

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

TITLE OF LESSON

English 2 Unit 3 Lesson 34– Type Essays: Novel Evaluation and Research Essay
How do students convey their opinions on literature through writing and speaking?

TIME ESTIMATE FOR THIS LESSON

One class period

ALIGNMENT WITH STANDARDS

California – R3.0, 3.2-3.5, 3.7-3.9, 3.11; W1.0-1.2, 1.4, 1.6-1.9, 2.0, 2.2a-d, 2.4a-d; W/O1.0-1.5; L/S1.0, 1.1, 1.3-1.6, , 1.8, 1.9, 1.11, 1.12, 2.0, 2.4a-d, 2.5a-d

MATERIALS

Evaluation Essay Rubric – Student Page
Novel Evaluation Presentation Rubric—Student Page
How to Use the Footnote Function – Student Page
Computer Lab

LESSON OBJECTIVES

- To improve writing and editing skills
 - To select main points of argument for presentations
 - To practice oral presentation skills
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FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

- 1) Homework Check – Stamp/initial homework. Return any graded assignments and have students place them in the appropriate section of their binders. Return any graded assignments and have students place them in the appropriate section of their binders.
- 2) **Daily Log** – Copy **Daily Log** below.
- 3) Computer Protocol – Remind students of appropriate computer lab etiquette and the consequences for any misbehavior. It will be their job to save frequently today, as you will not be responsible for any lost or deleted work because they forgot to save.

| Date | Journal | Lecture Discussion | Activity | Readings | Homework |
|------|---------|--------------------|---|----------|---|
| | | | 1. Peer Edit 2. Consultation 3. Type Final Drafts 4. Practice Oral Presentations | | 1. Final draft of Novel Evaluation Essay and Research Essay 2. Finalize and practice one-minute novel evaluation presentations for Book Talk |

ACTIVITIES – INDIVIDUAL AND GROUP

1. Footnotes Review – Go over the footnotes feature of Microsoft Word with students (you may use the **How to Use the Footnote Function** as a guide). Ask for volunteers to guide class through the process of creating and editing footnotes. Make sure that all students understand how and why to use footnotes in their research and evaluation essays.
2. Type Final Drafts—Using the comments and suggestions given to them by their peers, have students type their novel evaluation essays and research essays for final publication. Instruct them to also refer to the **Evaluation**

Essay Rubric and the **Research Essay Rubric** to make sure they are meeting the expectations outlined in the Rubric. Encourage students to confer with their editors again if they run into difficulty.

3. Spell Check – Remind students to use the spell check function of word one last time before they save and print.
 4. Save – Ask students to save their work to disk, hard drive, network folder, or another location you and your technology person have decided is appropriate.
 5. Collect Essays and Novel Evaluations – Collect all three drafts of both essays. Students should staple the final, error free copy on top and all other drafts underneath. Or if you prefer to have students turn in an electronic version, please make that clear.
 6. Novel Evaluation Grading – Use the same grading procedure for the novel evaluation essay as in the **Guidelines to Essay 1: Novel Evaluation** and the **Evaluation Rubric**.
 7. Research Project Grading – Using the Grading Procedure outlined in the Research Essay Guidelines, remind students that they must include all pieces of the writing process that they created while writing their essays. Remind them that all pieces must be stapled together in the correct order at the beginning of Lesson 36.
 8. Prepare Oral Presentations—Tell students to look over final drafts and select the main points of their arguments for their presentations tomorrow. Remind students that their presentations must not be longer than one minute and that presenters should use notes for presentations, but must not read off their note cards. Students can refer to the **Novel Evaluation Presentation Rubric** in order to be reminded of how they will be evaluated.
 9. Practice Oral Presentations— If there is time, place students in different pairs and have them practice giving their oral presentations to one another. Have each pair use the **Novel Evaluation Presentation Rubric** to evaluate their partner. Remind them to pay attention to both the content of the speech and the style in which it is presented. Have them suggest ways to improve their partners' presentations and make them interesting for their peers.
 10. Review Homework—Students must finish typing the final drafts of their Novel Evaluation Essays and Research Essays. Remind them that their final drafts should be as polished as possible—a paper that they are proud of. They must also finish and practice their book presentations. Encourage them to practice in front of as many people as possible, especially if they get nervous speaking in public.
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HOMEWORK

- 1) Finish the final drafts of Novel Evaluation Essay and Research Essay, if you did not finish in class.
 - 2) Finalize and practice one-minute novel evaluation presentations for Book Talk.
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GROUP ROLES

None

DOCUMENTATION FOR PORTFOLIO

Unit 1

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

Unit 2

Essay 1: War
Essay 2: Communication
Novel Evaluation 2
Project 1 – Letters to the Editor
Evaluation Essay #5
Project 2 – Political Cartoons
Project 3 – Editorials
Project 4 – CyberSpeech



Evaluation Essay #4
Final Project Image
English 2 Unit 1 Final Exam

Unit 3

Memory Poem
Essay 1: Novel Evaluation
Essay 2: Bless Me Ultima

Project 5 – Hard News Stories
Novel Evaluation 3
Final Project – Online Newspaper
English 2 Unit 2 Final Exam

Unit 4

None

