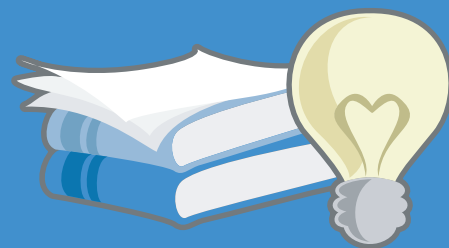


101 English
TEEN

Teachers International Press



101 English Lesson Plans



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Published by Teachers International Press

www.tippub.com

101 GREAT English Lesson Plans

Teachers International Press

Introduction

101 Great English Lesson Plans was compiled for the thousands of primary and secondary teachers who are tired of old-fashioned, irrelevant lesson plans and are looking for a fresh and creative approach to teaching.

101 Great English Lesson Plans offers you abundant examples of writing, speaking, listening, and reading topics which can be integrated into all literature and language skills curriculum.

Besides improving literature and communication skills, the daily lessons have been designed to stimulate problem solving skills, engender morals and values, enhance self-esteem, and improve employment skills.

These lesson plans speak to teachers who understand that writing, speaking, listening, readings and discussion assignments should not only be designed to teach communication skills, but should also teach real life skills that can be of use in the family, in social situations, and in the workplace.

101 Great English Lesson Plans is a useful guide to new and experienced teachers who find themselves frustrated by antiquated lessons and textbooks that seem to be out of touch with today's society. These lessons generate thought and conversation about current problems, dilemmas, and affairs that students and teachers experience every day. The lessons provide students an opportunity for moments of critical self-discovery which furnishes them with occasions to investigate themselves and the world in which they live.

These self-contained lesson plans are meaningful and helpful to both teachers and students, and can be assigned in any order, on any day, and can be incorporated into a multitude of communication and literature units. Many of the lessons are designed to enhance reading, writing, speaking, and listening skills by using literature, current events, history, and personal evaluation as a base. Most of the lessons are designed to clearly communicate a sense of common values and common goals that are intended to enhance self-esteem and respect diversity of culture, sex, and creed.

While some teachers are comfortable with teaching values, others are still unsure how to introduce and encourage moral values into the current curriculum. Hopefully, these 101 lesson plans will help teachers see that students are quite capable of learning the skills that will help them become real, meaningful citizens with integrity.

Exploring values and engaging in self-reflection and setting meaningful goals can be painful. However as students question, hypothesize, analyze and hopefully challenge themselves to change for the better as they use these lessons, they will enhance their positions in this competitive society.

Objectives of 101 Great English Lesson Plans

- To prepare students to function as informed and effective citizens
- To position students to function in the world of work
- To prepare students to strive for personal fulfillment
- To reflect on the real dilemmas faced by all human beings
- To emphasize the integration of listening, speaking, reading and writing skills
- To guide students through a wide range of thinking processes
- To touch students' lives and stimulate their minds
- To address important issues and values that face society today
- To challenge students to explore new avenues of life
- To capture the breadth of human experience
- To develop common sense skills
- To develop problem solving skills
- To explore new awareness of interests
- To practice all communication skills
- To develop a deeper understanding of themselves
- To develop a deeper understanding of social and political issues
- To generate thoughts about current events and life experiences
- To integrate literature and history with real life skills
- To prepare and explore goal setting and life planning

If you discover that you like 101 Great English Lesson Plans and you would like to see MORE, the publishers are proud to announce that 101 MORE English Plans is now available at www.tippub.com.

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1. FICTION VERSUS NON- FICTION

ASSIGNMENT: Distinguishing the differences between FICTION and NON-FICTION.

OBJECTIVE: To discover that all literature is basically divided into two general categories, fiction and nonfiction; to tell the difference between fiction and non-fiction and to be able to recognize examples of each.

ASSIGNMENT:

1. FICTION is all literature that is MADE-UP or fantasized from an author's imagination. List the types of FICTION you can recall. (Ex. short stories)
2. List ten movie or book titles that are examples of fiction.
3. NON-FICTION is all literature that is intended to be TRUE, factual, and verifiable. List the types of NON-FICTION you can recall. (Ex. Magazines, newspapers, biographies)
4. Do you think there is more FICTION or NON-FICTION literature in the world? If both were piled into two giant stacks, which stack would be higher? Give logical reasons to prove your answer.

2. THE STORY PLOT

ASSIGNMENT: Evaluating the PLOT of a story.

OBJECTIVE: To discover that all good stories contain good plots; to learn that a plot is basically the story told in a few words from beginning, middle, to end; to find out that a good plot is the basic structure of a story.

ACTIVITY:

1. Read the following short selection which contains the beginning and middle of a story. Now create a dynamic ending to the story to complete the plot.

Two unemployed men decided to make some big money by kidnapping the son of a wealthy computer company owner. The two men waited until after school and asked the twelve-year-old boy to go for a little ride. Without hesitation, the anxious boy jumped into the car and they all drove away.

The men immediately wrote a ransom note to the father requesting three million dollars in cash for the safe return of the son. They then went to an abandoned cabin to wait for the wealthy executive's response. Much to their disappointment a week passed and there was no reply to the ransom note. During the week the men were severely tormented by the obnoxious boy who drove them crazy with his repulsive chatter, weird habits, annoying practical jokes, and overall obnoxious personality. After many letters and calls to the father, who never once bothered to reply, the men were faced with a dilemma and were forced to make a decision immediately before the boy drove them completely insane.

Finally, the men made their decision.....NOW YOU WRITE THE ENDING TO THIS PLOT...

3. THE STORY CONFLICT

ASSIGNMENT: Identifying types of conflict in stories.

OBJECTIVE: To discover that all effective stories revolve around a main conflict; to learn that the CONFLICT of a story is the main PROBLEM; to learn there are three major types of conflicts; to locate conflicts in.

ASSIGNMENT:

1. The three major types of conflict or problems in a story are MAN AGAINST MAN, MAN AGAINST NATURE, and MAN AGAINST HIM/HERSELF. Give five examples of each.

Man Against Man
Example: Two women running from the law

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

Man Against Nature
A family marooned on a deserted island

- _____
- _____
- _____
- _____
- _____

Man Against Him/herself
A desperate teenager trying to kick a drug habit

- _____
- _____
- _____
- _____
- _____

2. Give two movie titles which show an example of each of the three types of conflicts.

Man VS Man

- 1. _____
- 2. _____

Man VS Nature

- _____
- _____

Man VS Him/Herself

- _____
- _____

3. Give two book titles which show an example of each of the three types of conflicts.

Man VS Man

- 1. _____
- 2. _____

Man VS Nature

- _____
- _____

Man VS Him/Herself

- _____
- _____