

# Amigo Brothers

## LESSON PLAN

Name \_\_\_\_\_ Date \_\_\_\_\_ Class \_\_\_\_\_

**Reading Level:** Average (L2)

### Objectives

- To read and analyze a short story
- To recognize and describe external and internal conflict in a story
- To write an analysis of an ending

### Skills

**Reading/Thinking:** Evaluating; Logical Reasoning; Drawing Conclusions; Comparing and Contrasting

**Writing:** Using Realistic Language; Newspaper Article



**Vocabulary:** Etymology; Context Clues; Unlocking Meaning

**Grammar/Language:** Action Verbs




**Listening/Speaking:** Broadcast

**Collaboration:** Literature Groups







### BEFORE READING (SE/TWE p. 432)

- \_\_\_\_\_ Selection Focus Transparency 39 
- \_\_\_\_\_ Literature Launchers, Side B, Segment 14 















### READING THE SELECTION (SE/TWE pp. 433–441)

- \_\_\_\_\_ Active Reading Guide,\* p. 39 
- \_\_\_\_\_ Selection Vocabulary Practice, p. 26 
- \_\_\_\_\_ Reading Workbook, pp. 69–70 

### RESPONDING TO THE SELECTION (SE/TWE pp. 442–443)







- \_\_\_\_\_ Literary Elements Transparency 39 
- \_\_\_\_\_ Selection Quick Checks,\* p. 39 
- \_\_\_\_\_ Selection and Theme Assessment, pp. 69–70 
- \_\_\_\_\_ Performance Assessment, p. 37 
- \_\_\_\_\_ Testmaker  

### EXTENDING AND CUSTOMIZING (TWE TEACHING OPTIONS pp. 432–443)

- \_\_\_\_\_ Theme Five Planning Guide, pp. 6–13 
- \_\_\_\_\_ Grammar and Language Workbook, pp. 73–74 
- \_\_\_\_\_ Grammar and Language Transparency 37 
- \_\_\_\_\_ Grammar and Composition Handbook, Lesson 3.1 
- \_\_\_\_\_ Vocabulary PuzzleMaker  
- \_\_\_\_\_ English Language Learners Sourcebook, p. 64 
- \_\_\_\_\_ Glencoe Literature Web Site (lit.glencoe.com) 
- \_\_\_\_\_ Audio Library, Tape or CD  
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- \_\_\_\_\_ Spanish Summaries, p. 39 
- \_\_\_\_\_ Spanish Translations, pp. 107–114 

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## LESSON PLAN

Name \_\_\_\_\_ Date \_\_\_\_\_ Class \_\_\_\_\_

**Reading Level:** Average (L2)

### Objectives

- To read and appreciate a poem about a speaker at a turning point
- To recognize symbolism in poetry
- To write a paragraph that analyzes how imagery supports the theme of a poem


### Skills

**Writing:** Imagery and Theme

**Collaboration:** Literature Groups

**Grammar/Language:** Comparative and Superlative Adjectives

### BEFORE READING (SE/TWE p. 444)


\_\_\_\_\_ Selection Focus Transparency 40 

### READING THE SELECTION (SE/TWE pp. 445)

\_\_\_\_\_ Active Reading Guide,\* p. 40 

### RESPONDING TO THE SELECTION (SE/TWE p. 446)

\_\_\_\_\_ Literary Elements Transparency 40 


\_\_\_\_\_ Selection Quick Checks,\* p. 40 

\_\_\_\_\_ Selection and Theme Assessment, pp. 69–70 

\_\_\_\_\_ Performance Assessment, p. 37 

\_\_\_\_\_ Testmaker  

### EXTENDING AND CUSTOMIZING (TWE TEACHING OPTIONS pp. 444–446)

\_\_\_\_\_ Theme Five Planning Guide, pp. 14–18 


\_\_\_\_\_ Grammar and Language Workbook, pp. 121–124 

\_\_\_\_\_ Grammar and Composition Handbook, Lessons 5.3, 5.4 

\_\_\_\_\_ Glencoe Literature Web Site (lit.glencoe.com) 

