

English I Lesson Plans
August 23rd-August 27th
C-Scope Day 1-Day 3

August 23rd:

1. Journal: Hall Pass and General Information.
2. Welcome and Introduction
3. Rules and Regulations to the class
4. Personality Bingo
5. Get the Gist: Name 5 people in your class (not someone sitting beside you).

August 24th:

1. Journal: What do you know about the dictionary? Give lots of details.
2. Dictionary Hunt Worksheet individually, then with a partner to share findings
3. Reading Record
4. Reading Quotes
5. Get the Gist: What does it mean to be an effective reader?

August 25th:

1. Journal: What does it take to be an effective writer? Explain.
2. Using two pictures explain the difference in taking working independently and working with a partner or in a group.
3. "Collaborative Group" Worksheet
4. Get the Gist: What should you do when working in groups?

August 26th:

1. Journal: How can we look at the same thing and see it differently? Give Details.
2. Discuss the difference between Moment vs. Era
3. Writing Appetizer #1
4. Get the Gist: Define Moment vs. Era

August 27th:

1. Journal: What do you think the New Year will bring?
2. Check Materials.
3. Finish all Work.
4. Review the Weeks Work.
5. Writing Appetizer #1b (if time)
6. Get the Gist: What do you think will be difficult about this class?

English I Lesson Plans
August 30th-September 3rd
C-Scope Day 4-Day 5

August 30th:

1. Journal: Why is it important to continue to improve your vocabulary?
2. *The Cat Ate My Gymsuit* Quiz (PreAP only!)
3. Identify Vocabulary for the story “Most Dangerous Game” [get from Bordine]
4. Writing Appetizer “Things are not always what they seem.”
5. Discuss Genre and Theme
6. “Music, Movies, and Books” Worksheet
7. Get the Gist: Define Genre and Theme

August 31st:

1. Journal: What effect does the historical context have on a text? Explain.
2. Writing Appetizer: “Avoiding danger is no safer in the long run than outright exposure. The fearful are caught as often as the bold.”
3. Survival Kit
4. Intro to “Most Dangerous Game”
5. Begin Reading “Most Dangerous Game”
6. Get the Gist: Predict what will happen next.

September 1st:

1. Journal: Answer the following questions: What is the name of the story we started yesterday? Who is the Author? Who are the *Major* characters? What page, column, and paragraph did we stop yesterday?
2. Finish Reading “The Most Dangerous Game”
3. After reading the story ask students: Which items in your ‘survival kit’ would you now change and to what item? If you are keeping the item, why?
4. Get the Gist: What did you think of the conclusion of the story?

September 2nd:

1. Journal: Summarize the story “The Most Dangerous Game.”
2. MCQs
3. Get the Gist: What is one question you have for the author?

September 3rd:

1. Journal: Free Write
2. Finish Week’s Work
3. Review Week’s Work
4. Get the Gist: What is one thing you learned this week (in this class)?

English I Lesson Plans
September 6th-September 10th
C-Scope Day 6-Day 8

September 6th:

1. No School
2. Labor Day

September 7th:

1. Journal: Explain the following quote: “The power does not lay in the answer, but in the question.”
2. *Question the World* worksheet
3. Play Song (“The Impossible” by Joe Nicolas)
4. Create Questions for both song and story (Most Dangers Game)
5. If time allows: Answer Universal questions self-created.
6. Get the Gist: What are the four levels of questions?

September 8th:

1. Journal: Can your word choices reflect the mood you are in? Explain.
2. Connotation/Denotation/Neutral Words
3. Complete the *Characterization* Worksheet using Rainsford and Zaroff from “Most Dangerous Game”
4. Get the Gist: Why is it important to be able to identify character traits when reading?

September 9th:

1. Journal: Describe your personality (character). Give lots of details.
2. Writing Appetizer:
3. *Complex Inferences: Using Deductive Reasoning* worksheet
4. Get the Gist: Define Deductive Reasoning

September 10th:

1. Journal: Free Write.
2. Complete the Grammar Packet
3. Get the Gist: What is one question you have about any of this week’s lesson?

