

Let's Sweat!

LESSON PLAN

Name _____ Date _____ Class _____

Reading Level: Average (L2)

Objectives

- To read and analyze a personal essay about how a poet became interested in sports
- To identify the elements of a personal essay
- To write a paragraph on attitudes toward sports

Skills

Reading/Thinking: Evaluating

Writing: Poem

Vocabulary: The Latin Root *pend*


Grammar/Language: Subject-Verb Agreement

Listening/Speaking: Commercial





Life Skills: Researching Opportunities

Collaboration: Literature Groups






BEFORE READING (SE/TWE P 1002)

_____ Selection Focus Transparency 78 














READING THE SELECTION (SE/TWE PP 1003–1005)

- _____ Active Reading Guide*, p. 83 
- _____ Selection Vocabulary Practice, p. 54 
- _____ Reading Workbook, pp. 85–86 
- _____ Fine Art Transparency 6 

RESPONDING TO THE SELECTION (SE/TWE PP 1006–1007)

- _____ Literary Elements Transparency 83 
- _____ Selection Quick Checks*, p. 83 
- _____ Selection and Theme Assessment, p. 157 
- _____ Performance Assessment, p. 81 
- _____ Testmaker 

EXTENDING AND CUSTOMIZING (TWE TEACHING OPTIONS PP 1003–1005)

- _____ Unit Planning Guide, pp. 8–15 
- _____ Grammar and Language Workbook, p. 169 
- _____ Grammar and Language Transparency 73 
- _____ Grammar and Composition Handbook, Lesson 6.4 
- _____ Vocabulary PuzzleMaker  
- _____ English Language Learners Sourcebook, p. 112 
- _____ Glencoe Literature Web Site (lit.glencoe.com) 
- _____ Audio Library, Tape or CD  
- _____ Spanish Audio Library, Tape or CD  
- _____ Spanish Summaries, p. 78 

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From A Cat's Garden of Verses

by Robert Louis Stevenson's cat

LESSON PLAN

Name _____ Date _____ Class _____

Reading Level: Basic (L1)

Objectives


- To read and analyze poems that parody well-known literature
- To identify the elements of parody
- To write a parody of a poem

Skills

Writing: Parody


Listening/Speaking: Critique

BEFORE READING (SE/TWE P. 1009)


_____ Selection Focus Transparency 79 

READING THE SELECTION (SE/TWE P. 1010)


_____ Active Reading Guide*, p. 84 


_____ Selection Vocabulary Practice, p. 55 

RESPONDING TO THE SELECTION (SE/TWE P. 1011)

_____ Literary Elements Transparency 84 


_____ Selection Quick Checks*, p. 84 



_____ Selection and Theme Assessment, p. 158 

_____ Performance Assessment, p. 82 



_____ Testmaker  



EXTENDING AND CUSTOMIZING (TWE TEACHING OPTIONS P. 1010)

_____ Unit Planning Guide, pp. 16–20 


_____ Vocabulary PuzzleMaker  

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

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_____ Spanish Summaries, p. 79 

_____ Spanish Translations, p. 136 

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Appetizer

LESSON PLAN

Name _____ Date _____ Class _____

Reading Level: Average (L2)

Objectives

- To read and analyze a short story about a man's encounter with a bear
- To identify rising action in a short story
- To write an analysis of the narrator's style

Skills

Reading/Thinking: Evaluating; Identifying Cause-and-Effect Relationships

Writing: Story

Vocabulary: Prefix *Super-*; Dictionary Skills; Old Words



Grammar/Language: Dangling Modifiers

Listening/Speaking: Comparison-Contrast Speech




Life Skills: Problem Solving; Dealing with Bears

Collaboration: Literature Groups







BEFORE READING (SE/TWE P. 1015)

- _____ Selection Focus Transparency 80 
- _____ Literature Launchers, Side B, Segment 24 















READING THE SELECTION (SE/TWE PP. 1016–1025)

- _____ Active Reading Guide*, p. 85 
- _____ Selection Vocabulary Practice, p. 55 
- _____ Reading Workbook, pp. 85–86 

RESPONDING TO THE SELECTION (SE/TWE PP. 1026–1027)








- _____ Literary Elements Transparency 85 
- _____ Selection Quick Checks*, p. 85 
- _____ Selection and Theme Assessment, pp. 159–160 
- _____ Performance Assessment, p. 83 
- _____ Testmaker  

