

## LESSON PLAN

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

**Reading Level:** Challenging (L3)

### Objectives

- To read an epic poem about the Trojan War
- To identify and understand epic heroes and epic similes
- To write an account of the battle and a character analysis

### Skills

**Reading/Thinking:** Inferring; Monitoring Comprehension; Evaluating; Verifying Predictions; Identifying Bias; Drawing Conclusions; Identifying Fallacies in Reasoning; Identifying Cause-and-Effect Relationships; Identifying Spatial Relationships

**Writing:** Point-of-View Account; Epic Simile; Descriptive Language




**Grammar/Language:** Participles and Participial Phrases; Appositives and Appositive Phrases

**Listening/Speaking:** Debate; Storytelling



**Life Skills:** Problem Solving; Leading and Organizing; Supporting and Contributing

**Collaboration:** Literature Groups







### BEFORE READING (SE/TWE pp. 210–212)

- \_\_\_\_\_ Selection Focus Transparency 25 
- \_\_\_\_\_ Literature Launchers, Side A, Segment 5 
- \_\_\_\_\_ Fine Art Transparency 6 











### READING THE SELECTION (SE/TWE pp. 213–226, 228–244)

- \_\_\_\_\_ Active Reading Guide,\* pp. 25–26 
- \_\_\_\_\_ Reading Workbook, pp. 17–18 



### RESPONDING TO THE SELECTION (SE/TWE pp. 227, 245–246)

- \_\_\_\_\_ Literary Elements Transparency 25 
- \_\_\_\_\_ Selection Quick Checks,\* pp. 25–26 
- \_\_\_\_\_ Selection and Part Assessment, pp. 33–36 
- \_\_\_\_\_ Performance Assessment, pp. 23–24 
- \_\_\_\_\_ Testmaker  

### EXTENDING AND CUSTOMIZING (TWE Teaching Options pp. 210–246)

- \_\_\_\_\_ Unit Two Planning Guide, pp. 9–17 
- \_\_\_\_\_ Grammar and Language Workbook, pp. 91–92, 93–94 
- \_\_\_\_\_ Grammar and Language Transparency 22 
- \_\_\_\_\_ Grammar and Composition Handbook, Lessons 3.2, 3.3 
- \_\_\_\_\_ English Language Learners Sourcebook, pp. 34–37 
- \_\_\_\_\_ Glencoe Literature Web Site (lit.glencoe.com) 
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- \_\_\_\_\_ Spanish Summaries, p. 25 
- \_\_\_\_\_ Spanish Translations, pp. 30–37 

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# The Dog and the Wolf

## LESSON PLAN

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

**Reading Level:** Basic (L1)

### Objectives

- To read and analyze a fable about the importance of freedom
- To identify and analyze the literary elements characteristic of a fable
- To write a fable illustrating a moral

### Skills

**Reading/Thinking:** Evaluating


**Writing:** Fable

**Grammar/Language:** The Modifier *Only*

**Listening/Speaking:** Performance


**Collaboration:** Performance

BEFORE READING (SE/TWE p. 250)

\_\_\_\_\_ Selection Focus Transparency 26 


READING THE SELECTION (SE/TWE p. 251)


\_\_\_\_\_ Active Reading Guide, \* p. 27 


\_\_\_\_\_ Selection Vocabulary Practice, p. 17 


\_\_\_\_\_ Reading Workbook, p. 19 

RESPONDING TO THE SELECTION (SE/TWE p. 252)

\_\_\_\_\_ Literary Elements Transparency 27 

\_\_\_\_\_ Selection Quick Checks, \* p. 27 

\_\_\_\_\_ Selection and Part Assessment, p. 37 


\_\_\_\_\_ Performance Assessment, p. 25 


\_\_\_\_\_ Testmaker  

EXTENDING AND CUSTOMIZING (TWE Teaching Options pp. 250–252)

\_\_\_\_\_ Unit Two Planning Guide, pp. 18–23 



\_\_\_\_\_ Grammar and Language Workbook, pp. 209–212 



\_\_\_\_\_ Grammar and Language Transparency 24 

\_\_\_\_\_ Grammar and Composition Handbook, Lesson 8.7 

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

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\_\_\_\_\_ Spanish Translations, p. 38 

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# The Oak and the Reed

## LESSON PLAN

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

**Reading Level:** Basic (L1)

### Objectives

- To read and analyze a fable about appearances
- To identify and analyze rhyme in a fable
- To write an illustration of a personal strength or weakness

