

## V O I C E L E S S O N S

### ‘ P l a n B ’

	<i>Type</i>	<i>#</i>	<i>Pg.</i>	<i>Writer</i>
1	Diction	15	17	Byatt
2	Diction	1	3	Kingsolver
3	Diction	2	4	White
4	Detail	1	25	Macaulay
5	Detail	2	26	Rios
6	Detail	3	27	Miller
7	Syntax	1	69	Woolf
8	Syntax	2	70	Chief Red Jacket
9	Syntax	3	71	Poe
10	Imagery	1	47	Coleridge
11	Imagery	2	48	Hijuelos
12	Imagery	3	49	Chopin
13	Tone	1	91	Bombeck
14	Tone	2	92	Twain
15	Tone	3	93	Mukherjee

### One order of activities with the lessons:

1. The teacher models one or two lessons.
2. Students work through the lessons listed above as an opening activity.
3. Students are given one lesson and work in pairs to prepare an analysis (250-500 words) of the lesson's content, including an extended logical definition of the author, and then present the lesson to the class. They are limited to 20 minutes and must have questions or activities prepared to "engage" the class in the lesson.
4. Students in pairs are given passages and assigned one of the five elements. They construct an exercise modeled on those done in class, including two 'discuss' questions, one 'apply' activity, and 'discussion suggestions.' The teacher chooses most passages from the work the class is currently studying or has already completed.
5. Students work in small groups to select one of the five elements and locate an appropriate passage to illustrate it. (Or they may choose to 'work backwards,' starting with a favorite text and then selecting an appropriate element.) They construct an exercise modeled on those done in class, including two 'discuss' questions, one 'apply' activity, and 'discussion suggestions.' They might be encouraged to use the work the class is studying or one it has completed.