EXTENDING AND CUSTOMIZING (TWE TEACHING OPTIONS PP. 1016–1025)

- _____ Unit Planning Guide, pp. 21–28 
- _____ Grammar and Language Workbook, p. 209 
- _____ Grammar and Language Transparency 74 
- _____ Grammar and Composition Handbook, Lesson 8.7 
- _____ Vocabulary PuzzleMaker  
- _____ English Language Learners Sourcebook, p. 113 
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- _____ Spanish Translations, pp. 137–144 

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LESSON PLAN

Name _____ Date _____ Class _____

Reading Level: Average (L2)

Objectives

- To read an account of a person with a well-developed sense of humor
- To identify hyperbole
- To write an evaluation

Skills

Reading/Thinking: Inferring; Main Idea and Supporting Details

Writing: Dialogue

Vocabulary: The Latin Root *voc*


Grammar/Language: Subject-Object Pronouns

Listening/Speaking: Telling Humorous Anecdotes

Life Skills: Letter


Collaboration: Literature Groups

BEFORE READING (SE/TWE P. 1029)

_____ Selection Focus Transparency 81 

READING THE SELECTION (SE/TWE PP. 1030–1035)


_____ Active Reading Guide*, p. 86 

_____ Selection Vocabulary Practice, p. 56 

_____ Reading Workbook, p. 87–88 

RESPONDING TO THE SELECTION (SE/TWE PP. 1036–1037)

_____ Literary Elements Transparency 86 


_____ Selection Quick Checks*, p. 86 


_____ Selection and Theme Assessment, pp. 161–162 


_____ Performance Assessment, p. 84 


_____ Testmaker  

EXTENDING AND CUSTOMIZING (TWE TEACHING OPTIONS PP. 1030–1035)


_____ Unit Planning Guide, pp. 29–36 

_____ Grammar and Language Workbook, p. 181 



_____ Grammar and Language Transparency 75 

_____ Grammar and Composition Handbook, Lesson 1.2 


_____ Vocabulary PuzzleMaker  

_____ English Language Learners Sourcebook, p. 114 







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_____ Spanish Summaries, p. 81 

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What Is and Ain't Grammatical

LESSON PLAN

Name _____ Date _____ Class _____

Reading Level: Average (L2)

Objectives

- To read and analyze an essay about one writer's view of grammar
- To identify allusions in an essay

Skills



Reading/Thinking: Activating Prior Knowledge

Grammar/Language: Infinitives




Life Skills: Letter to Author

Collaboration: Literature Groups







BEFORE READING (SE/TWE P. 1038)

- _____ Selection Focus Transparency 82 
- _____ Literature Launchers, Side B, Segment 23 














READING THE SELECTION (SE/TWE PP. 1039–1041)

- _____ Active Reading Guide*, p. 87 
- _____ Selection Vocabulary Practice, p. 57 
- _____ Reading Workbook, pp. 87–88 

RESPONDING TO THE SELECTION (SE/TWE PP. 1042)








- _____ Literary Elements Transparency 87 
- _____ Selection Quick Checks*, p. 87 
- _____ Selection and Theme Assessment, pp. 163–164 
- _____ Performance Assessment, p. 85 
- _____ Testmaker  

EXTENDING AND CUSTOMIZING (TWE TEACHING OPTIONS PP. 1039–1041)

- _____ Unit Planning Guide, pp. 37–44 
- _____ Grammar and Language Workbook, p. 97 
- _____ Grammar and Language Transparency 76 
- _____ Grammar and Composition Handbook, Lesson 3.3 
- _____ Vocabulary PuzzleMaker  
- _____ English Language Learners Sourcebook, p. 115 
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THE CAR WE HAD TO PUSH

LESSON PLAN

Name _____ Date _____ Class _____

Reading Level: Average (L2)

Objectives

- To read and analyze an essay about the humorous misadventures of one family
- To identify direct and indirect methods of characterization
- To write an analysis of humor

Skills

Reading/Thinking: Drawing Conclusions; Graphic Aids

Writing: Journal Entry

Vocabulary: The Latin Root *ject*


Grammar/Language: Colons

Listening/Speaking: Newscast

Life Skills: Accident Report


Collaboration: Literature Groups


BEFORE READING (SE/TWE P. 1044)


