

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

TITLE OF LESSON

English 2 Unit 1 Lesson 39 – Typing Essay #4: Revision and Draft 2

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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, W1.0-2, 1.4, 1.6, 1.9, 2.0, 2.2a-d, 2.3a-f, W/O1.0-5, L/S1.0-1  
NETS for Students – 1, 2, 3, 4

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MATERIALS

**How to Use Reviewing** – Teacher 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)

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LESSON OBJECTIVES

- To revise a peer's essay using the Comments and Track Changes tools in the Reviewing toolbar
  - To review how to use Comments and Track Changes in the Reviewing toolbar of Microsoft word as practice for their final exam
  - To review how to save as a version
  - To make improvements to an essay based on the suggestions of a peer
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EXPLANATION OF LESSON

Today, students will be switching essays with a partner in order to make suggestions for improvement. They will need their **Essay #4 Requirements** sheet and their notes for How to Use Reviewing in order to correctly revise using the Microsoft Word as a tool for revision. Again, they will be tested on their knowledge of the Reviewing tool for their final exam; so it is important that they practice hard today. Also, you will need to make sure you have decided how students will be saving their work today, as it will effect how partners work together. If students are saving to disk, they will need to trade disks. If students are saving to a server, they will need to write down where they have saved their work and what they saved it as for their partner. If students are saving their work to the local C drive of a computer, they will need to trade computers and write down where they saved their work and what they saved it as for their partner. Make a list of who will be partnering prior to class and post it on the board. It will make everything a lot smoother. Finally, students will be making improvements to their essay based on the suggestions of their partner. You may want to bring in an overhead copy of **How to Use Reviewing** (see *Teacher Pages*) just in case.

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FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

- 1) Homework Check – Initial all complete first drafts of Essay #4. Pass back all graded work and have students place them in the appropriate section of their binders. Tell students who still do not have a novel for Silent Reading that you will call home again tonight and every night until they bring it to class.
- 2) **Daily Log** – Have students copy the Daily Log below. Tell them not to turn on their computers until you tell them to. This means during Silent Reading, no computers should be on.
- 3) **Silent Reading** – Read silently for 15 minutes with the students. At the end of 15 minutes, call time. Ask students to tell one character that they like and why. If no one volunteers, you tell about a character you like in your reading. Have students put their books away.

		<b>Lecture</b>		
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Date	Journal	Discussion	Activity	Readings	Homework
			Revising Draft 1 and Typing Draft 2		1. Continue reading your novel. 2. Finish draft 2 of Essay 4.

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. Tell students they will be revising a partner’s essay using the Reviewing toolbar in Word. Remind them this is practice for their final exam, where they will be required to revise an essay to demonstrate their mastery of Reviewing. Although they may ask for help from their friends or you and they may use their notes, they should try to work without them so that they can practice for their exam (kind of like studying or quizzing themselves).
2. Assign Partners – Bring students’ attention to the partner’s names you have listed on the front board. Explain that these will be their partners for today’s lesson. They may not trade partners. Ask students to trade computer versions of Essay #4 with their partner. You should instruct them to do this in the way you decided prior to class based on how you have had them save their essays (e.g., to disk, to hard drive, or to the school server). Tell students they will also need **Essay #4 Requirements** sheet STEP 3 and STEP 4 out on their desk.
3. Directions – Tell them they will have 20 minutes to complete STEP 3 of their **Essay #4 Requirements** sheet. There should be no talking. If they have to ask any questions about the paper, they should be typing them in as comments because something in the essay is not clear. But absolutely NO TALKING. If they have questions about the computer program or how to revise, they should raise their hand and you will come around to answer their question.
4. Draft 2 – At the end of 20 minutes, call time. Have students save the suggestions and changes they made as a version. Then ask them to give the essay back to its author. Tell them they will have the rest of the period to finish making changes to their essay based on their partner’s suggestions, using the requirements in STEP 4 of the **Essay #4 Requirements** sheet. If they finish early, they may read their novel or get started making revisions to their Image 3 which is their final project.
5. Save and Print – Five minutes before the end of the period, remind students to save their work. Have them print out their second draft, as well. This is the physical proof they completed the assignment on time. Even if the computer crashes or they lose their disk, they will always have a copy. Ask them to shut down their computers, clean up their workstation, and push their chairs in. Initial all complete drafts.
6. Remind students of their homework.

HOMEWORK

- 1) Continue reading your novel.
- 2) Finish draft 2 of Essay #4.

GROUP ROLES

None

DOCUMENTATION FOR PORTFOLIO

- Evaluation Essay #1
- Evaluation Essay #2
- Project 2
- Evaluation Essay #3



*Veils*  
*What's On the Inside/Outside?*

*2:1:39:Typing Essay #4:Revision  
and Draft 2*

Project 3 – Planning Your First Image  
Project 4 – Planning Your Second Image  
Novel Evaluation  
Project 5 – Planning Your Third Image