\_\_\_\_\_ Audio Library, Tape or CD  

\_\_\_\_\_ Spanish Audio Library, Tape or CD  

\_\_\_\_\_ Spanish Summaries, p. 40 

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# The Scholarship Jacket

## LESSON PLAN

Name \_\_\_\_\_ Date \_\_\_\_\_ Class \_\_\_\_\_

**Reading Level:** Average (L2)

### Objectives

- To read and analyze a short story about a girl and a prize
- To state the final outcome, or resolution, of a story
- To write a critical review of a short story

### Skills

**Reading/Thinking:** Inferring; Drawing Conclusions; Sequence of Events; Questioning/Clarifying

**Writing:** Critical Review; Journal Entry

**Vocabulary:** Word Meanings; The Prefix *dis-*

**Grammar/Language:** Subject-Verb Agreement; Adverbs and Adjectives

**Life Skills:** Graduation Speech


**Collaboration:** Literature Groups

### BEFORE READING (SE/TWE p. 450)


\_\_\_\_\_ Selection Focus Transparency 41 

### READING THE SELECTION (SE/TWE pp. 451–455)


\_\_\_\_\_ Active Reading Guide,\* p. 41 

\_\_\_\_\_ Selection Vocabulary Practice, p. 27 

\_\_\_\_\_ Reading Workbook, pp. 71–72 

\_\_\_\_\_ Fine Art Transparency 5 

### RESPONDING TO THE SELECTION (SE/TWE pp. 456–458)

\_\_\_\_\_ Literary Elements Transparency 41 


\_\_\_\_\_ Selection Quick Checks,\* p. 41 


\_\_\_\_\_ Selection and Theme Assessment, pp. 71–72 

\_\_\_\_\_ Performance Assessment, p. 38 


\_\_\_\_\_ Testmaker  

### EXTENDING AND CUSTOMIZING (TWE TEACHING OPTIONS pp. 450–458)

\_\_\_\_\_ Theme Five Planning Guide, pp. 19–26 

\_\_\_\_\_ Grammar and Language Workbook, pp. 117–118, 127–128, 183–184 

\_\_\_\_\_ Grammar and Language Transparency 39 

\_\_\_\_\_ Grammar and Composition Handbook, Lessons 5.1, 6.1, 6.2, 10.1 

\_\_\_\_\_ Vocabulary PuzzleMaker  

\_\_\_\_\_ English Language Learners Sourcebook, p. 66 

\_\_\_\_\_ Glencoe Literature Web Site (lit.glencoe.com) 

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\_\_\_\_\_ Spanish Summaries, p. 41 

\_\_\_\_\_ Spanish Translations, pp. 115–118 

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# All Summer in a Day

## LESSON PLAN

Name \_\_\_\_\_ Date \_\_\_\_\_ Class \_\_\_\_\_

**Reading Level:** Challenging (L3)

### Objectives

- To read and analyze a science-fiction story
- To identify elements common to science-fiction literature
- To write a paragraph that explains the importance of setting

### Skills

**Reading/Thinking:** Inferring; Drawing Conclusions; Making Critical Judgments; Monitoring Comprehension; Inference from Setting



**Writing:** Sequel

**Vocabulary:** Latin Roots: *vit* and *viv*




**Grammar and Language:** Commas; Avoiding Double Negatives

**Collaboration:** Literature Groups







### BEFORE READING (SE/TWE p. 460)

- \_\_\_\_\_ Selection Focus Transparency 42 
- \_\_\_\_\_ Literature Launchers, Side B, Segment 13 















### READING THE SELECTION (SE/TWE pp. 461–466)

- \_\_\_\_\_ Active Reading Guide,\* p. 42 
- \_\_\_\_\_ Selection Vocabulary Practice, p. 28 
- \_\_\_\_\_ Reading Workbook, pp. 73–74 

### RESPONDING TO THE SELECTION (SE/TWE pp. 467–469)





- \_\_\_\_\_ Literary Elements Transparency 42 
- \_\_\_\_\_ Selection Quick Checks,\* p. 42 
- \_\_\_\_\_ Selection and Theme Assessment, pp. 73–74 
- \_\_\_\_\_ Performance Assessment, p. 39 
- \_\_\_\_\_ Testmaker  