### Skills

**Reading/Thinking:** Analyzing Arguments


**Writing:** Description of an Experience

**Grammar/Language:** Elliptical Adverb Clauses


**Listening/Speaking:** Discussion and Presentation

**Collaboration:** Literature Groups


BEFORE READING (SE/TWE p. 253)

\_\_\_\_\_ Selection Focus Transparency 27 

READING THE SELECTION (SE/TWE p. 254)


\_\_\_\_\_ Active Reading Guide, \* p. 28 

RESPONDING TO THE SELECTION (SE/TWE p. 255)

\_\_\_\_\_ Literary Elements Transparency 28 


\_\_\_\_\_ Selection Quick Checks, \* p. 28 

\_\_\_\_\_ Selection and Part Assessment, p. 38 


\_\_\_\_\_ Performance Assessment, p. 25 

\_\_\_\_\_ Testmaker 

EXTENDING AND CUSTOMIZING (TWE Teaching Options pp. 253–255)


\_\_\_\_\_ Unit Two Planning Guide, pp. 24–28 

\_\_\_\_\_ Grammar and Language Workbook, pp. 111–114 


\_\_\_\_\_ Grammar and Language Transparency 25 

\_\_\_\_\_ Grammar and Composition Handbook, Lesson 4.4 

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# Lyric Poems

## LESSON PLAN

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

**Reading Level:** Average (L2)

### Objectives

- To read poems about personal feelings
- To identify and analyze imagery
- To write a poem

### Skills


**Reading/Thinking:** Evaluating; Comparing and Contrasting

**Grammar/Language:** The Dash


**Collaboration:** Peer Review

**Writing:** Poem

BEFORE READING (SE/TWE p. 257)

\_\_\_\_\_ Selection Focus Transparency 28 

READING THE SELECTION (SE/TWE pp. 258–259)

\_\_\_\_\_ Active Reading Guide,\* p. 29 

\_\_\_\_\_ Reading Workbook, p. 19 


RESPONDING TO THE SELECTION (SE/TWE p. 260)

\_\_\_\_\_ Literary Elements Transparency 29 


\_\_\_\_\_ Selection Quick Checks,\* p. 29 

\_\_\_\_\_ Selection and Part Assessment, pp. 39–40 


\_\_\_\_\_ Performance Assessment, p. 26 


\_\_\_\_\_ Testmaker  

EXTENDING AND CUSTOMIZING (TWE Teaching Options pp. 257–260)

\_\_\_\_\_ Unit Two Planning Guide, pp. 29–34 

\_\_\_\_\_ Grammar and Language Workbook, pp. 267–268 


\_\_\_\_\_ Grammar and Language Transparency 26 

\_\_\_\_\_ Grammar and Composition Handbook, Lesson 11.7 

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# Oedipus the King

## LESSON PLAN

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

**Reading Level:** Challenging (L3)

### Objectives

- To read a Greek drama
- To understand the elements of chorus, tragedy, and dramatic irony
- To write an analysis

### Skills

**Reading/Thinking:** Evaluating; Cause and Effect; Comparing and Contrasting; Synthesizing; Problem Solving; Analyzing Arguments; Monitoring Comprehension; Paraphrasing

**Writing:** Description; Letter; Narrative; Analysis; Journal Entry

**Vocabulary:** Analogies




**Grammar/Language:** Noun Clauses; Irregular Verbs; Emphatic Verb Forms; Prepositional Phrases; Demonstrative Pronouns; Understood Subjects

**Listening/Speaking:** Readers Theater; Debate; Performance; Storytelling; Discourse



**Life Skills:** Leading and Organizing; Lifelong Learning; Critical Viewing

**Collaboration:** Literature Groups; Readers Theater







### BEFORE READING (SE/TWE p. 262)

- \_\_\_\_\_ Selection Focus Transparency 29 
- \_\_\_\_\_ Literature Launchers, Side A, Segment 6 
- \_\_\_\_\_ Fine Art Transparency 20 











### READING THE SELECTION (SE/TWE pp. 263–283, 285–297, 299–322)

- \_\_\_\_\_ Active Reading Guide,\* pp. 30–32 
- \_\_\_\_\_ Reading Workbook, p. 20 

### RESPONDING TO THE SELECTION (SE/TWE Pp. 284, 298, 323)





- \_\_\_\_\_ Literary Elements Transparency 30 
- \_\_\_\_\_ Selection Quick Checks,\* pp. 30–32 
- \_\_\_\_\_ Selection and Part Assessment, pp. 41–46 
- \_\_\_\_\_ Performance Assessment, pp. 27–29 
- \_\_\_\_\_ Testmaker  

