

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 40 – Typing Essay #4: Editing and Final Draft

TIME ESTIMATE FOR THIS LESSON

One class period

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

MATERIALS

Editing Skills List – Teacher Page made into an overhead transparency, used on a computer projector or used on a computer that is hooked up to a television monitor
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)

LESSON OBJECTIVES

- To utilize knowledge and understanding 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 utilize it as part of the peer editing process
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EXPLANATION OF LESSON

Today, students will be putting into action the computer and editing skills they have been studying this quarter. They will be completing STEP 5 and STEP 6 of the **Essay #4 Requirements** sheet. If you have handed out copies to individual students, you will want them to take the requirements sheet out. If you are simply 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. 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 35), as well. Finally, you will need to have posted the pairs they worked in yesterday, as they will be working with the same partner today and you will need the **Editing Skills List** (found in the Teacher Pages).

FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

- 1) **Homework Check** – Initial all complete second 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 what they like the least about their novel and why. If no one volunteers, you tell what you like the least about your novel and why. Have students put their books away.

Date	Journal	Lecture Discussion	Activity	Readings	Homework
			Editing Draft 2 and Typing Final Draft		1. Continue reading your novel. 2. Bring Image 1, 2 and 3 to

					class tomorrow with the suggested revisions from a partner.
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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 editing a partner's essay using the Reviewing and Comments toolbar in Word. Remind them this is practice for their final exam, where they will be required to edit an essay to demonstrate their mastery of Reviewing and Comments. 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. Directions – Review with students STEP 5 and STEP 6 of the Essay #4 Requirements sheet. Remind them that their essay is 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 disk with all of the versions which is also a viable option and you may wish to point out that many colleges and universities are asking their students to turn in their papers this way). Also, remind them of the goals they set for themselves with regards to their rubric grade which is the quality of their work. Tell them you have the sheets they turned in and you will also be comparing what they said they want to earn to the actual work they are doing.
3. 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 choice. Tell students that today, only the authors will be using the spell check. The editors will have to read the document and rely on their spelling prowess. They will be using the comments and track changes tools to edit for their partner.
4. Peer Editing – Make sure you have posted the partner's names from yesterday on the front board. Have students trade essays with their partner from yesterday, according to how you have them save (see Lesson 39 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. Post all of the steps at the same time. Tell students they are on their own today. It is their responsibility to their partner to make sure they edit thoroughly. Acknowledge again that editing is tedious, but important to 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, not to mention the fact that practicing now will help to develop the skills to an even higher degree for later. Plus, on a more realistic note, their work is a reflection of who they are; they want to look smart!
5. 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 partner can easily and clearly see the portions of their essay 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 comments button, and type the word spelling in the comments dialogue box that will open. This will indicate to their partner 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 on the **Editing Skills List** (e.g., 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 putting in a period, and so on.) they should do using the track changes tool so that the author can see the changes that have been made and either accept, reject, or add to them. Tell students they have 20 minutes to complete their editing.

6. Final Draft – 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 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 BEFORE they delete the comments. Since this is to be their 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 #4. Then have them get right to work.
 7. 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), place them in the correct order. Then collect them.
 8. 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) Bring Image 1, 2 and 3 to class tomorrow with the suggested revisions from a partner.
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GROUP ROLES

None

DOCUMENTATION FOR PORTFOLIO

Evaluation Essay #1
Evaluation Essay #2
Project 2: Deconstructing Newspapers
Evaluation Essay #3
Project 3 – Planning Your First Image
Project 4 – Planning Your Second Image
Novel Evaluation
Project 5 – Planning Your Third Image
Evaluation Essay #4