

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. 134–137*

FOCUS

Objective: To elaborate details that convey a specific mood in a piece of descriptive writing

Skills: analyzing; writing descriptive details

Critical Thinking: defining and clarifying; visualizing; setting goals

Listening and Speaking: discussing; questioning; sharing ideas

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

___ Motivating Activity, TWE p. 134

TEACH

___ Reading Media, TWE p. 135

___ Discussion Prompts, TWE pp. 135, 136

___ Real World Connection, TWE p. 135

___ Civic Literacy, TWE p. 136

Additional Resources

___ *Bellringer Activities Transparencies*

___ *Daily Language Practice Transparencies*

___ *Writing Process Transparencies*, 9, 13–17

___ *Cooperative Learning Activities*, pp. 13–16

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

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

ASSESS

___ Analyzing the Media Connection, TWE p. 136

___ Analyzing a Writer's Process, TWE p. 137

___ Grammar Link, TWE p. 137

___ Reteaching activity, TWE p. 137

___ Enrichment activity, TWE p. 137

___ *Writing Assessment and Evaluation Rubrics*

CLOSE

___ Close activity, TWE p. 137

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

Lesson Plan

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Lesson 3.1 Writing a Descriptive Paragraph *SE/TWE pp. 138–143*

FOCUS

Objectives: To learn how to enhance a description by using mood; to create topic sentences that give an overview of a scene and summarize the contents of a paragraph; to learn how to orient a reader by providing a sense of direction and order in a descriptive paragraph

Skills: choosing connotations; using precise nouns; selecting vivid adjectives and adverbs; using prepositional phrases to convey spatial relationships

Critical Thinking: analyzing; synthesizing; categorizing; classifying

Listening and Speaking: discussing; questioning; sharing ideas

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

TEACH

- ___ L2, Using the Model, TWE p. 139
- ___ L3, Understanding Connotation, TWE p. 139
- ___ Two-Minute Skill Drill, TWE p. 139
- ___ Journal Writing Tip, TWE p. 139
- ___ L2, Understanding a Graphic, TWE p. 140
- ___ L2, Using the Model, TWE p. 140
- ___ English Language Learners, TWE p. 140
- ___ L2, Cooperative Learning, TWE p. 141
- ___ L1, Organizing Details, TWE p. 141
- ___ Journal Writing Tip, TWE p. 141
- ___ Viewing and Representing, TWE p. 141
- ___ L2, Using the Model, TWE p. 142
- ___ L2, Peer Editing, TWE p. 142
- ___ Viewing the Art, TWE p. 142

Additional Resources

- ___ *Bellringer Activities Transparencies*
- ___ *Daily Language Practice Transparencies*
- ___ *Fine Art Transparencies*, 13–18
- ___ *Two-Minute Skill Drill Transparencies*
- ___ *Writing Process Transparencies*, 9, 13–17
- ___ *Writing Across the Curriculum*
- ___ *Cooperative Learning Activities*, p. 13–16
- ___ *Thinking and Study Skills*, pp. 14, 15, 17
- ___ *Sentence-Combining Practice*, pp. 28–29
- ___ *Listening and Speaking Activities*, pp. 1, 2, 19, 21
- ___ *Composition Practice*, p. 21

ASSESS

- ___ Writing Activities Evaluation Rubrics, TWE p. 143
- ___ Cross-Curricular Activity, TWE p. 143
- ___ Grammar Link, TWE p. 143
- ___ *Writing Assessment and Evaluation Rubrics*
- ___ *Composition Reteaching*, p. 21
- ___ *Composition Enrichment*, p. 21
- ___ *Fine Art Transparencies*, 13–18

CLOSE

- ___ Close activity, TWE p. 143

Homework Assignments

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Lesson 3.2 Using Descriptive Language *SE/TWE pp. 144–147*

FOCUS

Objectives: To write a descriptive paragraph by using precise nouns; to bring descriptions to life by using vivid modifiers

Skills: choosing connotations; using precise nouns; selecting vivid adjectives and adverbs

Critical Thinking: categorizing; comparing; establishing criteria for choosing effective, descriptive words

Listening and Speaking: discussing; questioning

___ Bellringer and Grammar Link to the Bellringer, TWE p. 144

___ Motivating Activity, TWE p. 144

TEACH

___ L2, Using the Model, TWE p. 145

___ L3, Understanding Connotation, TWE p. 145

___ Two-Minute Skill Drill, TWE p. 145

___ Journal Writing Tip, TWE p. 145

___ L2, Using the Model, TWE p. 146

___ L1, Using a Thesaurus, TWE p. 146

___ L3, Using Descriptive Techniques to Communicate, TWE p. 146

___ English Language Learners, TWE p. 146

Additional Resources

___ *Bellringer Activities Transparencies*

___ *Daily Language Practice Transparencies*

___ *Fine Art Transparencies*, 13–18

___ *Two-Minute Skill Drill Transparencies*

___ *Writing Process Transparencies*, 9, 13–17

___ *Writing Across the Curriculum*

___ *Cooperative Learning Activities*, pp. 13–16

___ *Thinking and Study Skills*, p. 25

___ *Listening and Speaking Activities*, pp. 1, 2, 19, 21

___ *Composition Practice*, p. 22

___ *Sentence-Combining Practice*, pp. 28–29

Homework Assignments

ASSESS

___ Writing Activities Evaluation Rubrics, TWE p. 147

___ Grammar Link, TWE p. 147

___ Viewing and Representing, TWE p. 147

___ *Writing Assessment and Evaluation Rubrics*

___ *Composition Reteaching*, p. 22

___ *Composition Enrichment*, p. 22

___ *Fine Art Transparencies*, 13–18

___ Viewing the Art, TWE p. 147

CLOSE

___ Close activity, TWE p. 147

Lesson Plan

Teacher's Name Date

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Lesson 3.3 Describing an Imaginary Place *SE/TWE pp. 148–151*

