

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

TITLE OF LESSON

English 2 Unit 2 Lesson 19 – Typing Evaluation Essay #5  
*Do images or words tell the story?*

---

TIME ESTIMATE FOR THIS LESSON

One class period

---

ALIGNMENT WITH STANDARDS

California – Eng 9-10: R2.7-8, W1.0-1, 1.4, 1.6-7, 1.9, 2.0, 2.2a-d, W/O1.0-5  
NETS for Students – 1, 3, 4

---

MATERIALS

**Evaluation Essay #5** – Student Page  
**Evaluation Rubric** – Student Page  
**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
- 

FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

- 1) Homework Check – Initial all complete second drafts of Evaluation Essay #5. Pass back all graded work and have students place them in the appropriate section of their binders. Stamp all **highlighted/annotated** reading and journal entries.
- 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 Goal Setting, no computers should be on.

Date	Journal	Lecture Discussion	Activity	Readings	Homework
			Editing Draft 2 and Typing Final Draft		1. Study for Vocabulary Quiz in Lesson 21. 2. Finish the journal entry evaluating <i>Maus</i> .

---

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. If they have questions or cannot remember how to use this function of Word, they

should revisit their notes or ask a friend for help. You should be their last resort. They have had plenty of practice in this by now.

2. Directions – Review with students STEP 5 and STEP 6 of the **Evaluation Essay #5** 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). 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. Typing Draft 2 – First, students should open Word and type in the 2<sup>nd</sup> draft of their essay, making sure to save frequently. Tell them you will not be responsible for lost or deleted work because they forgot to save. Tell them they should do this quickly, as they still need to edit with a partner, and correct their mistakes before turning the essay in at the end of the period. They do not have a lot of time, so they should work quickly. No messing around. As soon as they have finished typing, they should exchange essays with their partner (see #5 below) and edit.
4. Spell Check – Remind students to use the Spell Check before they turn in their final copy. 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.
5. **Peer Editing** – Make sure you have posted the partner’s names on the front board. Tell students they will be trading essays at their own pace today because they must first type their essay in Word. 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
6. 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 (remember: 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.
7. Final Draft – When you can see that most students have finished editing, give them this 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 Evaluation Essay #5. Then have them get right to work.

8. 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. Or if it seems that most students were not able to finish in the time allotted and you are feeling generous, offer to open the computer lab at lunch or after school and extend their deadline to tomorrow at the beginning of class.
  9. Clean Up – Have students clean up their workstation, push in their chairs, and shut down their computers. Remind them of their homework. Remind them to meet at the lab tomorrow.
- 

#### HOMEWORK

- 1) Study for Vocabulary Quiz in Lesson 21.
  - 2) Finish the journal 7 evaluating *Maus*.
- 

#### 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  
Final Exam

##### Unit 2

Essay 1: War  
Essay 2: Communication  
Novel Evaluation 2  
Project 1 – Letters to the Editor  
Evaluation Essay #5