### EXTENDING AND CUSTOMIZING (TWE Teaching Options pp. 262–323)

- \_\_\_\_\_ Unit Two Planning Guide, pp. 35–44
- \_\_\_\_\_ Grammar and Language Workbook, pp. 53–54, 89–90, 115–118, 119–120, 143–144, 151–152, 161–162 
- \_\_\_\_\_ Grammar and Language Transparencies 27–32 
- \_\_\_\_\_ Grammar and Composition Handbook, Lessons 1.2, 3.1, 4.5, 4.6, 5.2, 5.5, 6.1 
- \_\_\_\_\_ Vocabulary PuzzleMaker  
- \_\_\_\_\_ English Language Learners Sourcebook, pp. 38–40 
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## LESSON PLAN

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

**Reading Level:** Average (L2)

### Objectives

- To read a philosophical speech about death
- To analyze a formal speech
- To write a comparison of characters

### Skills

**Reading/Thinking:** Evaluating; Identifying Assumptions; Summarizing

**Writing:** Speech

**Vocabulary:** Prefixes


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

**Listening/Speaking:** Debate

**Life Skills:** Interview


**Collaboration:** Literature Groups; Interview

BEFORE READING (SE/TWE p. 327)

\_\_\_\_\_ Selection Focus Transparency 30 

READING THE SELECTION (SE/TWE pp. 328–331)

\_\_\_\_\_ Active Reading Guide,\* p. 33 

\_\_\_\_\_ Selection Vocabulary Practice, p. 18 

RESPONDING TO THE SELECTION (SE/TWE pp. 332–333)

\_\_\_\_\_ Literary Elements Transparency 33 


\_\_\_\_\_ Selection Quick Checks,\* p. 33 

\_\_\_\_\_ Selection and Part Assessment, pp. 47–48 


\_\_\_\_\_ Performance Assessment, p. 30 

\_\_\_\_\_ Testmaker 

EXTENDING AND CUSTOMIZING (TWE Teaching Options pp. 327–333)

\_\_\_\_\_ Unit Two Planning Guide, pp. 44–50 

\_\_\_\_\_ Grammar and Language Workbook, pp. 199–200 


\_\_\_\_\_ Grammar and Language Transparency 33 


\_\_\_\_\_ Grammar and Composition Handbook, Lesson 8.1 

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

\_\_\_\_\_ English Language Learners Sourcebook, p. 41 

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\_\_\_\_\_ Spanish Summaries, p. 30 

\_\_\_\_\_ Spanish Translations, pp. 39–41 

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# Poems of Catullus

## LESSON PLAN

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

**Reading Level:** Basic (L1)

### Objectives

- To read three poems that express the speaker's love for a woman
- To identify and analyze the speaker in a poem
- To write a poetic response


### Skills

**Reading/Thinking:** Identifying Author's Purpose;  
Generalizing

**Writing:** Poem

**Grammar/Language:** Reflexive and Intensive  
Pronouns

BEFORE READING (SE/TWE p. 347)

\_\_\_\_\_ Selection Focus Transparency 31 

READING THE SELECTION (SE/TWE pp. 348–349)

\_\_\_\_\_ Active Reading Guide,\* p. 34 



RESPONDING TO THE SELECTION (SE/TWE p. 350)

\_\_\_\_\_ Literary Elements Transparency 34 


\_\_\_\_\_ Selection Quick Checks,\* p. 34 

\_\_\_\_\_ Selection and Part Assessment, p. 49 


\_\_\_\_\_ Performance Assessment, p. 31 


\_\_\_\_\_ Testmaker  

EXTENDING AND CUSTOMIZING (TWE Teaching Options pp. 348–349)

\_\_\_\_\_ Unit Two Planning Guide, pp. 59–63 


\_\_\_\_\_ Grammar and Language Workbook, pp. 51–52 



\_\_\_\_\_ Grammar and Language Transparency 34 

\_\_\_\_\_ Grammar and Composition Handbook, Lessons 1.2, 1.5 


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

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\_\_\_\_\_ Spanish Summaries, p. 31 

\_\_\_\_\_ Spanish Translations, p. 42 

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# BETTER TO LIVE, LICINIUS

## LESSON PLAN

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

**Reading Level:** Average (L2)

### Objectives

- To read a poem that gives advice on how to live a calm, balanced life
- To identify and analyze the elements of an ode
- To write about the advice given in the poem

