

from All but My Life

LESSON PLAN

Name _____ Date _____ Class _____

Reading Level: Challenging (L3)

Objectives

- To read and analyze a memoir
- To identify the literary elements of a memoir
- To write a paragraph analyzing the title of the memoir

Skills

Reading/Thinking: Inferring; Elaborating; Identifying Main Idea and Supporting Details; Drawing Conclusions; Identifying Assumptions

Writing: Letter



Grammar/Language: Adjectives; Writing Dates

Listening/Speaking: Oral Reading





Vocabulary: Connotation; The Latin Root *Vert*

Collaboration: Literature Groups







BEFORE READING (SE/TWE p. 662)

- _____ Selection Focus Transparency 57 
- _____ Literature Launchers, Side B, Segment 19 














READING THE SELECTION (SE/TWE pp. 663–668)

- _____ Active Reading Guide,* p. 58 
- _____ Selection Vocabulary Practice, p. 41 
- _____ Reading Workbook, pp. 105–106 
- _____ Fine Art Transparency 8 

RESPONDING TO THE SELECTION (SE/TWE pp. 669–671)

- _____ Literary Elements Transparency 58 
- _____ Selection Quick Checks,* p. 58 
- _____ Selection and Theme Assessment, pp. 105–106 
- _____ Performance Assessment, p. 55 
- _____ Testmaker  

EXTENDING AND CUSTOMIZING (TWE Teaching Options pp. 663–668)

- _____ Theme Seven Planning Guide, pp. 6–13 
- _____ Gr. & Lang. Wbk., pp. 121–123, 261–262 
- _____ Grammar and Language Transparency 56 
- _____ Grammar and Composition Handbook, Lesson 5.1 
- _____ Vocabulary PuzzleMaker  
- _____ Glencoe Literature Web Site (lit.glencoe.com) 
- _____ Audio Library, Tape or CD  
- _____ Spanish Audio Library, Tape or CD  
- _____ Spanish Summaries, p. 57 
- _____ English Language Learners Sourcebook, p. 82 

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from **Anne Frank:**
The Diary of a Young Girl

LESSON PLAN

Name _____ Date _____ Class _____

Reading Level: Average (L2)

Objectives

- To read and analyze a diary excerpt showing the dignity of a girl suffering persecution
- To identify the literary elements of a journal
- To write a character sketch

Skills

Reading/Thinking: Making Critical Judgments; Skimming; Drawing Conclusions; Identifying Bias

Writing: Reflective Paragraph; Diary Entry

Vocabulary: Context Clues; Multiple-Meaning Words; Antonyms

Life Skills: Interviewing





Grammar/Language: Colons

Collaboration: Literature Groups







BEFORE READING (SE/TWE p. 674)

_____ Selection Focus Transparency 58 















READING THE SELECTION (SE/TWE pp. 675–681)

- _____ Active Reading Guide,* p. 59 
- _____ Selection Vocabulary Practice, p. 42 
- _____ Reading Workbook, pp. 107–108 
- _____ Fine Art Transparency 8 

RESPONDING TO THE SELECTION (SE/TWE pp. 682–683)

- _____ Literary Elements Transparency 59 
- _____ Selection Quick Checks,* p. 59 
- _____ Selection and Theme Assessment, pp. 107–108 
- _____ Performance Assessment, p. 56 
- _____ Testmaker  

EXTENDING AND CUSTOMIZING (TWE Teaching Options pp. 675–681)

- _____ Theme Seven Planning Guide, pp. 14–21 
- _____ Gr. & Lang. Wkbk., pp. 265–266 
- _____ Grammar and Language Transparency 57 
- _____ Grammar and Composition Handbook, Lesson 13.5 
- _____ Vocabulary PuzzleMaker  
- _____ Glencoe Literature Web Site (lit.glencoe.com) 
- _____ Audio Library, Tape or CD  
- _____ Spanish Audio Library, Tape or CD  
- _____ Spanish Summaries, p. 58 
- _____ Spanish Translations, pp. 148–152 
- _____ English Language Learners Sourcebook, p. 83 

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The Anne Frank House: Amsterdam

