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| **Teacher**: Courtney Fisher  **Topic**: Revising for elaboration and tone  **Grade**: **11th** | | |
| **Essential Question**: How can revising for appropriate tone and elaboration of details help improve writing? | | |
| **NCTE/ILA Standard for ELA**:  3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics). | | |
| **SOL & Essential Skills from Curriculum Framework**:  SOL 11.7:  f) Adapt content, vocabulary, voice, and tone to audience, purpose, and situation.  g) Revise writing for accuracy and depth of information.  Essential Skills:  elaborate ideas clearly and accurately • use specific revision strategies and adapt content, vocabulary, voice, and tone to audience, purpose, and situation | | |
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| **Anticipatory Set**  The students will come into the class and sit down in their assigned seats. The teacher will instruct the students to turn on their computers for the day’s lesson. The teacher will go through the points of the daily agenda to inform the students of the layout for the day. | | |
| ***Students will be able to. . .*** | | ***The teacher will. . .*** |
| 1. Define *Tone* and *Elaboration* 2. Identify tone words 3. Explain how music and color can affect tone | | 1. Define *tone* and *elaboration* (Revising for Elaboration and Tone PowerPoint-Slide 3)  * Elaboration: planned or carried out with great care; marked by complexity, fullness of detail, or ornateness * Tone: a quality, feeling, or attitude expressed by the words that someone uses in speaking or writing  1. Give examples of *tone* words ((Revising for Elaboration and Tone PowerPoint-Slide 4) 2. Give examples of how the students can use music and color to portray tones in their multi-media project to persuade their audience. (Revising for Elaboration and Tone PowerPoint- Slide 5)  * Use the color image to explain how colors can convey tone * Use the link to the Youtube video “How Music Affects a Scene” to discuss how the music makes the video transition from having a dramatic tone to a celebratory tone |
| **Main Lesson Activities** | | |
| ***Students will be able to. . .*** | | ***The teacher will. . .*** |
| 1. Identify the steps in the “Who, what, when, where, why” strategy for elaboration 2. Revise using the “who, what, when, where, why” strategy for elaboration 3. Identify the steps in the strategy for revising for tone 4. Revise sentences for elaboration and tone using the sentence carousel model 5. Revise a sentence for elaboration and tone using Google Docs in guided practice 6. Revise a sentence for elaboration and tone within a small group | | 1. Explain the steps in the “Who, what, when, where, why” strategy for elaboration (Revising for Elaboration and Tone PowerPoint- Slide 6)  * Who: subject * What: action * When: time or under what circumstances * Where: location * Why: For what reason  1. Model how to revise using the “who, what, when, where, why” strategy for elaboration (Revising for Elaboration and Tone PowerPoint- Slide 6)  * Use the image * Who: The ugly witch flies. * What: The ugly witch flies on her broomstick. * When: In the darkest night, the ugly witch flies on her broomstick. * Where: In the darkest night, the ugly witch flies on her broomstick to the forest. * Why: In the darkest night, the ugly witch flies on her broomstick to the forest for her spells.  1. Explain the strategy for revising for tone (Revising for Elaboration and Tone PowerPoint-Slide 7)  * Define Denotation: dictionary definition * Define Connotation: Positive and negative associations of a word * Use the example of odor and aroma- They both refer to a scent, but odor is viewed as negative and aroma is viewed as positive  1. Model how to revise for elaboration and tone using the sentence carousel model (Revising for Elaboration and Tone PowerPoint- Slide 8):   The dog barked.  The floppy-eared barked.  The floppy-eared dog whined.  The floppy-eared dog whined as his  master drove away.  The floppy-eared Basset Hound  whined as his master drove away.  The floppy-eared Basset Hound  whined pitifully as his master drove away.   1. Guide students through a class example of how revise a sentence for elaboration and tone using Google Docs (Follow the link in Slide 9 of the Revising for Elaboration and Tone PowerPoint)  * The students will log into their emails and access this document, then type in one revision to the sentence one by one to revise for elaboration and tone using the previously exemplified strategies  1. Divide the students into two groups and ask them to revise a sentence for elaboration and tone (Follow the link in Slide 10 of the Revising for Elaboration and Tone PowerPoint):  * This activity will follow the same structure as the previous activity |
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| **Closure** | | |
| ***Students will be able to. . .*** | | ***The teacher will. . .*** |
| 1. Identify ways that these revisions strategies can benefit their writing | | 1. Instruct students to complete an exit ticket in which they reflect about how they can use these strategies in their future writing |

***Instructional Materials***:

The students will be involved in google docs and a power point to follow along with.

* + <https://www.youtube.com/watch?v=ovEYV0GAV2k>

* Group 1
  + <https://docs.google.com/document/d/19rEXHfUpmUIo_tRUi8j-aO1ep8dSxipbqVHwHkqcBaM/edit>
* Group 2
  + <https://docs.google.com/document/d/19rEXHfUpmUIo_tRUi8j-aO1ep8dSxipbqVHwHkqcBaM/edit>
* Class example
  + <https://docs.google.com/document/d/1gCXoSFCHCSXZeMkME-CNFjqOovI5s323AzidnLY7hv8/edit>