

# Lesson Plans

**Day 1:** Show the Powerpoint included in this bundle that explains the history of the telephone. Elaborate using your own stories of telephone history. Students will enjoy hearing about how things used to be.

**Day 2:**

- Give out the vocabulary page. Go ahead and have the students define the first three words/phrases on the chart. These words do not have context clues and need to be defined using a dictionary. The words are the following: querulous, self-centered neurotic, peripheral darkness. Students can either define the rest of the words as you read or after reading by going back to the text and using context clues.
- Assign parts ahead of time. Use the chart provided in this packet to assign parts. Give your best readers the parts of Mrs. Stevenson, Duffy, and Operator 1. If you want, you can even let your readers “try out” to read certain parts.
- Allow the students to read the play out loud as a class. Encourage them to read with expression, modeling certain lines if needed. One thing to make sure of is that they know to put emphasis on a word that is italicized. This happens often in the play. For example, in Mrs. Stevenson’s second line, she says, “But I don’t see how it *could* be busy that long.” Make sure that students know that the word *could* should be emphasized. You may want to explain this before starting the play.
- In my class, I read the stage directions, and stop at appropriate places to discuss the plot. In this story, we often discuss the clues that the reader picks up on but Mrs. Stevenson does not pick up on. This dramatic irony increases the suspense.

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## **Day 3:**

After reading the play out loud, let the students listen to the radio version that can be found online. The link is included on the previous page. Discuss any differences from the script that they may have noticed while listening to the play. For example, the lunch attendant is not in the radio script. Discuss the purpose of including the lunch attendant in the play – to add humor (comic relief) within a serious plot and to show how Mrs. Stevenson is not taken seriously.

## **Day 4:**

Give students the questions provided in this packet. Complete the first open-ended question with the students, modeling how to answer the question completely in complete sentences and returning to the text to support it with evidence. Have the students answer the other two questions independently.

## **Days 5 -7:**

If you have the movie, show the movie on days five and six. The movie is 1 hour and 27 min. long. Before watching, explain that the movie is very different from the play. Tell them that they will have to be detectives in order to find out who is responsible for the murder and why. Provide the movie watching handout included in this packet so that students can record who characters are and write down clues. This will help them follow the plot in the movie. Then, give out the handout that includes multiple choice questions to compare and contrast the movie and play.

## **Enrichment activities**

- Put students in groups and allow them to write a similar script but one that involves current technology. Use the handouts provided in this packet to guide your students in this process.
- Have students write an interview between a news reporter and Duffy. What would Duffy say and think back on after he found out the next day that a murder had occurred on Second Avenue? Use the handout in this packet to guide students.

# Cast

Character	Student who will read	Number of lines
Mrs. Stevenson		81
Operator		27
1 <sup>st</sup> Man		8
2 <sup>nd</sup> Man/ George		7
Chief Operator/ Miss Curtis		11
2 <sup>nd</sup> Operator		4
3 <sup>rd</sup> Operator		7
4 <sup>th</sup> Operator		2
5 <sup>th</sup> Operator		3
Information		5
Hospital Receptionist - Woman		10
Western Union		5
Sergeant Duffy		20
A Lunchroom – Counter Assistant		2

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Download the [complete teaching packet for \*Sorry, Wrong Number\*](#) and you will have all of the activities listed in the lesson plans. Use these activities now and for years to come!