_____ Selection Focus Transparency 83 

READING THE SELECTION (SE/TWE PP. 1045–1049)


_____ Active Reading Guide*, p. 88 


_____ Selection Vocabulary Practice, p. 58 

_____ Reading Workbook, pp. 89–90 

_____ Fine Art Transparency 5 



RESPONDING TO THE SELECTION (SE/TWE PP. 1050–1051)

_____ Literary Elements Transparency 88 


_____ Selection Quick Checks*, p. 88 


_____ Selection and Theme Assessment, pp. 165–166 


_____ Performance Assessment, p. 86 


_____ Testmaker  

EXTENDING AND CUSTOMIZING (TWE TEACHING OPTIONS PP. 1045–1049)


_____ Unit Planning Guide, pp. 45–52 

_____ Grammar and Language Workbook, p. 247 



_____ Grammar and Language Transparency 77 


_____ Grammar and Composition Handbook, Lesson 11.4 


_____ Vocabulary PuzzleMaker  


_____ English Language Learners Sourcebook, p. 116 

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

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_____ Spanish Audio Library, Tape or CD  

_____ Spanish Summaries, p. 83 

_____ Spanish Translations, pp. 145–148 

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How I Changed the War and Won the Game

LESSON PLAN

Name _____ Date _____ Class _____

Reading Level: Average (L2)

Objectives

- To read and analyze an autobiographical sketch about someone influencing others
- To analyze diction in a story
- To write a character sketch of an author

Skills

Reading/Thinking: Problem and Solution


Writing: Anecdotes

Vocabulary: Analogies

Life Skills: Interview


Collaboration: Literature Groups

BEFORE READING (SE/TWE P. 1054)

_____ Selection Focus Transparency 84 

READING THE SELECTION (SE/TWE PP. 1055–1056)


_____ Active Reading Guide*, p. 89 

_____ Selection Vocabulary Practice, p. 59 


_____ Reading Workbook, pp. 89–90 



RESPONDING TO THE SELECTION (SE/TWE PP. 1057–1058)

_____ Literary Elements Transparency 89 


_____ Selection Quick Checks*, p. 89 

_____ Selection and Theme Assessment, pp. 167–168 

_____ Performance Assessment, p. 87 



_____ Testmaker  

EXTENDING AND CUSTOMIZING (TWE TEACHING OPTIONS PP. 1055–1056)


_____ Unit Planning Guide, pp. 53–59 


_____ Vocabulary PuzzleMaker  

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_____ Spanish Summaries, p. 84 

_____ Spanish Translations, p. 149 

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A Marriage Proposal

LESSON PLAN

Name _____ Date _____ Class _____

Reading Level: Average (L2)

Objectives

- To read and analyze a play about what happens when one man's plans fall apart
- To identify farce
- To write an analysis of a play's dialogue

Skills

Reading/Thinking: Drawing Conclusions; Inferring; Summarizing; Responding

Writing: Expressing Excitement; Diary Entry

Vocabulary: Etymology


Grammar/Language: Exclamation Points; Sentence Varieties

Listening/Speaking: Tone in Dialogue

Life Skills: Compromising


Collaboration: Literature Groups

BEFORE READING (SE/TWE P. 1061)

_____ Selection Focus Transparency 85 

READING THE SELECTION (SE/TWE PP. 1062–1073)


_____ Active Reading Guide*, p. 90 

_____ Selection Vocabulary Practice, p. 60 


_____ Reading Workbook, pp. 91–92 

RESPONDING TO THE SELECTION (SE/TWE PP. 1074–1076)

_____ Literary Elements Transparency 90 


_____ Selection Quick Checks*, p. 90 

_____ Selection and Theme Assessment, pp. 169–170 


_____ Performance Assessment, p. 88 


_____ Testmaker  

EXTENDING AND CUSTOMIZING (TWE TEACHING OPTIONS PP. 1062–1073)


_____ Unit Planning Guide, pp. 60–67, 

_____ Grammar and Language Workbook, pp. 245, 103–105 



_____ Grammar and Language Transparency 79 



_____ Grammar and Composition Handbook, Lessons 11.2, 4.7–4.8 

_____ Vocabulary PuzzleMaker  

_____ English Language Learners Sourcebook, p. 118 

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