and have students copy it onto their toolbox next to the word adverb on their list. If they do not have adverb on their list, have them add it.
- 5) **Brainstorm** – Next, create a list of adverbs on the front board or overhead. Ask students to use their adverb in a sentence. While you are writing down the adverbs on the board, have the students make the same list of adverbs in their notebook. Tell them this will become their word bank for good, describing words. Do not let them use boring adverbs. Help them to think of more really good describing words/adverbs like jubilantly, joyously, conspicuously, freely, outrageously, etc. Have them add those to their list, too. Ask them what the difference between an adverb and an adjective is. By now they should be able to tell you that an adverb describes a verb (the action) and an adjective describes a noun (person, place or thing) or subject.

Explain that in their homework, they will be focusing on showing the reader with the use of adverbs the thoughts they are trying to convey, rather than telling them. Also, they will be identifying good adverbs in the piece of literature they will be reading today.

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#### ACTIVITIES – INDIVIDUAL AND GROUP

1. **Highlighting and Annotating** – Pass out Toni Cade Bambara’s “The Lesson” to each student, along with a highlighter. Ask students to take out a pen or pencil. Tell students that today they will be annotating and highlighting this piece of literature. Ask students to quickly flip through this piece of writing. What is the first thing they notice? Most students should comment on the length of the piece. Ask students what they do to focus while they are reading and to remember what they have read when it is such a long piece. Ask them what they would do if they knew they had to remember the important parts because they would be tested on it. Tell them that one of the strategies adult readers use to stay focused while reading and to remember easily what they have read is annotation and highlighting. Today, they will highlight and annotate all of the important parts in “The Lesson.” Tell them you will highlight and annotate the first paragraph together so they can see how it is done and then they will finish the rest of the piece silently on their own. You may want to remind students of the reading strategies list you put together when you read Wole Soyinka’s, “Telephone Conversation,” and have them take out the list now to prepare for annotating. Annotating is when you write out a word, idea or question that might summarize the sentence or passage that you highlighted as important. Annotation helps the reader to find the important parts quickly and easily. Ask students what they might want to use annotation for (i.e. to write an opinion paper that needs supporting evidence from the text, to find important parts easily if they are having a class discussion, to help memorize important ideas for a test, etc.).

Ask students to listen as you read the first paragraph out loud. Tell them that when they think a part has important ideas in it to call out stop and you will stop reading to highlight that part. As you are highlighting, ask them to give you a few words to write in the margin next to the highlighted portion about why they believed it was important. While students are calling out their ideas, you may want to submit a few of your own to model for them the process. When you have finished, ask students to silently continue reading the rest of the story on their own, being careful to highlight and annotate any parts they feel are important and should be remembered and also any parts they have questions about, making sure to write their question in the margin.

2. **Class Discussion** – When students have finished reading, ask them to look at what they have highlighted and annotated. Ask students with questions in their highlighted areas to read them out. Allow other students to attempt to answer the questions, making sure to ask where they find evidence in the text for their answer. You want to consistently bring their awareness back to the text for support of their opinions. When students have finished asking their questions, ask the following (make sure they back up their opinions with examples from the text):
  - 1) Who is the main character, the “I” in this piece? What is her name? (see if students can find her name in the text—Sylvia)
  - 2) What is the lesson/s? And who was the learner? Who was the teacher?
  - 3) Did Sylvia learn anything? If so, what? And if not, how do they know?

- 4) Was Miss Moore a good teacher? Why or why not?

You may have many differing opinions on these particular questions. Allow for their diversity as long as they are able to find supporting evidence in the text. When you have finished. Ask students if highlighting and annotating made answering the questions any easier. What if you had decided to give them a timed quiz? Or what if you wanted them to write an opinion essay about this particular story complete with examples that support their opinion? Who would have finished with more ease, someone who just read or someone who highlighted and annotated while they read? Tell them to remember this strategy, as you will expect them to use it frequently over the course of the year.

3. **Story Tools** – Pass out copies of the Story Tools sheet. Ask students to flip it over and add two more columns to their chart, adverbs and voice. Ask students to decide which tool Toni Cade Bambara uses as her hook. Students may come up with character description. Help them to look at voice by reading the first three sentences to them. Ask them what is different about these three sentences and the rest of that paragraph. Tell them that this author writes the way she speaks with no pauses, just like a younger child or teenager might speak. She uses some slang, too. She definitely uses curse words. Now would be a good time to bring up the issue of whether or not curse words are effective tools in writing. Are they powerful? Are there times to use them and times when they are not appropriate? Allow students to define the parameters with a little help from you. As young authors, they will have to make decisions about appropriate writing tools, as the language they use can have a negative or positive effect on their audience. They need to be aware of who will be reading their piece and what purpose it serves. Sometimes, curse words help to tell a story by creating a voice and making it sound authentic just like in Toni Cade Bambara's story. Ask if they notice that there are not many periods and quite a few ands to show no pauses in the “voice” of Sylvia. Ask if they think this use of voice is an effective way to begin a piece of writing. Why or why not? Have them look at the dialogue in this piece of writing. Do they see any other examples of voice used in the same way? Where? How does Miss Moore's voice sound in comparison? Do they think this author was setting up a contrast between voices so that readers might pick up on the differences more quickly? And why would she want to do this? What does language tell you about how much a person knows or doesn't know? What does the way someone speaks reveal about that person? Finally, ask students to look at the entire story and fill in their Story Tools sheet. By now students should be very familiar with this sheet. You should continue to walk around the room, helping and encouraging where you can, but for the most part students should be working fairly independently.
4. **Homework Review** – When they have all finished, ask them to think about the way their voice sounds when they are speaking casually to their friends. Now ask them how that might look in writing. Tell them that tonight their job will be to make their voice clear, just like Sylvia's and Miss Moore's was made clear. They may use slang, profanity (if you have agreed that sometimes it is appropriate) and sentence structure to make their voice clear. If there is time in class, ask them to decide which tool they will hook their reader with. Then let them begin Journal 11.
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#### HOMEWORK

Journal 11 – Write about a time when you learned a lesson or taught a lesson.

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, using the exact way you speak
  - 9) at least five adverbs
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#### GROUP ROLES



None

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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