

## Editing Activity Warm-Up Activity

### About this Lesson

This lesson uses a poem written with colloquial language and deliberate mechanics errors to provide students a two-fold opportunity: 1) to edit for spelling, punctuation, and usage errors, and 2) to see the effect deliberate language choices have on mood and tone.

Passages for LTF® lessons are selected to challenge students while lessons and activities make texts accessible. Guided practice with challenging texts allows students to gain the proficiency necessary to read independently at or above grade level.

This lesson is included in Module 8: Determining the Underlying Meaning.

### Objectives

Students will

- identify and correct spelling, punctuation, and usage errors in a contemporary poem.
- evaluate how the poet's deliberate use of those errors affects mood and tone.

### Level

Grades Six through Ten

### Connection to Common Core Standards for English Language Arts

LTF Foundation Lessons are designed to be used across grade levels and therefore are aligned to the CCSS Anchor Standards. Teachers should consult their own grade-level-specific Standards. The activities in this lesson allow teachers to address the following Common Core Standards:

Explicitly addressed in this lesson

Code	Standard	Level of Thinking	Depth of Knowledge
R.1	Read closely to determine what the text says explicitly and to make logical inferences from it. Cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	Understand	III
R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	Analyze	III
R.10	Read and comprehend complex literary and informational texts independently and proficiently.	Understand	II
L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Understand	I
L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Understand	I

L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	Understand	II
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Implicitly addressed in this lesson

Code	Standard	Level of Thinking	Depth of Knowledge
SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	Understand	II

### LTF Skill Focus

The foundation for LTF English lessons is the Skill Progression Chart that identifies key skills for each domain, beginning with grade 6 and adding more complex skills at each subsequent grade level while reinforcing skills introduced at previous grade levels. The Skill Focus for each individual lesson identifies the skills actually addressed in that lesson.

Levels of Thinking					
Remember	Understand	Apply	Analyze	Evaluate	Create
Close Reading <i>written, spoken, and visual texts</i>		Grammar <i>purposeful use of language for effect</i>		Composition <i>written, spoken, and visual products</i>	
<b>Reading Strategies</b> Determining Author's Purpose		<b>Mechanics</b> Capitalization Punctuation Spelling <b>Usage</b> <b>Analysis of a Text</b> Meaning and Effect related to parts of speech, phrases, clauses, sentences, and syntax		Conscious Manipulation of Sentence Patterns	

### Connections to AP\*

When writing the free response portion of the AP Language or Literature exam, students are expected to demonstrate control of the English language. This includes correct spelling, capitalization, and punctuation.

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### Materials and Resources

- copies of Student Activity

### Assessments

The following kinds of formative assessments are embedded in this lesson:

- editing activity
- group discussion

The following additional assessment is located on the LTF website:

- LTF posttest (Style Analysis) Free Response, grade 7

### Teaching Suggestions

This activity can be completed by students individually or in small groups. The questions that follow the editing activity should be discussed in a large group setting.

“Using Parts of Speech to Analyze a Visual Text,” the Warm-Up Activity for Module 7, contains a piece of art that could be used in conjunction with this poem. Further activities, such as a comparison/contrast with the poem and the art piece, could focus on the writer’s/artist’s choices of details that reveal meaning (or theme).

### Answers

Last night

I was cleaning out my

Howard Johnson’s ladies room

when all of a sudden

up pops a frog./

He must have come from the sewer,

swimming around and trying to

climb up the side of the bowl.

So I go to flush him down,

but, so help me God, he starts talking

about a golden ball

and how I could be a princess

—me, a princess.

Well, my mouth drops

all the way to the floor,

and he says,

“Kiss me, just kiss me

once on the nose.”

Well, I scream,

“You little green pervert!”

And I hit him with my mop

and have to flush

the toilet three times.

Me,

a princess!

2. *Because she is reflecting the speech patterns and character of Hazel, the speaker—who is a janitor, probably with little education.*

3. *Stilted and unnatural.*

4. *It loses humor and becomes, surprisingly, less real because it is difficult to imagine the speaker of the grammatically correct version relating this anecdote.*

## Editing Activity

### Warm-Up Activity

1. Rewrite each line of the poem, making corrections to spelling, capitalization and punctuation.

Hazel Tells LaVerne

—Katharyn Howd Machan

last night	_____
im cleanin out my	_____
howard johnsons ladies room	_____
when all of a sudden	_____
up pops this frog	_____
musta come from the sewer	_____
swimming around an tryin ta	_____
climb up the sida the bowl	_____
so I goes to flushm down	_____
but sohhelpmegod he starts talkin	_____
bout a golden ball	_____
an how I can be a princess	_____
me a princess	_____
well my mouth drops	_____
all the way to the floor	_____
an he says	_____
kiss me just kiss me	_____
once on the nose	_____
well i screams	_____
ya little green pervert	_____
an I hitsm with my mop	_____
an has ta flush	_____
the toilet down three times	_____
me	_____
a princess	_____

"Hazel Tells LaVerne" by Katharyn Howd Machan. First appeared in RAPSCALLION'S DREAM, 1981. Used by permission of the author.

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2. Why does the poet write this poem using all the grammatical and mechanical errors?
3. Read your revised version of the poem. How does the revised version sound?
4. How does correcting the poem change the mood and tone of the poem?