

LESSON PLAN

Name _____ Date _____ Class _____

Reading Level: Average (L2)

Objectives

- To read and analyze a legend about some heroes in ancient Britain
- To analyze the dialogue in a legend
- To write a character sketch of a legendary hero

Skills

Reading/Thinking: Generalizing; Identifying Author's Purpose; Drawing Conclusions; Comparing and Contrasting

Writing: Describing Action; News Story

Vocabulary: Etymology


Grammar/Language: *Who/Whom*

Listening/Speaking: Retelling a Legend; Delivering a Speech


Life Skills: Leading and Organizing

Collaboration: Literature Groups

BEFORE READING (SE/TWE P. 914)

_____ Selection Focus Transparency 73 

READING THE SELECTION (SE/TWE PP. 915–931)

_____ Active Reading Guide*, p. 78 

_____ Selection Vocabulary Practice, p. 50 

_____ Reading Workbook, p. 77–78 

RESPONDING TO THE SELECTION (SE/TWE PP. 932–933)

_____ Literary Elements Transparency 78 


_____ Selection Quick Checks*, p. 78 


_____ Selection and Theme Assessment, p. 149 


_____ Performance Assessment, p. 76 


_____ Testmaker  

EXTENDING AND CUSTOMIZING (TWE TEACHING OPTIONS PP. 915–931)


_____ Unit Five Planning Guide, pp. 8–15 

_____ Grammar and Language Workbook, p. 185 



_____ Grammar and Language Transparency 66 



_____ Grammar and Composition Handbook, Lesson 7.5 


_____ Vocabulary PuzzleMaker  

_____ English Language Learners Sourcebook, pp. 103–105 








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

_____ Audio Library, Tape or CD  

_____ Spanish Audio Library, Tape or CD  

_____ Spanish Summaries, p. 73 

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LESSON PLAN

Name _____ Date _____ Class _____

Reading Level: Average (L2)

Objectives

- To read and analyze a legend about how a legendary hero prepares his troops for battle
- To identify the elements of a tall tale
- To write a tall tale

Skills



Reading/Thinking: Using Graphic Aids

Writing: Tall Tales




Grammar/Language: Single Quotation Marks

Life Skills: Writing a Memo







BEFORE READING (SE/TWE P. 934)

- _____ Selection Focus Transparency 74 
- _____ Literature Launchers, Side B, Segment 22 














READING THE SELECTION (SE/TWE PP. 935–939)

- _____ Active Reading Guide*, p. 79 
- _____ Selection Vocabulary Practice, p. 51 
- _____ Reading Workbook, p. 79–80 








RESPONDING TO THE SELECTION (SE/TWE P. 940)

- _____ Literary Elements Transparency 79 
- _____ Selection Quick Checks*, p. 79 
- _____ Selection and Theme Assessment, p. 150 
- _____ Performance Assessment, p. 77 
- _____ Testmaker  

EXTENDING AND CUSTOMIZING (TWE TEACHING OPTIONS PP. 935–939)

- _____ Unit Five Planning Guide, pp. 16–23 
- _____ Grammar and Language Workbook, p. 15 
- _____ Grammar and Language Transparency 67 
- _____ Grammar and Composition Handbook, Lessons 11.9, 11.6 
- _____ Vocabulary PuzzleMaker  
- _____ English Language Learners Sourcebook, p. 00 
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- _____ Spanish Summaries, p. 74 

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The Passing of Arthur

LESSON PLAN

Name _____ Date _____ Class _____

Reading Level: Challenging (L3)

Objectives

- To read a poem about a hero's final hours
- To identify the elements of narrative poetry
- To write an evaluation of an author's character portrayal

Skills

Reading/Thinking: Inferring; Identifying Author's Purpose; Paraphrasing

Writing: Using Similes; Narrative

Vocabulary: Semantic Mapping


Grammar/Language: Adverbs; Subject-Verb Agreement

Listening/Speaking: Expressing Emotions

Life Skills: Writing an Obituary


Collaboration: Literature Groups

BEFORE READING (SE/TWE P. 944)


_____ Selection Focus Transparency 75 

READING THE SELECTION (SE/TWE PP. 945–955)


