Lesson Plans
Mr. McBride—English I
9-24 thru 9-28

Monday
Objective(s):
1. Daily Oral Language
2. Class will complete the reading together of The Most Dangerous Game.
3. Students will discern similarities and differences in the characters Rainsford and Zaroff. Students will work with a partner to complete a Venn diagram which clearly delineates the similarities and differences of these two characters. In addition, students will find text examples to support their findings.
Materials: Textbook, paper, handout “The Most Dangerous Game”
Homework: Students will complete the Elements of Plot section of the same handout.

Tuesday
Objective(s):
1. Daily Oral Language
2. Introduce “Somebody wants but so” technique of summarizing text. Students and teacher will engage in example-oriented guided practice of this technique, and students will write a summary of the story based on the information in our collective example. The text for this exercise will be “The Most Dangerous Game.”
Materials: Paper, pens
Homework: Students will complete the final assignment of The Most Dangerous Game handout

Wednesday and Thursday:
Objective(s):
1. Daily Oral Language
2. Students will revisit methods of characterization from the board. Teacher will share excerpts from stories we have read, and students will identify which methods of characterization are at work
3. The class will read together “The Possibility of Evil” by Shirley Jackson (pg. 172 LOL) This reading will set up an assignment which asks them to consider the different ways authors create depth in their characters.
4. Character assignment: Students will use a chart to analyze the different ways Miss Strangeworth is characterized in this story
5. For Fun: Exit slip—Students will play the role of the person who finds the letter left behind by Miss Strangeworth and they will write their own reply…
Materials: textbooks, analysis chart of Miss Strangeworth’s character

See next page

Friday
Objective(s):
1. Daily Oral Language
2. Students will compose a piece of writing loosely based on the exit slip they handed in yesterday, except that this time they will quietly compose a letter to the editor about the person Miss Strangeworth. I will ask them to consider audience as they write, and to provide strong, logical examples for the assertions they make about Miss Strangeworth