### Skills


**Reading/Thinking:** Identifying Main Idea and Supporting Details

**Writing:** Advice Paragraph


**Life Skills:** Problem Solving

**Listening/Speaking:** Role-Playing


BEFORE READING (SE/TWE p. 352)

\_\_\_\_\_ Selection Focus Transparency 32 

READING THE SELECTION (SE/TWE p. 353)


\_\_\_\_\_ Active Reading Guide, \* p.35 


RESPONDING TO THE SELECTION (SE/TWE p. 354)

\_\_\_\_\_ Literary Elements Transparency 35 


\_\_\_\_\_ Selection Quick Checks, \* p. 35 

\_\_\_\_\_ Selection and Part Assessment, p. 50 


\_\_\_\_\_ Performance Assessment, p. 32 



\_\_\_\_\_ Testmaker  



EXTENDING AND CUSTOMIZING (TWE Teaching Options p. 353)

\_\_\_\_\_ Unit Two Planning Guide, pp. 64–68 


\_\_\_\_\_ Fine Art Transparency 2 

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# At Last It's Come

## LESSON PLAN

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

**Reading Level:** Basic (L1)

### Objectives

- To read a poem about a newly discovered love
- To identify and analyze elements of lyric poetry
- To write a friendly letter

### Skills


**Reading/Thinking:** Drawing Conclusions

**Writing:** Letter


**Grammar/Language:** Contractions

**Collaboration:** Literature Groups

BEFORE READING (SE/TWE p. 356)


\_\_\_\_\_ Selection Focus Transparency 33 

READING THE SELECTION (SE/TWE p. 357)

\_\_\_\_\_ Active Reading Guide,\* p. 36 

RESPONDING TO THE SELECTION (SE/TWE p. 358)

\_\_\_\_\_ Literary Elements Transparency 36 


\_\_\_\_\_ Selection Quick Checks,\* p. 36 

\_\_\_\_\_ Selection and Part Assessment, p. 51 


\_\_\_\_\_ Performance Assessment, p. 33 

\_\_\_\_\_ Testmaker  

EXTENDING AND CUSTOMIZING (TWE Teaching Options p. 357)



\_\_\_\_\_ Unit Two Planning Guide, pp. 69–73 

\_\_\_\_\_ Grammar and Language Workbook, pp. 277–278 

\_\_\_\_\_ Grammar and Language Transparency 36 

\_\_\_\_\_ Grammar and Composition Handbook, Lesson 11.11 

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# The Story of Pyramus and Thisbe

## LESSON PLAN

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

**Reading Level:** Average (L2)

### Objectives

- To read a narrative poem about star-crossed lovers
- To understand and identify the elements of narrative poetry
- To evaluate an author's technique



### Skills

**Reading/Thinking:** Drawing Conclusions; Identifying Sequence of Events



**Writing:** Paragraph

**Grammar/Language:** *Lay and Lie*







BEFORE READING (SE/TWE p. 359)

- \_\_\_\_\_ Selection Focus Transparency 34 
- \_\_\_\_\_ Literature Launchers, Side A, Segment 7 















READING THE SELECTION (SE/TWE pp. 360–364)

- \_\_\_\_\_ Active Reading Guide, \* p. 37 
- \_\_\_\_\_ Reading Workbook, p. 21 

RESPONDING TO THE SELECTION (SE/TWE p. 365)





- \_\_\_\_\_ Literary Elements Transparency 37 
- \_\_\_\_\_ Selection Quick Checks, \* p. 37 
- \_\_\_\_\_ Selection and Part Assessment, p. 52 
- \_\_\_\_\_ Performance Assessment, p. 34 
- \_\_\_\_\_ Testmaker  

EXTENDING AND CUSTOMIZING (TWE Teaching Options pp. 360–364)

- \_\_\_\_\_ Unit Two Planning Guide, pp. 74–81 
- \_\_\_\_\_ Grammar and Language Workbook, pp. 223–224 
- \_\_\_\_\_ Grammar and Language Transparency 37 
- \_\_\_\_\_ Grammar and Composition Handbook, Lesson 13.2 
- \_\_\_\_\_ Vocabulary PuzzleMaker  
- \_\_\_\_\_ English Language Learners Sourcebook, p. 43 
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- \_\_\_\_\_ Spanish Translations, pp. 45–48 

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# The Fall of Troy

## LESSON PLAN

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

**Reading Level:** Challenging (L3)

### Objectives

- To read an epic poem about the siege of Troy
- To identify and analyze imagery
- To write a plot summary

