

Level: 9th Grade

Class Size: 20-25 students

Unit: Sonnets - Editing and Rewriting

Time Needed: 90 minutes

Sequence In Unit: 3/3

Classroom Composition: General mainstream classroom including special education students.

Stage 1: Identify Desired Results

a. Enduring Understandings

- **Goal:** The learners should be able to write and edit a sonnet to fit within the rules of the Elizabethan/Shakespearean form.
- **Objectives:**
 - The learners will be able to write a sonnet following the “rules” set forth in the previous class. (Cognitive: Synthesis)
 - The learners will be able to edit sonnets for content, syllable counts, rhyme pattern, and to make sure that they follow all “rules” that had been previously addressed. (Cognitive: Application)
 - The learners will be able to cooperatively work together through the editing process. (Cognitive: Application)
 - The learners will be able to describe the emotions that are evoked when reading a piece of poetry. (Affective: Responding/Valuing)
 - The learners will be able to produce a thoroughly edited piece of work for a final grade. (Cognitive: Synthesis)
- **Connections to the Maine Learning Results**
 - English Language Arts, Grades 9 - Diploma A2 (Literary Texts)
 - f. “Analyze how meaning is conveyed in *poetry* through *diction*, *figurative language*, repetition, and *rhyme*.”
 - English Language Arts, Grades 9 - Diploma B1 (Writing - Interconnected Elements)
 - c. “Revise drafts to improve synthesis of information from sources ensuring that the *organizational structure*, perspective and *style* are effective for the targeted audience and purpose.”
 - d. “Edit for correct grammar, usage, and mechanics.”
 - e. “Create *legible* final drafts.”
 - English Language Arts, Grades 9 - Diploma D1 (Language - Grammar and Usage)
 - a. “Use appropriate *diction*, *syntax* and *figurative language* to suit purpose, context, and audience.”
 - English Language Arts, Grades 9 - Diploma D2 (Language - Mechanics)
 - a. “Use appropriate punctuation, spelling, sentence and

paragraph structure to suit purpose, *context*, and audience.”

- Career and Education Development, Grades 9 - Diploma A3 (Interpersonal Skills)

c. “Working as a team.”

b. Essential Questions

- N/A -

c. Knowledge and Skills

Students have been working with sonnets for the past three classes and have also done peer editing before this point.

Stage 2: Determine Acceptable Evidence

d. Performance Tasks

The homework for this is finishing up the sonnets that are the final project of their unit. For their final they should do the following:

- Prepare a clear, error free, final draft of their sonnet.
- Have a second copy that shows the break up of the syllables through the use of dashes between each and the rhyme scheme by placing next to the lines the letter pattern in parentheses. Also include the average number of syllables per line.
- Include all edited copies of you sonnet. There should be at least the four that were done in class.

e. Quizzes, Tests, Prompts

- N/A -

f. Unprompted Evidence

The teacher will observe whether or not students are cooperating within their groups and whether they are staying on task.

g. Self Assessment

Students will have a chance to ask questions to check clarification.

Stage 3: Plan Learning Experiences and Instruction

h. Sequence of Learning Experience/Instruction

1. Students will enter the classroom to see a copy of the classroom rules that have been laid out for peer editing conferences written on the board. This is simply a reminder to the students of the polite, caring, and positive behavior that should be observed through this process. Desks should, ideally, be set up in pairs of two, each set having a number taped to it.
2. Once students are situated and role has been called, count off the students by numbering them 1 and 2. 1s will be the stationary editors, they are to remain at the pair of desks they are assigned to. 2s will be the traveling ones; those that start on an odd number will move to the next odd numbered desk when time is called, and those that started on an even number will move to the next even numbered desk when time is called.

Students will have four 15 minute sessions, including transition time.

3. While the students are having their peer editing conferences, the teacher will migrate through the room, helping those who need it. Students need to stay on task and there will be observation as to who is being productive and who are not.
4. When the four peer editing conferences, address the class as to how they feel the unit has been.
 - Have you enjoyed it more than other poetry units?
 - Do you feel you have learned anything? If so, what?
 - Do you think this form of peer editing is helpful? If so, why?
 - What would you suggest the teacher does differently next time?
 - What would you suggest the students to differently next time?
 - Did everyone remember the rules of peer editing?
5. Remind students that their final draft of the sonnet is due the next class. For their final they should do the following:
 - Prepare a clear, error free, final draft of their sonnet.
 - Have a second copy that shows the break up of the syllables through the use of dashes between each and the rhyme scheme by placing next to the lines the letter pattern in parentheses. Also include the average number of syllables per line.
6. Remind students once more what the rubric is that they will be graded on and that they have a copy in their possession from the first class to relate to if they are concerned as to how well their sonnet is coming. Also, remind them that they can use the two sonnets that they found for their previous homework assignments as examples, unless you have told them otherwise. If time remains, ask students the following questions to review one more time the important aspects of sonnets.
 - Is there a rhyme scheme to a sonnet? If so, what is it called?
 - How many lines are normally in sonnets?
 - How did the sonnet become popular?
 - Is it important to understand and be able to read sonnets? Why?

i. Materials and Resources

Teacher Resources

- ▶ Computer word processing capabilities
- ▶ Lesson notes

- ▶ Materials for in-class assignment
- ▶ Wipe-off board and markers or chalk and chalkboard

Student Resources

- ▶ Pencil, Pen, Paper ... materials required for regular attendance