### EXTENDING AND CUSTOMIZING (TWE TEACHING OPTIONS pp. 460–469)

- \_\_\_\_\_ Theme Five Planning Guide, pp. 27–34 
- \_\_\_\_\_ Grammar and Language Workbook, pp. 135–136, 255–256 
- \_\_\_\_\_ Grammar and Language Transparency 40 
- \_\_\_\_\_ Grammar and Composition Handbook, Lessons 6.5, 13.2 
- \_\_\_\_\_ Vocabulary PuzzleMaker  
- \_\_\_\_\_ English Language Learners Sourcebook, p. 67 
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- \_\_\_\_\_ Spanish Summaries, p. 42 
- \_\_\_\_\_ Spanish Translations, pp. 119–122 

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# PRIMER LESSON THE BIRD LIKE NO OTHER

## LESSON PLAN

Name \_\_\_\_\_ Date \_\_\_\_\_ Class \_\_\_\_\_

**Reading Level:** Average (L2)

### Objectives

- To read and analyze a poem and a short story
- To identify details that authors use to create memorable portraits
- To write an evaluation

### Skills

**Reading/Thinking:** Inferring; Synthesizing; Sequencing; Drawing Conclusions

**Writing:** Letter


**Vocabulary:** Word Mapping; Multiple Suffixes; Analogies

**Grammar/Language:** Troublesome Words: *Its* and *It's*

**Listening/Speaking:** Discussion


**Collaboration:** Literature Groups

### BEFORE READING (SE/TWE p. 471)

\_\_\_\_\_ Selection Focus Transparency 43 

### READING THE SELECTION (SE/TWE pp. 472–477)

\_\_\_\_\_ Active Reading Guide,\* p. 43 

\_\_\_\_\_ Selection Vocabulary Practice, p. 29 

\_\_\_\_\_ Reading Workbook, pp. 75–76 

### RESPONDING TO THE SELECTION (SE/TWE pp. 478–479)

\_\_\_\_\_ Literary Elements Transparency 43 

\_\_\_\_\_ Selection Quick Checks,\* p. 43 

\_\_\_\_\_ Selection and Theme Assessment, pp. 75–76 

\_\_\_\_\_ Performance Assessment, pp. 40 

\_\_\_\_\_ Testmaker  

### EXTENDING AND CUSTOMIZING (TWE TEACHING OPTIONS pp. 471–479)



\_\_\_\_\_ Theme Five Planning Guide, pp. 35–40 

\_\_\_\_\_ Grammar and Language Workbook, pp. 223–224 

\_\_\_\_\_ Grammar and Language Transparency 41 

\_\_\_\_\_ English Language Learners Sourcebook, p. 68 

\_\_\_\_\_ Glencoe Literature Web Site (lit.glencoe.com) 

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\_\_\_\_\_ Spanish Summaries, p. 43 

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## LESSON PLAN

Name \_\_\_\_\_ Date \_\_\_\_\_ Class \_\_\_\_\_

**Reading Level:** Average (L2)**Objectives**

- To read and analyze two short stories about facing challenges
- To uncover the implied themes
- To write a paragraph expressing an opinion on descriptive writing

**Skills**

**Reading/Thinking:** Drawing Conclusions; Inferring; Logical Reasoning; Synthesizing; Evaluating; Cause and Effect; Summarizing; Identifying Main Idea and Supporting Detail

**Writing:** Narrating Action

**Vocabulary:** Etymology; Suffixes; Prefixes: *mal-*



**Grammar/Language:** Verbs in the Past Tense; Participles and Participial Phrases

**Listening/Speaking:** Enacting a Dialogue; Oral Storytelling; Debate




**Life Skills:** Decision Making

**Collaboration:** Literature Groups







**BEFORE READING** (SE/TWE p. 482)

- \_\_\_\_\_ Selection Focus Transparency 44 
- \_\_\_\_\_ Literature Launchers, Side B, Segment 15 















