



# English 10

Week of March 13-17, 2017

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# Monday, March 13, 2017

- Complete pretest
- Discuss suspense
  - How does an author use it?
  - What role does it play in the rising action of a story?
    - Review plot structure
  - Record vocab words- grimace, deftness, imperceptibly
- Start reading “The Contents of the Dead Man’s Pocket”
  - While reading, record details which add to the suspense.
- Objective- Students will learn determine which elements of fiction add to the suspense of a story by recording examples while reading.



# Tuesday, March 14, 2017

- Finish reading
- What was the climax of the story?
- Answer #4 on page 20 using complete sentences.
- Objective- Students will learn reading strategies of rereading and read ahead and apply them to future stories.

## Wednesday, March 15, 2017

- In small groups, read “The Monkey’s Paw”
  - While reading answer the questions in the margins together.
    - Reading check
    - Literary analysis- foreshadowing
    - Reading strategy- making predictions
- Objective- Students will learn to read and discuss a story as a group.

# Thursday, March 16, 2017

- Review “The Monkey’s Paw” by answering the focus question. Think-Pair- Share (5 min)
  - Do the events of the story prove the fakirs’ point that “fate ruled people’s lives, and that those who interfered with it did so to their sorrow.”? Support your opinion.
- Read “The Bridegroom” as a class stopping to discuss margin questions.
- Objective- Students will learn to respond thoughtfully and critically to a short story.

# Friday, March 17, 2017

- Identify what several quotes from “The Monkey’s Paw” and “The Bridegroom” are foreshadowing.
- Answer questions based on making predictions.
- Objectives: Students will learn critically analyze how making predictions and identifying foreshadowing adds to suspense.

# Standards

- Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.