

TITLE OF LESSON

English 1 Unit 2 Lesson 44 – Final Exam, Part 1

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TIME ESTIMATE FOR THIS LESSON

One class period

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ALIGNMENT WITH STANDARDS

California – Eng 9-10: R1.0-3, 2.0, 3.0-12, W2.2a-d, W/O1.0-4

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MATERIALS

Pens/pencils for students who forget

**Autobiography Final Exam** or **Evaluation Final Exam** – Teacher Pages

Either one of the following:

“Donald Duk” – Reading an excerpt by Frank Chin (Evaluation Final Exam) OR

“Raymond’s Run” – Reading by Toni Cade Bambara (Autobiographical Incident Final Exam)

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LESSON OBJECTIVES

- To demonstrate mastery of elements of autobiographical writing
  - To demonstrate mastery of elements of evaluation writing
  - To demonstrate group work mastery
  - To demonstrate writing proficiency test taking skills
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EXPLANATION OF LESSON

Students will be taking the Writing Assessment Test for the next two class periods. Make sure you have a copy of the Writing Assessment Final Exam for each student. Make sure you have access to “Donald Duk” an excerpt by Frank Chin for the final exam, testing the evaluation writing type or “Raymond’s Run” by Toni Cade Bambara for the final exam, testing the autobiographical writing type (depending upon what you have chosen). These will be the model pieces of literature students will be reading for this test. Remember that the purpose in this test is to have an exemplary piece of literature model the type of exemplary writing you are asking students to create in the final portion of this test. Be sure you have familiarized yourself with the test prior to administering it. Remind students of their Good Test Taking Strategies prior to starting their exam. You may want to have their desks arranged in rows to start the exam for the individual portion, Part 1-A. When Part 1-A is finished, you assign groups of three or four for Part 1-B. Decide prior to class how you will ask students to read. If you have a skilled bunch of readers in your class, you may ask them to read silently and complete Part 1-A. If you have multiple skill levels, you may want to read the piece out loud and have students follow along silently. Since students began reading with you yesterday, you may want to continue the story in the same fashion today.

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FOCUS AND MOTIVATE STUDENTS

- 1) Homework Check – As students enter the room, collect their review sheet from last night’s homework. Keep it and grade it while students are working on their test. You will want to hand this back at the end of the period so that students can continue to study tonight for the final writing portion of their exam tomorrow.
- 2) Final Exam **Reading** Excerpt – Pass out the final exam you have chosen to give. Begin the final exam by reading the test instructions for Part 1 of the exam with the students. Be sure to remind students that Part 1-A is individual work. This means that students are not to talk with anyone else in the room. If they have a question, they should raise their hand and you will come to them to answer the question. Tell them that Part 1-B is group work, during which time they may talk to the people in their assigned group only. Tell them that they will be completing Part 2 of the exam tomorrow. Remind them that this is a timed test. They will have 30 minutes for Part 1-A and 30 minutes to complete Part 1-B. Should they finish either portion early, they should put their pen/pencil down and sit quietly until you call time. Let students know that it is okay to

write on any portion of their exam. As a matter of fact, you should encourage note taking, highlighting and/or underlining as an effective way to take a test in order to remember passages of text. Finally, after you have reviewed instructions from Part 1-A and Part 1-B with the students, ask if they have any questions. Answer their questions and begin the reading portion of the test. Make sure to watch the clock and post the time remaining on the board. Remember they only have 30 minutes for this portion of the test and that includes the reading.

**NOTE: If you began reading with them yesterday, finish reading with them today or if their skill levels are fairly high, you may want to ask them to read silently.**

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#### ACTIVITIES – INDIVIDUAL AND GROUP

1. Part 1A – After reading the selection, have students fill in Part 1-A individually. Make sure as they are doing this you write the time remaining on the board. Check to make sure students are working individually and that if there are any hands raised, you are there to answer questions.
  2. Part 1B – At the end of 30 minutes, call time. Place students in groups of three or four. You should make it as simple as possible in the interests of time. Whoever is seated nearest gets placed in a group together. If you are uncomfortable with this, you may want to have a seating chart prepared prior to class. Ask if there are any questions prior to beginning this portion of the test. Field all questions. Tell them they will have 30 minutes to complete this portion of the test. Begin.
  3. Clean Up – Call time at the end of 30 minutes. Collect all tests and reading materials. Tell students they may use their notes from today for the final portion of the exam tomorrow. Remind them of good test taking strategies as a way to wrap up class today and prepare them for class tomorrow. Hand back their graded review sheets so that they can study again tonight.
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#### HOMEWORK

- 1) Prepare for the test using the Good Test Taking Strategies and the review sheet.
  - 2) Organize folders according to section and date. Make sure all agendas are in the front of the folder organized by date. Due for a formal grade Lesson 45.
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#### GROUP ROLES

You may want to allow students to assign the following roles in their groups for the purpose of being efficient today, but do not spend time assigning them. Just remind the students they can help each other by being organized in their groups. Really, each person should be participating in each of these roles in order to speed along the group process and every child must be taking notes on their own test or they will not be given credit, even if their peers wrote the answer down.

Facilitator

Notetaker

Timekeeper

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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

Autobiographical Incident 3

Autobiographical Incident 4

Evaluation Essay 1

Final Project #1: Creating Your Own Autobiography Web Pages

Final Project #2: Book Project of all writings: 4 Autobiographical Incidents, 2 Evaluation Essays, and 4 Myths

Final Exam Unit 2



