

Note: Today is a computer lab lesson. Please make sure you have signed up for the lab in advance.

TITLE OF LESSON

English 2 Unit 1 Lesson 22 – Typing Essay #3

TIME ESTIMATE FOR THIS LESSON

One class period

ALIGNMENT WITH STANDARDS

California – Eng 9-10: R2.7-8, W1.0-2, 1.4-7, 1.9, 2.0, 2.3a-f, W/O1.0-5
NETS for Students - 1, 3, 4, 5

MATERIALS

Editing Skills List – Teacher Page
Essay #3 Requirements sheet – Student Page
How to Use Reviewing – Teacher Page
Evaluation Rubric – Student Page
Computers with Microsoft Word
Computer lab or enough computers for each student
Floppy disks (depending upon how you have decided to have students save)

LESSON OBJECTIVES

- To use knowledge of the Reviewing tools in Microsoft word
 - To demonstrate spelling, punctuation, and grammar skills through peer editing
 - To review the spell check tool in Microsoft word and incorporate it in the peer editing process
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EXPLANATION OF LESSON

Today, students will be putting into action the skills they learned yesterday. They should have their notes from yesterday: How to Use Reviewing, out and ready to use in case they get stuck or have questions. They will be completing STEP 5 and STEP 6 of the Essay #3 Requirements sheet.

If you have handed out copies, you will want students to take the requirements sheet out. If you are posting it on an overhead projector, be sure you have it up and that both STEP 5 and STEP 6 are showing, along with the GRADING PROCEDURE. Plus you will need the sheets of paper they filled out with the grade they are aiming for on this essay (they did this during the goal setting in Lesson 20).

FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

- 1) Directions – Review STEP 5 AND STEP 6 of the Essay #3 Requirements sheet with students. Remind them that their essays are due today. Point out the GRADING PROCEDURE so they know what they must turn in to you at the end of the period today, in what order, and in hard copy form (unless you would like them to turn in their disks with all of the versions, which is also an option.). Also, remind them of the goals they set for themselves with respect to their grades. Tell them you have the sheets they turned in and that you will be comparing what they said they wanted to earn with the actual work they are doing.
- 2) Homework Check – Pass back their notes on How to Use Reviewing from yesterday. Tell students you will not be explaining to them how to use any of the tools that they learned how to use yesterday. If they have questions, they should first consult their notes. If they still cannot figure it out, they may ask a group member. It is important that they learn to be independent and to rely on the help of their peers, as this is often what they will be asked to do in the real world.
- 3) **Daily Log** – Post the Daily Log below and have students copy it down.

- 4) Computer Protocol – Before beginning today’s lesson, remind students of the computer lab etiquette you have established. As always, remind students to save their work.
- 5) Spell Check – Review with students how to use the spell check. The most important thing for them to remember is that spell check and grammar check depend on them. Spell check can identify a word it thinks is misspelled and sometimes it will give choices, but it is up to the student to decide which choice is the correct one. Tell students that today, only the authors will be using the spell check. The editors will have to read the document and rely on the author’s spelling prowess. They will be using the comments and track changes tools to edit for their partner.

Date	Journal	Lecture Discussion	Activity	Readings	Homework
	2. What is the inside of race identity and what belongs there? One page	Using Spell Check	1. Peer Editing 2. Correcting Your Mistakes 3. Finalizing Essay #3		None

ACTIVITIES – INDIVIDUAL AND GROUP

1. **Peer Editing** – Make sure you have posted the partner’s names from yesterday on the front board. Have students trade essays with their partners from yesterday, according to how you have them save (see Lesson 21 notes on saving and partnering). Post your **Editing Skills List** (found in the *Teacher Pages* section of this unit) on an overhead projector, a computer hooked up to a television monitor, or a computer projector. Be sure you have only the first step showing, as you will walk students through the entire list today. Acknowledge again that editing is tedious, but important in making a document presentable. It indicates their ability level, their intelligence, and their willingness to be meticulous. These are all skills that college professors and future employers will look at. Plus, on a more realistic note, their work is a reflection of who they are; they want to look smart!
2. **Track Changes and Comments** – Once they have traded essays, tell students to turn on Track Changes. Everything they edit in their partner’s essay should be done using Track Changes so that their partners can easily and clearly see the portions of their essays that will need attention. Tell students that they will use the Comments button for anything the author needs to change. Tell students that when they believe a word is misspelled, they should highlight the word, click on the comment button, and type the word spelling in the comments dialogue box. This will indicate to their partners that the word may be misspelled. It is not their job to correct the word for the author. It is their job to spot words they believe may be misspelled (hint: Word underlines misspelled words in red, but it does not always catch all of them and there may be words that are spelled correctly, but they are misused. It is the editor’s job to catch this).

Tell students that anything they are asked to actually change as editors (i.e., capitalizing the first word of each letter in the title, capitalizing the first letter of the first word of a sentence, putting a period at the end of a sentence, correcting run on sentences by taking out too many ands, and so on), they should do using the track changes tool. This way the author can see the changes that have been made and either accept, reject, or add to them.

Walk students through each of the skills on the **Editing Skills List**. Show only the first skill until each student has looked at their partner’s paper and corrected that skill. Either ask for a show of hands to determine that everyone has finished or ask the students to look up at you when they are done. Some skills take a little longer than others to complete. If you think your students work best at their own pace, then show the entire list at one time and let them work through the list individually, while you walk around the room observing, encouraging, and helping. This usually takes approximately 20 minutes.

3. **Final Version Directions** – At the end of 20 minutes, give students their next set of directions. If most students have not finished, you may want to give them a little more time, but remind them that their essays are due at the end of the period. So they do not want to mess around. Have students save their editing changes as a version. Then ask them to close the document and hand the essay back to the author. Now it is the author’s turn to look

over the changes made and accept or reject them, based on her own ideas of what is correct. Remind them that even the best editors make mistakes. It is the author's paper and her responsibility to decide which suggestions to follow.

4. More Directions – Also, they should read all comments and make appropriate changes BEFORE they delete the comments. Since this is to be the final draft, it should be a clean copy; that means it is free of all track changes and all comments. Sometimes a comment may be invisible. So they should make sure to use the next comment button to recheck for all comments prior to printing. Tell students they will have the rest of the period to work on finishing Essay #3. Then have them get right to work.
 5. Save and Print – Five minutes before the end of the period, 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). Then collect them.
 6. Clean Up – Have students clean up their workstation, push in their chairs, and shut down their computers. Remind them that tomorrow is a computer lab day. Have them go directly to the computer lab. Remind them of their homework.
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HOMEWORK

1) Continue reading your novel.

2) **Journal #3** (one page):

Is there an inside of race identity? And if so, what is it? You have been studying how people construct race identity, write about what you believe is the inside of race identity and what things or ideas may belong on the inside of race identity. Or if you believe there is no such thing as an inside to race identity, write about why you believe there is no such thing as an inside to race identity.

GROUP ROLES

None

DOCUMENTATION FOR PORTFOLIO

Evaluation Essay #1

Evaluation Essay #2

Project 2: Deconstructing Newspapers

Evaluation Essay #3