

Lesson Plan

Teacher's Name Date

Grade Class(es) Date(s) M Tu W Th F

Unit 3

Media Connection: Writing in the Real World *SE/TWE pp. 110–113*

FOCUS

Objectives: To examine the use of precise nouns and modifiers to create characters and setting; to develop descriptions that achieve specific goals; to explore and practice descriptive writing

Skills: defining a purpose; choosing words for their connotations

Critical Thinking: defining and clarifying; visualizing; making inferences

Listening and Speaking: questioning; evaluating; discussing; explaining a process

___ Bellringer and Grammar Link to the Bellringer, TWE p. 110

___ Motivating Activity, TWE p. 110

TEACH

___ Discussion Prompts, TWE p. 111

___ Preview the Media Connection, TWE p. 111

___ Civic Literacy, TWE p. 111

___ Discussion Prompts, TWE p. 112

___ Cultural Connections, TWE p. 112

Additional Resources

___ *Bellringer Activities Transparencies*

___ *Daily Language Practice Transparencies*

___ *Writing Process Transparencies*, 11–13B

___ *Cooperative Learning Activities*, pp. 13–18

___ *Writing in the Real World*, pp. 9–12

___ *Thinking and Study Skills*, pp. 3, 5, 9, 22

ASSESS

___ Analyzing the Media Connection, TWE p. 113

___ Analyzing a Writer's Process, TWE p. 113

___ Grammar Link, TWE p. 113

___ Reteaching activity, TWE p. 113

___ Enrichment activity, TWE p. 113

CLOSE

___ Close activity, TWE p. 113

Homework Assignments

Assessment Options

___ *Tests with Answer Key
& Rubrics*

Unit 3 Choice A Test, p. 9

Unit 3 Choice B Test, p. 10

Unit 3 Composition Objective
Test, pp. 11–12

___ *Testmaker*

Unit 3 Choice A Test

Unit 3 Choice B Test

Unit 3 Composition Objective
Test

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Lesson 3.1 Writing to Show, Not Tell *SE/TWE pp. 114–117*

FOCUS

Objectives: To make careful observations in order to construct descriptions that show rather than tell; to use vivid sensory details to describe people, places, and things

Skills: choosing words for their sensory appeal; contrasting writing that shows and writing that tells

Critical Thinking: comparing and contrasting; visualizing; analyzing; decision making

Listening and Speaking: informal speaking; discussing; evaluating; explaining a process

___ Bellringer and Grammar Link to the Bellringer, TWE p. 114

___ Motivating Activity, TWE p. 114

TEACH

___ L2, Using the Model, TWE p. 115

___ L1, Categorizing Details, TWE p. 115

___ Two-Minute Skill Drill, TWE p. 115

___ Journal Writing Tip, TWE p. 115

___ L2, Promoting Discussion, TWE p. 116

___ English Language Learners, TWE p. 116

Additional Resources

___ *Bellringer Activities Transparencies*

___ *Daily Language Practice Transparencies*

___ *Two-Minute Skill Drill Transparencies*

___ *Fine Art Transparencies*, 11–14

___ *Writing Process Transparencies*, 11–13B

___ *Writing Across the Curriculum*

___ *Cooperative Learning Activities*, pp. 13–18

___ *Thinking and Study Skills*, pp. 3, 9, 12

___ *Listening and Speaking Activities*, pp. 14–15

___ *Composition Practice*, p. 18

Homework Assignments

ASSESS

___ Writing Activities Evaluation Rubrics, TWE p. 117

___ Cross-Curricular Activity: Art, TWE p. 117

___ Grammar Link, TWE p. 117

___ *Writing Assessment and Evaluation Rubrics*

___ *Composition Reteaching*, p. 18

___ *Composition Enrichment*, p. 18

___ *Fine Art Transparencies*, 11–14

CLOSE

___ Close activity, TWE p. 117

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Lesson 3.2 Combining Observation and Imagination SE/TWE pp. 118–121

FOCUS

Objectives: To recall sensory details from experience and to synthesize them into vivid descriptions; to create and convey an imagined world

Skills: choosing words for sensory appeal; using sensory language to attract and retain a reader's attention

Critical Thinking: visualizing; activating prior knowledge; generating new information; decision making

Listening and Speaking: informal speaking; discussing; explaining a process

- ___ Bellringer and Grammar Link to the Bellringer, TWE p. 118
- ___ Motivating Activity, TWE p. 118