**READING THE SELECTION** (SE/TWE pp. 483–495)

- \_\_\_\_\_ Active Reading Guide,\* p. 44 
- \_\_\_\_\_ Selection Vocabulary Practice, p. 30 
- \_\_\_\_\_ Reading Workbook, pp. 77–78 





**RESPONDING TO THE SELECTION** (SE/TWE pp. 496–498)

- \_\_\_\_\_ Literary Elements Transparency 44 
- \_\_\_\_\_ Selection Quick Checks,\* p. 44 
- \_\_\_\_\_ Selection and Theme Assessment, pp. 77–78 
- \_\_\_\_\_ Performance Assessment, p. 41 
- \_\_\_\_\_ Testmaker  

**EXTENDING AND CUSTOMIZING** (TWE TEACHING OPTIONS pp. 482–498)

- \_\_\_\_\_ Theme Five Planning Guide, pp. 41–46 
- \_\_\_\_\_ Grammar and Language Workbook, pp. 83–86, 167–170 
- \_\_\_\_\_ Grammar and Language Transparency 42 
- \_\_\_\_\_ Grammar and Composition Handbook, Lessons 3.5, 9.1 
- \_\_\_\_\_ Vocabulary PuzzleMaker  
- \_\_\_\_\_ English Language Learners Sourcebook, p. 69 
- \_\_\_\_\_ Glencoe Literature Web Site (lit.glencoe.com) 
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- \_\_\_\_\_ Spanish Summaries, p. 44 
- \_\_\_\_\_ Spanish Translations, p. 123 

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# The Monsters Are Due On Maple Street

## LESSON PLAN

Name \_\_\_\_\_ Date \_\_\_\_\_ Class \_\_\_\_\_

**Reading Level:** Challenging (L3)

### Objectives

- To read and enjoy a television play
- To identify and understand the elements of a teleplay
- To write about conflict in the play

### Skills

**Reading/Thinking:** Drawing Conclusions; Inferring; Making Critical Judgments; Classifying; Comparing and Contrasting; Visualizing; Evaluating; Judging the Credibility of a Source; Setting a Purpose for Reading; Synthesizing; Generalizing

**Writing:** Narrating; Different Point of View; Narrative; Analytical Writing

**Vocabulary:** Root Meanings; Synonyms; Idioms; Base Words


**Grammar/Language:** Using End Marks; Apostrophes; Complete Sentences

**Listening/Speaking:** Oral Reading; News Broadcast

**Life Skills:** Understanding Crowd Behavior


**Collaboration:** Literature Groups

### BEFORE READING (SE/TWE p. 504)

\_\_\_\_\_ Selection Focus Transparency 45 


### READING THE SELECTION (SE/TWE pp. 505–524)

\_\_\_\_\_ Active Reading Guide,\* p. 45 

\_\_\_\_\_ Selection Vocabulary Practice, p. 31 


\_\_\_\_\_ Reading Workbook, pp. 79–80 

### RESPONDING TO THE SELECTION (SE/TWE pp. 525–527)

\_\_\_\_\_ Literary Elements Transparency 45 


\_\_\_\_\_ Selection Quick Checks,\* p. 45 

\_\_\_\_\_ Selection and Theme Assessment, pp. 79–80 


\_\_\_\_\_ Performance Assessment, p. 42 

\_\_\_\_\_ Testmaker  


### EXTENDING AND CUSTOMIZING (TWE TEACHING OPTIONS pp. 504–527)


\_\_\_\_\_ Theme Five Planning Guide, pp. 47–54 


\_\_\_\_\_ Grammar and Language Workbook, pp. 55–56, 253–254, 273–274 

\_\_\_\_\_ Grammar and Language Transparencies 43–44 

\_\_\_\_\_ Grammar and Composition Handbook, Lessons 1.2, 13.1, 13.7 

\_\_\_\_\_ Vocabulary PuzzleMaker  


\_\_\_\_\_ English Language Learners Sourcebook, pp. 70–72 

\_\_\_\_\_ Glencoe Literature Web Site (lit.glencoe.com) 

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\_\_\_\_\_ Spanish Summary, p. 45 

\_\_\_\_\_ Spanish Translations, pp. 124–138 

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