### Skills

**Reading/Thinking:** Identifying Author's Purpose; Evaluating; Inferring; Drawing Conclusions; Summarizing

**Writing:** Descriptive Writing; Account of Events

**Vocabulary:** Synonyms



**Grammar/Language:** Inverted Sentence Order

**Listening/Speaking:** Role-Playing; Discourse; Choral Reading



**Life Skills:** Planning and Designing

**Collaboration:** Literature Groups







### BEFORE READING (SE/TWE p. 367)

- \_\_\_\_\_ Selection Focus Transparency 35 
- \_\_\_\_\_ Literature Launchers, Side A, Segment 8 















### READING THE SELECTION (SE/TWE pp. 368–383)

- \_\_\_\_\_ Active Reading Guide, \* p. 38 
- \_\_\_\_\_ Reading Workbook, p. 21 

### RESPONDING TO THE SELECTION (SE/TWE p. 384)








- \_\_\_\_\_ Literary Elements Transparency 38 
- \_\_\_\_\_ Selection Quick Checks, \* p. 38 
- \_\_\_\_\_ Selection and Part Assessment, pp. 53–54 
- \_\_\_\_\_ Performance Assessment, p. 35 
- \_\_\_\_\_ Testmaker  

### EXTENDING AND CUSTOMIZING (TWE Teaching Options pp. 368–383)

- \_\_\_\_\_ Unit Two Planning Guide, pp. 82–89 
- \_\_\_\_\_ Grammar and Language Workbook, pp. 81–82 
- \_\_\_\_\_ Grammar and Language Transparency 38 
- \_\_\_\_\_ Grammar and Composition Handbook, Lesson 2.4 
- \_\_\_\_\_ Vocabulary PuzzleMaker  
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- \_\_\_\_\_ Spanish Translations, pp. 49–56 

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# THE TROJANS

## LESSON PLAN

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

**Reading Level:** Average (L2)

### Objectives

- To read a poem that compares contemporary life with that of the Trojans
- To identify the element of allusion
- To write a descriptive paragraph


### Skills

**Reading/Thinking:** Comparing and Contrasting


**Writing:** Descriptive Paragraph

**Collaboration:** Literature Groups


BEFORE READING (SE/TWE p. 386)

\_\_\_\_\_ Selection Focus Transparency 36 


READING THE SELECTION (SE/TWE p. 387)


\_\_\_\_\_ Active Reading Guide, \* p. 39 

RESPONDING TO THE SELECTION (SE/TWE p. 388)

\_\_\_\_\_ Literary Elements Transparency 39 


\_\_\_\_\_ Selection Quick Checks, \* p. 39 

\_\_\_\_\_ Selection and Part Assessment, p. 55 



\_\_\_\_\_ Performance Assessment, p. 35 



\_\_\_\_\_ Testmaker  

EXTENDING AND CUSTOMIZING (TWE Teaching Options p. 387)

\_\_\_\_\_ Unit Two Planning Guide, pp. 90–94 

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# The Burning of Rome from the Annals

## LESSON PLAN

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

**Reading Level:** Average (L2)

### Objectives

- To read a historical account of the burning of Rome
- To identify the author's purpose
- To write a letter to the author

### Skills

**Reading/Thinking:** Inferring; Setting a Purpose for Reading; Identifying Bias

**Writing:** Diary Entry


**Grammar/Language:** Commas in a Series

**Vocabulary:** Etymology

**Life Skills:** Planning and Designing; Implementing and Performing


**Collaboration:** Literature Groups

BEFORE READING (SE/TWE p. 392)

\_\_\_\_\_ Selection Focus Transparency 37 


READING THE SELECTION (SE/TWE pp. 393–396)

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

\_\_\_\_\_ Selection Vocabulary Practice, p. 19 

\_\_\_\_\_ Reading Workbook, p. 22 

RESPONDING TO THE SELECTION (SE/TWE pp. 397–398)

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


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

\_\_\_\_\_ Selection and Part Assessment, p. 56 


\_\_\_\_\_ Performance Assessment, p. 36 

\_\_\_\_\_ Testmaker  

EXTENDING AND CUSTOMIZING (TWE Teaching Options pp. 393–396)


\_\_\_\_\_ Unit Two Planning Guide, pp. 95–100 

\_\_\_\_\_ Grammar and Language Workbook, pp. 253–254 



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



\_\_\_\_\_ Grammar and Composition Handbook, Lesson 11.6 

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


\_\_\_\_\_ English Language Learners Sourcebook, p. 45 

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\_\_\_\_\_ Spanish Translations, pp. 57–60 

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