TEACH

- ___ L2, Using the Model, TWE p. 119
- ___ L3, Teaching from the Art, TWE p. 119
- ___ Two-Minute Skill Drill, TWE p. 119
- ___ Journal Writing Tip, TWE p. 119
- ___ Viewing the Art, TWE p. 119
- ___ L2, Using the Model, TWE p. 120
- ___ Cultural Connections, TWE p. 120

Additional Resources

- ___ *Bellringer Activities Transparencies*
- ___ *Daily Language Practice Transparencies*
- ___ *Two-Minute Skill Drill Transparencies*
- ___ *Fine Art Transparencies*, 11–14
- ___ *Writing Process Transparencies*, 11–13B
- ___ *Writing Across the Curriculum*
- ___ *Cooperative Learning Activities*, pp. 13–18
- ___ *Thinking and Study Skills*, pp. 3, 9, 12
- ___ *Listening and Speaking Activities*, pp. 14–15
- ___ *Sentence-Combining Practice*, p. 24
- ___ *Composition Practice*, p. 19

Homework Assignments

ASSESS

- ___ Writing Activities Evaluation Rubrics, TWE p. 121
- ___ Grammar Link, TWE p. 121
- ___ *Writing Assessment and Evaluation Rubrics*
- ___ *Composition Reteaching*, p. 19
- ___ *Composition Enrichment*, p. 19

CLOSE

- ___ Close activity, TWE p. 121

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Lesson 3.3 Choosing Details to Create a Mood *SE/TWE pp. 122–125*

FOCUS

Objectives: To understand how details create a mood; to create a mood in descriptive writing through the use of appropriate details

Skills: choosing words to create a mood; analyzing words to determine the mood

Critical Thinking: visualizing; activating prior knowledge; comparing and contrasting; recalling; relating; decision making

Listening and Speaking: informal speaking; discussing; explaining a process

___ Bellringer and Grammar Link to the Bellringer, TWE p. 122

___ Motivating Activity, TWE p. 122

TEACH

___ L2, Using the Model, TWE p. 123

___ L2, Analyzing Emotions, TWE p. 123

___ Two-Minute Skill Drill, TWE p. 123

___ Journal Writing Tip, TWE p. 123

___ L2, Using the Model, TWE p. 124

___ L3, Promoting Discussion, TWE p. 124

___ English Language Learners, TWE p. 124

Additional Resources

___ *Bellringer Activities Transparencies*

___ *Daily Language Practice Transparencies*

___ *Two-Minute Skill Drill Transparencies*

___ *Fine Art Transparencies*, 11–14

___ *Writing Process Transparencies*, 11–13B

___ *Writing Across the Curriculum*

___ *Cooperative Learning Activities*, pp. 13–18

___ *Thinking and Study Skills*, pp. 3–5, 9

___ *Listening and Speaking Activities*, pp. 14–15

___ *Composition Practice*, p. 20

___ *Sentence-Combining Practice*, p. 24

ASSESS

___ Writing Activities Evaluation Rubrics, TWE p. 125

___ Grammar Link, TWE p. 125

___ *Writing Assessment and Evaluation Rubrics*

___ *Composition Reteaching*, p. 20

___ *Composition Enrichment*, p. 20

CLOSE

___ Close activity, TWE p. 125

Homework Assignments

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Lesson 3.4 Organizing Details in a Description *SE/TWE pp. 126–129*

FOCUS

Objectives: To present details in spatial order when describing a scene; to use transition words and phrases to show relationships between details

Skills: ordering spatial details; choosing transition words and phrases to clarify descriptions

Critical Thinking: recalling; relating; visualizing; activating prior knowledge; comparing and contrasting; evaluating