English I Lesson Plans
September 13th- September 17th
C-Scope Day 9-Day 14

September 13th:

1. Journal: Describe something from last week.
2. Writing Appetizer
3. Nonlinear Plot Worksheet
4. Get the Gist: Define Nonlinear Plot

September 14th:

1. Journal: Why do you think an author would use nonlinear plot to tell his/her story?
2. Complete Vocabulary for “Scarlet Ibis”
3. Begin Reading Scarlet Ibis”
4. Get the Gist: List Major characters and predict what will happen next.

September 15th:

1. Journal: What is the significance of literature to our everyday lives? Explain.
2. Finish reading “Scarlet Ibis”
3. T-Chart: What the Text Says vs. What I Say
4. Get the Gist: Define Summary and Synthesize

September 16th:

1. Journal: Out of the two stories we have read, who is your favorite character? Why?
2. Introduce Essay: Write a character analysis over one character from either story. You must support each thought with support from the selection.
3. Write Essay.
4. Get the Gist: Define Character analysis.

September 17th:

1. Journal: Free Write.
2. Continue Essay
3. Get the Gist: After you complete the rough draft what should you do?

English I Lesson Plans
September 20th-September 24th
C-Scope Day 15-19

September 20th:

1. Journal: Why should you apply more details to your writing?
2. Reading Appetizer
3. Work on Essay
4. Get the Gist: List several character traits.

September 21st:

1. Journal: What do grammar skills allow both a good reader and writer do?
2. Reading Appetizer
3. Finish Rough Draft
4. Get the Gist: What is the next phase of writing?

September 22nd:

1. Journal: Why should you allow others to look at your rough drafts?
2. Peer Edit
3. Get the Gist: What is the next phase of writing?

September 23rd:

1. Journal: What is voice? How can it affect writing? Do you always have to write in your own voice?
2. Reading Appetizer
3. Final Draft
4. Get the Gist: What are the stages of writing?

September 24th:

1. Journal: Free Write
2. Finish Essay
3. Get the Gist: How does finishing an essay make you feel?

English I Lesson Plans
September 27th-October 1st
(This is a general idea for this week.
Each class will work around the set test schedule).

September 27th:

1. Journal: How do you think you did this six weeks?
2. Six Weeks Test
3. Get the Gist: Is there anything from the test you did not understand?

September 28th:

1. Journal: What is one goal that you have for next six weeks? How do you plan to achieve this goal?
2. Graffiti—Create a visual representation for the story “Scarlet Ibis.”
3. Get the Gist: What is one concept on your visual representation?

September 29th:

1. Journal: What grade do you feel you deserve for a participation grade? Why do you feel that this is an appropriate grade?
2. Finish Graffiti.
3. Get the Gist:

September 30th:

1. Journal: Explain the following quote: “Laziness: the habit of resting before fatigue sets in” Jules Renard. Do you agree or disagree?
2. Turn in Notebooks
3. Turn in Journal
4. Turn in Get the Gist

October 1st:

1. Journal: Free Write.
2. Complete all missing work.
3. Read *Scope* Magazine if finished with all work.

English I Lesson Plans
October 4th-October 8th
C-Scope Days 1-5

October 4th:

1. Journal: Define Poetry. What different types of poems are there? Why do we read poetry?
2. Roots/Prefixes/Suffixes
3. Discuss Poetry Techniques
 - a. Images, Paradox, Symbolism, Allusion, Figurative Language (Simile Metaphor)
4. Read Poems—identify techniques used
5. Get the Gist: Define Imagery, Paradox, Symbolism, Allusion, And Figurative Language.

October 5th:

1. Journal: Why do authors use techniques discussed yesterday?
2. Writing Appetizer
3. Define Diction and Imagery
4. Analyze Selected Poems
5. Illustrate Selected Poem
6. Get the Gist: How do imagery and diction help readers visualize poetry.

October 6th:

1. Journal: What is the purpose of dramatic readings of poetry?
2. Writing Appetizer
3. Present Dramatic Poetry (Poorly and then Effectively)
4. Practice Poems
5. Get the Gist: What makes a dramatic read effective?