LESSON PLAN

Name _____ Date _____ Class _____

Reading Level: Average (L2)

Objectives

- To read and analyze a poem
- To identify rhythm in a poem
- To write a theoretical conversation


Skills

Reading/Thinking: Drawing Conclusions

Collaboration: Literature Groups

Grammar/Language: Correct Pronoun Use

BEFORE READING (SE/TWE p. 686)


_____ Selection Focus Transparency 59 

READING THE SELECTION (SE/TWE p. 687)

_____ Active Reading Guide,* p. 60 

_____ Reading Workbook, pp. 109–110 

RESPONDING TO THE SELECTION (SE/TWE p. 688)

_____ Literary Elements Transparency 60 


_____ Selection Quick Checks,* p. 60 

_____ Selection and Theme Assessment, pp. 107–108 

_____ Performance Assessment, p. 56 

_____ Testmaker 

EXTENDING AND CUSTOMIZING (TWE Teaching Options p. 687)

_____ Theme Seven Planning Guide, pp. 22–27 

_____ Grammar and Language Workbook, pp. 111–112 

_____ Grammar and Language Transparency 58 

_____ Grammar and Composition Handbook, Lesson 4.1 


_____ Fine Art Transparency 4 

_____ Glencoe Literature Web Site (lit.glencoe.com) 

_____ Audio Library, Tape or CD 

_____ Spanish Audio Library, Tape or CD 

_____ Spanish Summaries, p. 59 

_____ Spanish Translations, p. 153 

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The Diary of Anne Frank

LESSON PLAN

Name _____ Date _____ Class _____

Reading Level: Challenging (L3)

Objectives

- To read and analyze a play
- To identify acts and scenes, dialogue, and stage directions in a play
- To write journal-entry responses

Skills

Reading/Thinking: Inferring; Predicting; Summarizing; Drawing Conclusions; Evaluating; Setting a Purpose; Elaborating; Synthesizing; Analyzing Arguments; Making Judgments; Generalizing; Paraphrasing

Writing: Journal; Description; Outline; Persuasion; Dialogue

Vocabulary: Homophones; Context Clues; Etymology; Synonyms



Grammar/Language: Troublesome Pairs; Adjectives and Adverbs; Less/Fewer

Listening/Speaking: Radio Drama; Listening Techniques; Oral Reading; Debate





Life Skills: Creating and Producing; Planning; Interviewing

Collaboration: Literature Groups; Performing; Interdisciplinary Activity







BEFORE READING (SE/TWE p. 696)

- _____ Selection Focus Transparency 60 
- _____ Literature Launchers, Side B, Segment 20 













READING THE SELECTION (SE/TWE pp. 697–772)

- _____ Active Reading Guide,* pp. 61–65 
- _____ Selection Vocabulary Practice, pp. 43–44 
- _____ Reading Workbook, pp. 111–112 
- _____ Fine Art Transparencies 17, 23 

RESPONDING TO THE SELECTION (SE/TWE pp. 710, 728, 742, 761, 773)

- _____ Literary Elements Transparencies 61–65 
- _____ Selection Quick Checks,* pp. 61–65 
- _____ Selection and Theme Assessment, pp. 109–112 
- _____ Performance Assessment, p. 57 
- _____ Testmaker  

EXTENDING AND CUSTOMIZING (TWE Teaching Options pp. 697–772)

- _____ Theme Seven Planning Guide, pp. 28–37
- _____ Gr. & Lang. Wkbk., pp. 113, 121, 229, 261, 267 
- _____ Grammar and Language Transparencies 60–64 
- _____ Gr. & Comp. Hndbk., Lessons 4.5, 5.1, 6.1, 13.2–4, 6–7
- _____ Vocabulary PuzzleMaker  
- _____ Glencoe Literature Web Site (lit.glencoe.com) 
- _____ Audio Library, Tape or CD  
- _____ Spanish Summaries, p. 60 
- _____ Spanish Audio Library, Tape or CD  
- _____ Spanish Translations, pp. 154–221 
- _____ English Language Learners Sourcebook, pp. 84–88 

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