

TITLE OF LESSON

English 1 Unit 2 Lesson 41 – Public Reading Preparations and Final Project Presentations

TIME ESTIMATE FOR THIS LESSON

One full class period

ALIGNMENT WITH STANDARDS

California – Eng 9-10: W/O1.0-5, L/S1.0-1, 1.3-9, 2.1a-d, 2.4a-d

MATERIALS

An overhead transparency of the **Final Project #2 Student Grading Procedure** – Student Page
5 photocopies per student of the **Final Project #2 Student Grading Procedure** – Student Page

NOTE: You will want to randomly place students in groups of 5 today. If you have a class of 30, number slips of paper 1-6. Set up desks in the room in six groups. Place a big number at each group. As students walk in the door hand them each a sheet of paper and ask them to sit in the group labeled with that number. Also, if you are planning to videotape the public reading, remember to get your video camera. You may want to ask an older student to attend and videotape for you, as you will need to score the readings.

LESSON OBJECTIVES

- To practice oral reading and presentation skills
 - To demonstrate mastery of writing, reading and oral skills learned this year through the use of peer evaluation and feedback
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FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

- 1) Assign Groups – As students walk in the door, hand them their numbers and ask them to sit in the group labeled with that number. Tell them they may not trade numbers today in order to sit with their friends. They must sit with the number they receive from you.
 - 2) Homework Check – Collect all field trip slips. Remind students that today is the last day to turn them in. So if they have not turned them in, they had better run home after school and bring them back. Also, remind students that their Project #1 is due tomorrow and that they will have visitors in to grade them. So if they have not finished, they must finish it up tonight.
 - 3) [Agenda/Daily Log](#) – Have students copy the agenda you have posted.
 - 4) Grading Procedure – On an overhead, place a copy of the **Project #2 Student Grading Procedure**, but do not hand them out to the students. Briefly review with them how they will be graded on their presentations. Tell students that today they will be providing their group members with feedback so that they can improve their presentation for a better grade. Remind them that reading in front of an audience is difficult, even for the best of readers. So their job is to be as supportive as possible and provide positive feedback. In particular, you expect them to be respectful of each other so that when they read live for their guests tomorrow night they will be brilliant.
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ACTIVITIES – INDIVIDUAL AND GROUP

1. Practice Reading Instructions – Have students take out their books and a sheet of paper. Have them put their name, the date and the period at the top of the sheet of paper. Have them title it, *Peer Feedback*. Tell them you will be collecting these at the end of the period. Explain that one volunteer from each group will read their introduction and their excerpt exactly the way they will be reading it tomorrow night. This means with movement, standing or sitting with exactly the tone of voice and emotion that they wrote out for homework last night. Tell them they may use their sheet from last night for their reading. While the volunteer is reading, each group member should write down the reader’s name on their sheet of paper, and underneath his name provide him with at least one positive piece of feedback and one suggestion for improvement. All feedback must be specifically based on the **Project #2 Student Grading Procedure** that you should still have up on the overhead. There should be no comments like “that was good.” It should be something like, “When you say his head is big, pause and look at the audience” or “Don’t sit down. We can’t hear you. Stand up instead.” Choose one student from each group to go first. Tell them they will

- have two minutes to read their introduction and their excerpt. All group members should be listening and taking notes. Tell them to go.
2. Peer Feedback – At the end of two minutes, call time. Have the reader take out a separate sheet of paper. Their job is to write down the suggestions and positive feedback their group members give them. Tell the groups they will have five minutes to complete this. At the end of five minutes, call time.
 3. Practice Reading Continued – Have the person sitting to the right of the reader read next. Repeat this procedure until everyone in the group has had an opportunity to read and receive feedback.
 4. Partner Practice – Tell students they will have five more minutes to practice reading, using the suggestions their peers have given them. They should practice with a partner in their group. Remind them that when you call time, they will be performing their piece for the class.
 5. Assigning Graders – At the end of five minutes, hand out five **Project #2 Student Grading Procedure** to each student. Have them write their name on the line that reads Name of Author. They should do this five times. Ask them to write the names of the rest of their group members on each of the rubrics on the line that reads Name of the Grade. Then on the one remaining rubric on the line that reads Name of Grader have them write the name of one other person that they would like to have grade them in the class (You will want to make it clear that no one may grade more than five people. So if another student gets to the person they wanted to have grade them before they do, they will have to find someone else). Have students quickly give their rubrics to the group graders they have written on their sheets (not the someone else yet).
 6. Group Scoring – Students should pass their books to the right. They should briefly look through the book and score the students on the book portion of the grading procedure only. Give them 2-4 minutes to score the book before you have them pass again. Do this until each member of the group has scored each book. Make sure there is no talking.
 7. Other Grading – When the author has their book in front of them again, have them quietly get up and give the book to the person whose name they wrote on their 5th rubric, the person they wanted to have grade them. Give them 2-4 minutes to score the book. Then have them get up and give the book back to the author.
 8. Introduction **Reading** – (You may not finish this portion of the class today. That’s all right. Make sure you save time tomorrow. And if you do not finish, make sure to collect all rubrics!!!) Finally, you will have students read their introduction to the entire class. Everyone should be paying attention, although not everyone will be scoring the reader. Only the students who were in the reader’s group or the one student who was chosen by the reader should be scoring the introduction only. When a student finishes reading, have the graders total their scores and turn the grading procedure upside down on their desk. Tell them you will collect all grading procedures, whether they have been filled in or not, at the end of the period.
 9. Homework Review – Collect all rubrics and remind students that they should meet you in the computer lab tomorrow. Tell them they must come prepared to finish presenting their book to their peers (if they have not finished) and prepared to present their web pages to their guests.
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HOMEWORK

- 1) Complete Final Project #1, your web page.
 - 2) Practice reading your introduction and your excerpt for your public reading.
 - 3) Make sure your book is ready to be turned in tomorrow.
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GROUP ROLES

None

DOCUMENTATION FOR PORTFOLIO

Unit 1

Final Exam Unit 1
Hero Myth
Trickster Myth

Unit 2

Autobiographical Incident 1
Autobiographical Incident 2
Autobiographical Incident 3



Monster Myth
Creation Myth

Autobiographical Incident 4
Evaluation Essay 1