Listening and Speaking: informal speaking; discussing

___ Bellringer and Grammar Link to the Bellringer, TWE p. 126

___ Motivating Activity, TWE p. 126

TEACH

___ L2, Using the Model, TWE p. 127

___ L1, Organizing Tips, TWE p. 127

___ Two-Minute Skill Drill, TWE p. 127

___ Journal Writing Tip, TWE p. 127

___ L2, Using the Model, TWE p. 128

___ L3, Heightening Descriptions, TWE p. 128

___ Cooperative Learning, TWE p. 128

Additional Resources

___ *Bellringer Activities Transparencies*

___ *Daily Language Practice Transparencies*

___ *Two-Minute Skill Drill Transparencies*

___ *Fine Art Transparencies*, 11–14

___ *Writing Process Transparencies*, 11–13B

___ *Writing Across the Curriculum*

___ *Cooperative Learning Activities*, pp. 13–18

___ *Thinking and Study Skills*, pp. 3–5, 9, 21–22

___ *Sentence-Combining Practice*, p. 24

___ *Listening and Speaking Activities*, pp. 14–15

___ *Composition Practice*, p. 21

Homework Assignments

ASSESS

___ Writing Activities Evaluation Rubrics, TWE p. 129

___ Cross-Curricular Activity: Mathematics, TWE p. 129

___ Grammar Link, TWE p. 129

___ *Writing Assessment and Evaluation Rubrics*

___ *Composition Reteaching*, p. 21

___ *Composition Enrichment*, p. 21

___ *Fine Art Transparencies*, 11–14

CLOSE

___ Close activity, TWE p. 129

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Lesson 3.5 Describing a Person *SE/TWE pp. 130–133*

FOCUS

Objectives: To explore attributes of description that make characters memorable; to communicate the essence of a character by describing the individual's appearance and behavior

Skills: analyzing techniques used to create memorable characters; selecting and arranging details to create memorable characters

Critical Thinking: recalling; relating; visualizing; inferring; analyzing

Listening and Speaking: informal speaking; discussing

___ Bellringer and Grammar Link to the Bellringer, TWE p. 130

___ Motivating Activity, TWE p. 130

TEACH

___ L2, Using the Model, TWE p. 131

___ L2, Identifying by Description, TWE p. 131

___ Two-Minute Skill Drill, TWE p. 131

___ Journal Writing Tip, TWE p. 131

___ L2, Using the Model, TWE p. 132

___ L3, Promoting Discussion, TWE p. 132

___ English Language Learners, TWE p. 132

Additional Resources

___ *Bellringer Activities Transparencies*

___ *Daily Language Practice Transparencies*

___ *Two-Minute Skill Drill Transparencies*

___ *Fine Art Transparencies*, 11–14

___ *Writing Process Transparencies*, 11–13B

___ *Writing Across the Curriculum*

___ *Cooperative Learning Activities*, pp. 13–18

___ *Thinking and Study Skills*, pp. 3–5, 9, 12, 17

___ *Listening and Speaking Activities*, pp. 14–15

___ *Sentence-Combining Practice*, p. 24

___ *Composition Practice*, p. 22

ASSESS

___ Writing Activities Evaluation Rubrics, TWE p. 133

___ Grammar Link, TWE p. 133

___ *Writing Assessment and Evaluation Rubrics*

___ *Composition Reteaching*, p. 22

___ *Composition Enrichment*, p. 22

___ *Fine Art Transparencies*, 11–14

CLOSE

___ Close activity, TWE p. 133

Homework Assignments

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Lesson 3.6 Relating a Poem to Your Experience *SE/TWE pp. 134–137*

FOCUS

Objectives: To identify and analyze links between poetry and experience; to use sensory images to describe familiar experiences

Skills: relating poetry and experience; creating sensory images for a poem

Critical Thinking: recalling; relating; visualizing; categorizing; analyzing

Listening and Speaking: asking questions; informal speaking; discussing

- ___ Bellringer and Grammar Link to the Bellringer, TWE p. 134
- ___ Motivating Activity, TWE p. 134

TEACH

- ___ L2, Using the Model, TWE p. 135
- ___ L2, Thinking Visually, TWE p. 135
- ___ Two-Minute Skill Drill, TWE p. 135
- ___ Journal Writing Tip, TWE p. 135
- ___ L2, Reacting to Poetry, TWE p. 136
- ___ L1, Building Writing Confidence, TWE p. 136
- ___ Less-Proficient Readers, TWE p. 136

Additional Resources

- ___ *Bellringer Activities Transparencies*
- ___ *Daily Language Practice Transparencies*
- ___ *Two-Minute Skill Drill Transparencies*
- ___ *Fine Art Transparencies*, 11–14
- ___ *Writing Process Transparencies*, 11–13B
- ___ *Writing Across the Curriculum*
- ___ *Cooperative Learning Activities*, pp. 13–18
- ___ *Thinking and Study Skills*, pp. 3–6, 8, 12, 22
- ___ *Sentence-Combining Practice*, p. 24
- ___ *Listening and Speaking Activities*, pp. 14–15
- ___ *Composition Practice*, p. 23

