Monday, 9-17

**Objective(s):**
1. All students will take part in Daily Oral Language
2. Students will draft a copy of the Bio-Poem (Emphasis on creating phrases for their lines of poetry).
3. Read / Interpret / Analyze opening pages of Richard Connell’s “The Most Dangerous Game”

   
   Materials: Textbook; Bio-Poem template

Tuesday, 9-18

Final Draft Bio-Poem due today

**Objective(s):**
1. Daily Oral Language
2. All students will continue reading “The Most Dangerous Game.” This reading will lead us into activities exploring conflict, characterization, and plot sequence

   Materials: Textbook

Wednesday, 9-19 and Thursday, 9-20

On Wednesday and Thursday students will take class pictures during these periods

**Objective(s):**
1. Daily Oral Language
2. Pairs of students will complete a comparison / contrast analysis of the characters Zaroff and Rainsford.
3. Students will draft an alternate ending to demonstrate understanding of conflict resolution.
4. Students will share examples of alternate endings for “The Most Dangerous Game.”

   Materials: Handout: Venn Diagram, Alternate ending form, Vocabulary in context; Textbook

Friday, 9-21

**Objective(s):**
1. Daily Oral Language
2. As an anticipatory set for Cisneros reading, students will draft a sketch of their houses and display the significance of each room
3. Students will understand *vignettes.* As reinforcement for this information, we will read vignette examples from Sandra Cisneros’ *House on Mango Street* in the Literature text.

   Materials: Textbook; Drawing paper