Week One Lesson Plans for Writing 1  

Unit One: Literacy Narrative

Tuesday: 10/2/07

- Assignments: **Start work on literacy narrative.** First draft due on 10/4/07.
- Class activities: Discussion of Hughes and Malcolm X. In class response to readings. Check in on literacy narrative ideas.

I. Go Over our Pledge (10 min)

II. “Poisoned Fish” Discussion (20 min)
   A. Use discussion questions, then below:
   B. Questions:
      a. When is it appropriate to use Engfish, in your experience?
      b. Do you like using it?
      c. Why do you think that teachers get it when they don’t want it?
      d. How can we stop using it?
      e. **Key question:** Would it be appropriate to use Engfish in a personal essay.

III. Prompt for Paper 1: Freewrite (20 min)
   A. Write.
   B. Underline key moment.
   C. Read part to a group member—ask them what they think is the key moment, the key point.
   D. Share some examples
   E. Go over the rubric and assignment sheet.

IV. Discussion of X and Hughes (30 min)
   A. Go over the templates.
   B. Get into groups of three.
   C. Design questions you want to ask about X and Hughes.
   D. Write down one sentence completing this phrase: “After this discussion I want to understand...”

V. Discussion CAT (5 min)
   A. What is one thing that you learned from our discussion today, and what is one question that remains for you.
   B. Collect CAT

VI. Working with What You Wrote: The Lead (15 min)
   A. Go over leads.
   B. Create one together.
   C. Have them create and share their own.

Thursday: 10/4/07

- Reading: Literacy Narrative from Starting Lines. Kayla Smith’s “From Pain to Joy” on pages 29-30. Literacy Narrative from Starting Lines. Rita Hsu’s “Bilingualism: A Sword with Two Edges” on pages 31-33.
- Assignments: **First Draft of Literacy Narrative Due Today.**
- Class Activities: Peer review. Discussion of sample narratives. Work with annotation. **SIGN UP FOR FIRST CONFERENCES WITH CHRIS.**
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I Peer Review Prep (10 min)
A. Blind person’s walk.
B. Debriefing:
   a. What was experience like?
   b. Who lead well, and what did they do to lead well?
   c. Where did trust play in all of this?

II Peer Review (30 min)
A. Peer Review.
B. Next Steps:
   a. What are three things that you need to do between this draft and the next draft due next Thursday?

III Kayla Smith Grading (25 min)
A. Individually: Using the rubric, grade Smith’s paper.
B. Collectively: List five things that you would tell Smith she did well, and three things to work on.
C. Go over your grade for it.
D. QandA about the paper.

IV Rita Hsu and Smith Discussion (25 min)
A. Overhead.
B. Get into groups to talk about their responses.
C. In groups: come up with questions that tie in ideas of literacy and what Smith and Hsu talk about? What questions do you have? What do you want to know more about.
D. Students’ questions/My Questions:
   a. What does it mean to be literate in a language other than English?
   b. Is second language facility, in terms of Hsu’s experience, always a good thing? In your experience?
   c. What connections do you see between what Smith and Hsu talk about? What are the important differences?
   d. Key Question: How did Hsu and Smith make you really feel their experiences?

V Making Horoscopes Specific (Remaining Time)
A. Put up an overhead of horoscopes for Thursday.
B. Have them make them specific, go over similes and metaphors.
C. Have them locate a place in their piece, and make it more vivid, more specific.
D. Get “before and after shots.”

Tuesday: 10/9/07
- Reading: Sample Literacy Narrative from course reader.
- Class Activities: Class grading session. Introduction to second paper. Reading strategies discussion and practice.

Thursday: 10/11/07
- Reading: Re-read and annotate either Macrorie, Hughes, X, or Kingston’s piece. Be prepared to talk about the piece you re-read.
- Assignment: Final Draft of Literacy Narrative.
- Class Activities: Editing Work. Student led discussion of our readings to date. Pre-reading work on Freire.