Homework Assignments

ASSESS

- ___ Writing Activities Evaluation Rubrics, TWE p. 137
- ___ Listening and Speaking, TWE p. 137
- ___ Grammar Link, TWE p. 137
- ___ *Writing Assessment and Evaluation Rubrics*
- ___ *Composition Reteaching*, p. 23
- ___ *Composition Enrichment*, p. 23

CLOSE

- ___ Close activity, TWE p. 137

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Unit 3

Writing Process in Action *SE/TWE pp. 138–141*

FOCUS

Objectives: To use the stages of the writing process to create a travel article; to use vivid details to create an appealing description

Skills: using the five stages of the writing process: prewriting, drafting, revising, editing, and presenting; using descriptive words; writing for a specific audience and purpose

Critical Thinking: analyzing; synthesizing; visualizing; defining and clarifying

Listening and Speaking: formal speaking; informal speaking

___ Bellringer and Grammar Link to the Bellringer, TWE p. 138

___ Motivating Activity, TWE p. 138

TEACH

Prewriting

___ L2, Developing Ideas for Descriptive Writing, TWE p. 139

___ *Thinking and Study Skills*, pp. 3, 8, 9

Drafting

___ L3, Including Cultural Information, TWE p. 139

Revising

___ L2, Peer Editing, TWE p. 140

Editing/Proofreading

___ L2, Peer Editing, TWE p. 140

Publishing/Presenting

___ Presenting activity, TWE p. 140

___ Journal Writing Tip, TWE p. 140

___ Enrichment and Extension, TWE p. 140

___ Writing in the Real World, TWE p. 141

Additional Resources

___ *Bellringer Activities Transparencies*

___ *Daily Language Practice Transparencies*

___ *Writing Process Transparencies*, 11–13B

___ *Thinking and Study Skills*, pp. 3, 8, 9

___ *Sentence-Combining Practice*, p. 24

___ *Composition Practice*, p. 24

___ *Grammar Workbook*, Lesson 93

ASSESS

___ Evaluation Rubrics, TWE p. 141

___ *Writing Assessment and Evaluation Rubrics*

___ *Composition Reteaching*, p. 24

___ *Composition Enrichment*, p. 24

CLOSE

___ Close activity, TWE p. 141

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Unit 3 Literature: from *The Gathering*, Virginia Hamilton

SE/TWE pp. 142–148

FOCUS

Objectives: To examine a literature passage that illustrates effective descriptive writing; to use the passage as a model for creating descriptive writing

Skills: reading comprehension

Critical Thinking: visualizing; comparing; summarizing

Listening and Speaking: discussing

_____ Bellringer and Motivating Activity, TWE p. 142

TEACH

_____ L2, Guided Reading, TWE pp. 143–147

_____ Viewing the Art, TWE p. 143

_____ Viewing the Art, TWE p. 144

_____ Writing in the Real World, TWE p. 144

_____ Real World Connection, TWE p. 145

_____ Technology Tip, TWE p. 146

_____ Genre and Style, TWE p. 147

_____ Enrichment and Extension, TWE p. 148

Additional Resources

_____ *Bellringer Activities Transparencies*

_____ *Daily Language Practice Transparencies*

_____ *Fine Art Transparencies*, 11–15

_____ *Thinking and Study Skills*, pp. 3, 5, 22

_____ *Listening and Speaking Activities*, pp. 17–18

ASSESS

_____ Evaluation Rubrics, TWE p. 148

CLOSE

_____ Close activity, TWE p. 148

Homework Assignments

Assessment Options

- _____ *Tests with Answer Key & Rubrics*
- _____ Unit 3 Choice A Test, p. 9
- _____ Unit 3 Choice B Test, p. 10
- _____ Unit 3 Composition Objective Test, pp. 11–12
- _____ *Testmaker*
- _____ Unit 3 Choice A Test
- _____ Unit 3 Choice B Test
- _____ Unit 3 Composition Objective Test
- _____ *MindJogger Videoquizzes*
- _____ *Interactive Tutor: Self-Assessment, Unit 3*

Unit 3 Review SE/TWE p. 149

_____ Reflecting on the Unit, TWE p. 149

_____ Writing Across the Curriculum, TWE p. 149

_____ Adding to Your Portfolio, TWE p. 149

_____ Portfolio Evaluation, TWE p. 149