

TITLE OF LESSON:

English 2 Unit 3 Lesson 35– Book Talks/Archetype Websites

How can we use web technology to convey our ideas and information about archetypes?

TIME ESTIMATE FOR THIS LESSON:

One class period

ALIGNMENT WITH STANDARDS

California – R2.0, 2.3, 2.6, 2.7, 3.0, 3.2, 3.5, 3.7; W1.0-1.9, 2.0, 2.2a-d, 2.3a-c, 2.4a-d, 2.6a-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, 2.4a-d

MATERIALS

Novel Evaluation Presentation Rubric—Student Page

English 2 Independent Reading List – Student Page

English 2 Unit 3 Final Project Guidelines – Student Page

LESSON OBJECTIVES

- To evaluate literature and present students’ views on works
- To evaluate peers’ spoken presentations
- To create accountability standards for individual roles
- To create work plans for website teams

FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

- 1) Collect Essays—Students must hand in first draft, edited draft, and final draft of Novel Evaluation Essays. Return any graded assignments and have students place them in the appropriate section of their binders. Collect complete research essays, if you have not already done so.
- 2) [Daily Log](#) – Copy [Daily Log](#) below.

Date	Journal	Lecture Discussion	Activity	Readings	Homework
			1. Book Talks 2. Independent Reading Novels 3. Introduction to Final Project 4. Role Assignments		1. Choose new novel for Independent Reading 2. Begin reading novel

ACTIVITIES – INDIVIDUAL AND GROUP

1. Book Talks— Post the **Novel Evaluation Presentation Rubric** on an overhead or students may refer to their copies to conduct peer evaluations. Randomly, call on students one at a time to present their one-minute novel evaluation presentations. Remind them that if they do not stand and give their presentation when you call on them, their presentation will be considered late and will be marked down accordingly. They should be looking at their notes to present, but they should not be reading off of them the entire time—they should be looking at their audience. Tell the rest of the class that they should be listening closely in order to select their next book for Independent Reading. Tell them to take notes on each presentation. For each speaker, they must write down the title of the book, whether or not they would like to read the book themselves, one thing the speaker said that convinced them to read or not to read the book, and a rubric grade for the Book Talk. Tell them that you will collect these sheets when the presentations are finished and average the peer evaluations. Half of the grade will be the average of their peer evaluations and the other half will be the teacher’s rubric grade. Recommend also that the students watch the presentations closely in order to make decisions about how to present when their turn comes. Time the presentations to make sure that they only last one minute. At the end of a minute, call time.



Students must stop whether they have finished or not, and they should be graded accordingly. This will help to keep the pace quick and it will reinforce to students that the time limit is real. Use the **Novel Evaluation Presentation Rubric** to grade students as they present. Collect all of the notes students took during the presentations.

2. Independent Reading Novels—Students should choose their next novels for independent reading. Remind students that it is now their responsibility to check out, buy, or borrow their books. You may want to have extra copies of the **English 2 Independent Reading List** (Student Page) in case you have some new students or students have misplaced their copies. They should begin reading their new novels tonight and bring them to class tomorrow.
3. Introduction to Final Project—Hand out **Final Project Guidelines** sheet. Explain that this project builds on the Research Project that students handed in today, utilizing the information they found and transforming it into a website that will be accessible to all. Be sure that everyone reads the project overview carefully and answer any questions that students have at the outset.
4. Role Assignments—Have students reconvene in their research groups and choose roles for the project based on the ones outlined on the **Final Project Guidelines** sheet. This may involve some negotiation, so allow students time to mediate this process. If necessary, allow for sharing of roles, if students are willing to take on more than one responsibility. However, remind them it is their responsibility to make sure that work is divided equitably.
5. Review Homework—Choose a new Independent Reading book based on the Book Talks today. Students should begin reading their new novels tonight and bring them into class tomorrow. Remind students that you will be checking for books tomorrow and they will be penalized if they do not have a new book.

HOMEWORK

1. Choose new Independent Reading book. Bring to class tomorrow.
 2. Begin reading novel.
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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
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
Essay 3: Novel Evaluation
Research Project Essay

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

Unit 4

None