

## **WEEK FOUR LESSON PLANS**

**MONDAY, NOVEMBER 13, 2006**

### **PEER- AND SELF-EDITING**

#### **Anticipatory Set/Opener**

The students are given a worksheet on plot sequence and order of events. The worksheet contains pieces of a story that are out of order. The students must put the event in sequential order.

#### **Objective**

The students will self-edit their autobiographical narrative incident papers and peer-edit a classmate's paper.

#### **Instructional Input**

The students are given a worksheet with the self-edit form on one side and the peer-edit form on the other. The teacher explains the editing process to the students and that they will be reading their own papers to check for what needs improvement and what they think they had done well. The teacher explains to the students that they will also each edit the paper of a classmate.

#### **Modeling**

The teacher reads the questions aloud from the worksheets, and gives the students examples of what they are looking for when editing papers.

#### **Guided Practice**

The teacher and the students answer one of the peer-editing questions together. On question number one, the teacher and students discuss what kind of things a writer can include in his or her paper to make it more interesting to the reader.

#### **Checking for Understanding**

The teacher asks the students what specific things they are looking for as they read their own papers and their classmates' papers.

#### **Independent Practice**

The students first complete their peer-editing worksheet. When they finish, they give the papers and review to the author of the paper they had just read. They wait for their own paper to be returned to them before they begin their self-evaluations. If they finish their self-evaluation, they are to take the suggestions made by their classmates and what they themselves noticed about their papers and begin their final draft.

#### **Closure**

The teacher asks the students to share what they had disliked and liked about their own essays, and what they saw in their classmates' papers that they had liked.

#### **Reflection**

Some of the students had a bit of trouble with the warm-up, but I think that a lot of them understood sequence of order a lot better after completing that activity.

The peer-editing and self-editing went very well. A few of the students did not turn in a rough draft, so I had those students sit in desks in the back while I worked with them on writing their papers so they could turn them in for partial credit. Hopefully, those students will produce rough drafts and begin their final drafts.