

Week Of: 2/13/13 – 2/14/13

Class Periods: 2, 3, 4, 6, 7, 8

Grade Level: 8<sup>th</sup> English

	Wednesday 2/13/13	Thursday 2/14/14
<b>Objectives</b>	SWBAT identify and explain the difference between subjective and objective writing (1.2.8.B). SWBAT write a five paragraph 'Letter to the Editor' of the school newspaper by addressing a current, local issue in school and providing 3 reasons why it should be changed. (1.4.8.C)	SWBAT revise rough drafts into complete, finished final drafts of their Letters to the Editor given peer and individual evaluation time. (1.5.8.E).
<b>Set</b>	A: [For smaller classes 2, 3, 4, 7]: Miss Shaffer will begin class by speaking about the upcoming essay. Mrs. Martuccio will interrupt her as she passes out directions and a quarrel will begin. ["Miss Shaffer, I just got an email from Mr. Connelly that you were late today for the fifth day in a row etc..."] The quarrel will end with further as Mrs. Martuccio leaves to discuss the matter further with Mr. Connelly. Miss Shaffer will ask the students to write down <i>exactly</i> what they saw and heard in a couple sentences for liability issues. After two minutes, Mrs. Martuccio will come back and we will discuss the difference between subjective and objective writing.	Teacher will begin class with an example essay introduction on the front board. Each row of students will be given a different task to fix the introduction: [word choice, sentence variety, specificity/description, imagery, writing elements]. Have one student from each group come to the front board to write in their changes using a different colored marker. Was the new, altered introduction stronger by paying attention to each quality? Should they be attempted at the same time or sequentially? Which introduction is better?
<b>Development</b>	Teacher will pass out 'Letter to the Editor' handouts to each student. Teacher will compare the subjective/objective examples used at the beginning of class to this week's essay topic. Explain all directions clearly. Teacher will have students flip papers over to the example 'Letters to the Editor' on the back of the assignment. Have one half of the classroom read the first essay and the second half read the other essay. Students should underline the main argument/reaction of each essay and circle transitions and creative word choices. Review each essay as a class after giving students four minutes to read their own essays. Teacher will pass out paper for planning and rough drafts. Students will follow the example format on the front board. Students will be given the rest of class to complete their rough drafts. Anything not finished in class becomes homework.	Students will be given an extra ten minutes to proofread and revise their rough drafts. As students are revising, the teacher will walk around and verify that each student has a completed web/turkey/outline and a rough draft. Students will be given two different colored markers/highlighters/ writing utensils on this desk. Using the first color, students will focus on word choices and sentence variety. Using the second color, students will add in specific details, images, and writing elements. Students will be given the remaining 30 minutes of class to work on their final copies. All work must be turned in by the end of the period, regardless of completion, to help students practice for the timed-writing portion of the PSSAs. This same format will be repeated throughout the writing unit to be consistent with each essay.
<b>Closure</b>	With five minutes remaining at the end of the period, ask students to share their topic, three main points, and introduction with another student. Are all three points different? Is the introduction engaging? Use the Peer Review TAG method to critique the introduction and preplanning	Ask a student to share their rough draft introduction and their final, revised introduction. Ask another student to share their rough draft conclusion and revised conclusion. Were changes made between the rough and final drafts? Were they effective?