October 7th:

1. Journal: What are some things you thought about and practiced when preparing for today's dramatic reading?
2. Class Dramatic Readings and Critics
3. Get the Gist: What is the purpose of a dramatic reading?

October 8th:

1. Journal: Free Write
2. Writing Appetizer
3. Analyze a poem as class
4. Analyze a poem individually
5. Share with small group
6. Get the Gist: How do you identify author's meaning of a poem?

English I Lesson Plans
October 11th-October 15th
C-Scope Days 6-9

October 11th:

1. Journal: What kind of things does an author have to think about before writing a poem?
2. Reading Appetizer
3. Write a Poem (Students Pick the format)
4. Get the Gist: How did you create meaning in your poem?

October 12th:

1. Journal: What makes a poem good? Explain.
2. Reading Appetizer
3. "Poetry Conference"
4. Peer Conference
5. Get the Gist: What is one way to improve your poem?

October 13th:

1. Journal: How is life reflected in Poetry?
2. Writing Appetizer: How has music evolved over time?
3. Read Short Story (to be identified later) and poem (to be identified later)
4. Get the Gist: What is the theme of both the short story and the poem?

October 14th:

1. Journal: What role does literature play in society?
2. Writing appetizer.
3. Finish story.
4. "Time is of the Essence"
5. Get the Gist: How does time effect literature.

October 15th:

1. Journal: Free Write
2. Finish Work
3. Review this Week's work
4. Get the Gist: What 5 poetry vocabulary words have we been working with over the past two weeks?

English I Lesson Plans
October 18th-October 22nd
C-Scope Lessons Day 10-12

October 18th:

1. Journal: Summarize the short story and poem from last week?
2. Writing Appetizer
3. Review the Venn Diagram
4. Complete Venn Diagram using the short story and poem
5. Get the Gist: What is the purpose of a Venn Diagram.

October 19th:

1. Journal: What must an author consider before using any type of literary technique?
2. Reading Appetizer
3. Begin Six Weeks Essay: Compare and Contrast techniques used in both the short story and poem.
4. Get the Gist: How does an author's choice of technique and form convey the meaning?

October 20th:

1. Journal: Why do we write a rough draft? Explain.
2. Rough Draft
3. Get the Gist: What is the next step in the writing process?

October 21st:

1. Journal: When revising and editing a paper what are we looking for?
2. Peer Edit
3. Get the Gist: What is the next step in the writing process?

October 22nd:

1. Journal: Free Write.
2. Final Draft
3. Get the Gist: What is one similarity and difference between the short story and the poem used this week?

English I Lesson Plans
October 25th-October 29th
C-Scope Daily Lessons 1-5 (2b)

October 25th:

1. Journal: Why do authors use literary techniques when writing? Explain.
2. Define “Classic” (Cars, Movies, Music, and then literature).
3. Begin Reading *The Inspector-General*-creating a T-Chart to help identify dramatic parts (left side for the line/page number the right side for an identification and explanation of technique.)
4. Get the Gist: Who are the major characters?

October 26th:

1. Journal: Why would an author of a play use different techniques than those used in a short story?
2. Writing Appetizer: If you were a director of *The Inspector-General* what would the first three minutes look and sound like?
3. Finish Reading (If needed)
4. Define Monologue, Soliloquy, Dramatic Irony, and Paradox.
5. Get the Gist: Summarize the play.

October 27th:

1. Journal: What is the difference between a monologue and soliloquy?
2. Analysis Soliloquy with small groups-include meaning, tone, mood, gestures used by characters, and other details needed to help understand soliloquy.
3. Practice Soliloquy.
4. Get the Gist: What type of things did you have to think about when preparing your soliloquy.

October 28th:

1. Journal: How should you act when attending a play or hearing a presentation?
2. Present Soliloquies.
3. Get the Gist: What elements did the best presentations have that all others did not?

October 29th:

1. Journal: Free Write
2. Define Modern Adaptation
3. Rewrite Soliloquy in Modern Words.
4. Get the Gist: What kind of things did you have to change in order to Modernize your soliloquy?