_____ Active Reading Guide*, p. 80 


_____ Reading Workbook, pp. 81–82 


RESPONDING TO THE SELECTION (SE/TWE PP. 956–958)

_____ Literary Elements Transparency 80 

_____ Selection Quick Checks*, p. 80 

_____ Selection and Theme Assessment, pp. 151–152 


_____ Performance Assessment, p. 78 


_____ Testmaker 


EXTENDING AND CUSTOMIZING (TWE TEACHING OPTIONS PP. 945–955)


_____ Unit Five Planning Guide, pp. 24–31 


_____ Grammar and Language Workbook, pp. 63, 167 


_____ Grammar and Language Transparency 69 


_____ Grammar and Composition Handbook, Lessons 1.5, 6.1 

_____ English Language Learners Sourcebook, p. 107 

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_____ Spanish Summaries, p. 75 

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Arthur Becomes King

LESSON PLAN

Name _____ Date _____ Class _____

Reading Level: Average (L2)

Objectives

- To read and analyze a legend about how one character reacts to a sudden change in status
- To identify the tone of a selection
- To write a character analysis

Skills

Reading/Thinking: Inferring; Scanning;

Drawing Conclusions

Writing: Using Hyperbole; Dialogue

Vocabulary: Dictionary Skills; Definitions



Grammar/Language: Hyphens for Compound Words; Sentence Fragments

Listening/Speaking: Oral Interpretation; Reenactment




Life Skills: Announcements

Collaboration: Literature Groups







BEFORE READING (SE/TWE P. 961)

- _____ Selection Focus Transparency 76 
- _____ Literature Launchers, Side B, Segment 21 












READING THE SELECTION (SE/TWE PP. 962–973)

- _____ Active Reading Guide*, p. 81 
- _____ Selection Vocabulary Practice, p. 52 
- _____ Reading Workbook, pp. 83–84 

RESPONDING TO THE SELECTION (SE/TWE PP. 974–976)








- _____ Literary Elements Transparency 81 
- _____ Selection Quick Checks*, p. 81 
- _____ Selection and Theme Assessment, pp. 153–154 
- _____ Performance Assessment, p. 79 
- _____ Testmaker  

EXTENDING AND CUSTOMIZING (TWE TEACHING OPTIONS PP. 962–973)

- _____ Unit Five Planning Guide, pp. 32–39 
- _____ Grammar and Language Workbook, pp. 279, 121 
- _____ Grammar and Language Transparency 70 
- _____ Grammar and Composition Handbook, Lessons 11.2, 4.9 
- _____ English Language Learners Sourcebook, p. 108–109 
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- _____ Spanish Summaries, p. 76 

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Where the Girl Rescued Her Brother

LESSON PLAN

Name _____ Date _____ Class _____

Reading Level: Average (L2)

Objectives

- To read and analyze a legend about how a young woman responds heroically in a time of crisis
- To identify suspense in a story
- To write a paragraph about a story's subjective details

Skills

Reading/Thinking: Drawing Conclusions; Using Graphics

Writing: Summary


Vocabulary: Synonyms

Grammar/Language: Dashes for Explanatory Comments





Listening/Speaking: Storytelling

Collaboration: Literature Groups







BEFORE READING (SE/TWE P. 982)

_____ Selection Focus Transparency 77 














READING THE SELECTION (SE/TWE PP. 983–986)

- _____ Active Reading Guide*, p. 82 
- _____ Selection Vocabulary Practice, p. 53 
- _____ Reading Workbook, pp. 83–84 
- _____ Fine Art Transparency 30 

RESPONDING TO THE SELECTION (SE/TWE PP. 987–988)








- _____ Literary Elements Transparency 82 
- _____ Selection Quick Checks*, p. 82 
- _____ Selection and Theme Assessment, pp. 155–156 
- _____ Performance Assessment, p. 00 
- _____ Testmaker  

EXTENDING AND CUSTOMIZING (TWE TEACHING OPTIONS PP. 983–986)

- _____ Unit Five Planning Guide, pp. 40–47 
- _____ Grammar and Language Workbook, p. 267 
- _____ Grammar and Language Transparency 71 
- _____ Grammar and Composition Handbook, Lessons 11.7, 11.9 
- _____ Vocabulary PuzzleMaker  
- _____ English Language Learners Sourcebook, p. 111 
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