

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

TITLE OF LESSON

American Literature Unit 1 Lesson 23 – Typing Essays and Poems
How Can We Integrate New Dialects Into Our Own Dialects?

TIME ESTIMATE FOR THIS LESSON

One class period

ALIGNMENT WITH STANDARDS

California – Eng 11-12: R1.0-3, 2.0, 3.0-5, W1.0-5, 1.9, 2.0, 2.2, W/O1.0-3, L/S1.0, 1.4-9, 2.0, 2.5
NETS for Students – 1, 2, 3, 4

MATERIALS

Evaluation Essay 1 Instructions – Student Page
Evaluation Rubric – Student Page
Reciprocal Teaching Strategies sheets (Clarifier, Predictor, Summarizer, Questioner) – found in the *Teaching Strategies* portion of the site
Poetry Rubric – Teacher Page

LESSON OBJECTIVES

- To type the final draft of the Evaluation Essay 1
 - To type the final draft of the Incident Poem
 - To review the spell check tool in Microsoft word
 - To practice using words from the word diaries
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FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

- 1) Homework Check – Stamp/initial all complete homework assignments (Annotated notes, **Reciprocal Teaching Strategies sheets** and word diaries).
- 2) **Daily Log** – Tell students to copy the Daily Log below. Tell them not to turn on their computers until you tell them to.

Date	Journal	Lecture Discussion	Activity	Readings	Homework
			1. Type Evaluation Essay 1 (Step 6 of Essay Instructions) 2. Type final draft of Incident Poems 3. Secret Word Stories	<i>The Adventures of Huckleberry Finn</i> , Ch. 5-8	1. Read Chapters 5-8 of <i>The Adventures of Huckleberry Finn</i> . Annotate the reading and fill in the role you have chosen from the Reciprocal Teaching Strategy . 2. Add to word diaries. 3. Practice for book talks. 4. Study Vocabulary.

ACTIVITIES – INDIVIDUAL AND GROUP

1. Computer Protocol – Remind students of the computer lab etiquette you have established for your class and the consequences of any misbehavior. Remind them that you will not be responsible for any lost or deleted work because they forgot to save. So they need to save frequently.

2. **Type** Essays – Tell the students to bring out the second drafts of their essays, with the editing suggestions written on them. Now, it is the author’s turn to look over the changes suggested and accept or reject them, based on their ideas of what is correct. Remind them that even the best editors make mistakes. It is their paper and their responsibility to make sure all changes are correct. Also, they should read all comments and make appropriate changes where appropriate. Remind them to use the spell check function before printing a final copy. Remind them that both spell check and grammar check depend on the writer to make the decision about corrections. Spell check identifies words that seem to be misspelled and will offer other choices. Students need to decide which choice is correct. Also, the errors identified by these tools are not always errors, and there are many kinds of errors that are not identified (such as homophones for intended word choices). Tell students they will have 30 minutes to work on finishing Evaluation Essay 1. Then have them get right to work.
3. **Saving** – At the end of 30 minutes, call time. Have students save this draft as a version. Remind them to print out all of their copies (or save to a disk to be turned in to you), place them in the correct order, and turn in the assignment. Sign all Essay Instructions sheets.
4. **Type** Poems – When the students have finished typing their essays, hand out their Incident poems, with the editing suggestions written on them. Now, they should look over the changes suggested for the poems and accept or reject them, based on their ideas of what is correct. Also, they should read all comments and make appropriate changes. Tell students they will have 10 minutes to work on finishing their poems.
5. **Saving** – At the end of 10 minutes, call time. Have students save this draft as a version. Remind them to print out all of their copies (or save to a disk to be turned in to you), place them in the correct order, and turn them in to you. Or if it seems that most students were not able to finish in the time allotted and you are feeling generous, let some students finish while you are doing the next activity. Correct these poems tonight using the **Poetry Rubric**.
6. **Secret Word Stories** – When all of the students have finished typing their final drafts, have them assemble into groups. If some people are still working, divide the students who have finished into two or three groups. Tell the class that they are going to play a game using the words from their word diaries. Everyone should select a word from *Huckleberry Finn* that they chose for their word diary. It should be a word that is rather new and strange to them. Tell students to write their words on a small scrap of paper and place it on a desk or a table near where their group is sitting. When everyone has done so, tell them that each group will choose one word from the pile of words. The group will then use the word to create a story. Have each group choose one word from the group’s pile.
7. **Telling Stories** – When the words have been chosen, tell them that they will have five minutes to create a spontaneous story that uses the word that has been chosen. It does not need to be a long or an elaborate story (in fact, it should be about a minute long), but it should be one that incorporates the word at least once, and demonstrates what the word’s meaning is within the story. (For example, if they chose the word “stretchers,” meaning “lies,” they should use it in a sentence that demonstrates that the word means lies.) Tell them that, when every group has finished, they will take turns telling their stories. They should not reveal their secret words to the audience! The audience will try to guess which word was the secret word. They may choose to tell stories in any way they like – acting them out, having a narrator tell the story while the rest of the group acts, or taking turns speaking. Whatever they choose, everyone in the group must be a part of the storytelling. After five minutes, call time. Then have the groups take turns telling stories, while the listeners vote at the end of each story on the secret word. (If you like, give them this tip for storytelling: put other strange words in the story to “disguise” the secret word.) Tell them to try to incorporate their secret words into conversations with friends and family. The more they practice using the new words, the better their understanding of the new dialects will be. This is also a good general strategy for new vocabulary; incorporate the new words right after learning them. Tomorrow, the secret words will be words of the day. Anyone who uses the secret words, in a way that makes sense in the class activities, will get a point. Whenever someone notices someone else using a secret word, they should also make a note of it, specifying the word, who used it, and the sentence that the word was in. Anyone who turns in notes about the secret words at the end of the period tomorrow also gets a point.
8. **Review Homework** – Remind students to practice for their book talks tomorrow. They will be choosing a new novel for independent reading based on the book talks given by other students, so these reports should be

helpful and informative. They should continue their reading of *Huckleberry Finn* as well, annotating the reading and filling out the appropriate **Reciprocal Teaching Role sheet**. Distribute these sheets to the students now.

HOMEWORK

- 1) Read Chapters 5-8 of *The Adventures of Huckleberry Finn*. **Annotate** the reading. Fill in your assigned **Reciprocal Teaching** role sheet.
 - 2) Add to word diaries.
 - 3) Practice for book talks.
 - 4) Study Vocabulary.
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GROUP ROLES

None

DOCUMENTATION FOR PORTFOLIO

Unit 1

Project 1: A True Story

Evaluation Essay 1

Incident Poem