FOCUS

Objectives: To identify appropriate details that will convey the mood of an imaginary place; to learn how to organize details in order to convey a description to a reader

Skills: identifying details; conveying a mood; writing descriptive details; organizing details; determining a mood

Critical Thinking: analyzing details; synthesizing information; comparing to known elements; visualizing details

Listening and Speaking: discussing ideas; evaluating; questioning; peer editing

___ Bellringer and Grammar Link to the Bellringer, TWE p. 148

___ Motivating Activity, TWE p. 148

TEACH

___ L2, Using the Model, TWE p. 149

___ L1, Charting Details, TWE p. 149

___ Two-Minute Skill Drill, TWE p. 149

___ Journal Writing Tip, TWE p. 149

___ L2, Cooperative Learning, TWE p. 150

___ L2, Listing Details, TWE p. 150

___ English Language Learners, TWE p. 150

___ Viewing the Art, TWE p. 150

Additional Resources

___ *Bellringer Activities Transparencies*

___ *Daily Language Practice Transparencies*

___ *Fine Art Transparencies*, 13–18

___ *Two-Minute Skill Drill Transparencies*

___ *Writing Process Transparencies*, 9, 13–17

___ *Writing Across the Curriculum*

___ *Cooperative Learning Activities*, pp. 13–16

___ *Thinking and Study Skills*, pp. 4, 13

___ *Sentence-Combining Practice*, pp. 28–29

___ *Listening and Speaking Activities*, pp. 1, 2, 19, 21

___ *Composition Practice*, p. 23

ASSESS

___ Writing Activities Evaluation Rubrics, TWE p. 151

___ Cross-Curricular Activity, TWE p. 151

___ Grammar Link, TWE p. 151

___ *Writing Assessment and Evaluation Rubrics*

___ *Composition Reteaching*, p. 23

___ *Composition Enrichment*, p. 23

___ *Fine Art Transparencies*, 13–18

CLOSE

___ Close activity, TWE p. 151

Homework Assignments

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Lesson 3.4 Describing an Imaginary Person *SE/TWE pp. 152–155*

FOCUS

Objective: To identify the correlation between a character's personality and appearance

Skills: visualizing a character; describing a character

Critical Thinking: analyzing details; synthesizing ideas; visualizing; identifying unique characteristics

Listening and Speaking: discussing ideas; evaluating ideas; questioning

___ Bellringer and Grammar Link to the Bellringer, TWE p. 152

___ Motivating Activity, TWE p. 152

TEACH

___ L2, Using the Model, TWE p. 153

___ L3, Describing Characters, TWE p. 153

___ Two-Minute Skill Drill, TWE p. 153

___ Journal Writing Tip, TWE p. 153

___ Viewing the Art, TWE p. 153

___ L2, Using the Model, TWE p. 154

___ L2, Describing Characters, TWE p. 154

___ Less-Proficient Readers, TWE p. 154

Additional Resources

___ *Bellringer Activities Transparencies*

___ *Daily Language Practice Transparencies*

___ *Fine Art Transparencies*, 13–18

___ *Two-Minute Skill Drill Transparencies*

___ *Writing Process Transparencies*, 9, 13–17

___ *Writing Across the Curriculum*

___ *Cooperative Learning Activities*, pp. 13–16

___ *Thinking and Study Skills*, pp. 4, 10, 21, 31–32

___ *Sentence-Combining Practice*, pp. 28–29

___ *Listening and Speaking Activities*, pp. 1, 2, 19, 21

___ *Composition Practice*, p. 24

Homework Assignments

ASSESS

___ Writing Activities Evaluation Rubrics, TWE p. 155

___ Cross-Curricular Activity, TWE p. 155

___ Grammar Link, TWE p. 155

___ *Writing Assessment and Evaluation Rubrics*

___ *Composition Reteaching*, p. 24

___ *Composition Enrichment*, p. 24

___ *Fine Art Transparencies*, 13–18

CLOSE

___ Close activity, TWE p. 155

Lesson Plan

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Lesson 3.5 Analyzing Character Descriptions *SE/TWE pp. 156–159*

FOCUS

Objectives: To analyze literary characters based on their physical appearances, thoughts, words, and actions; to draw conclusions about literary characters by considering how other people in a story react to them

Skills: describing a character's appearance; drawing conclusions about a character's thoughts, words, and actions; inferring from the reactions of other characters

Critical Thinking: analyzing a character; making inferences about a character; evaluating a character

Listening and Speaking: discussing; evaluating ideas; questioning; sharing ideas

- ___ Bellringer and Grammar Link to the Bellringer, TWE p. 156
- ___ Motivating Activity, TWE p. 156

TEACH

- ___ L2, Using the Model, TWE p. 157
- ___ L3, Comparing Characters, TWE p. 157
- ___ Two-Minute Skill Drill, TWE p. 157
- ___ Journal Writing Tip, TWE p. 157
- ___ L2, Role-playing Characters, TWE p. 158
- ___ L1, Note Taking, TWE p. 158

Additional Resources

- ___ *Bellringer Activities Transparencies*
- ___ *Daily Language Practice Transparencies*
- ___ *Fine Art Transparencies*, 13–18
- ___ *Two-Minute Skill Drill Transparencies*
- ___ *Writing Process Transparencies*, 9, 13–17
- ___ *Writing Across the Curriculum*
- ___ *Cooperative Learning Activities*, pp. 13–16
- ___ *Thinking and Study Skills*, pp. 14–16, 24
- ___ *Sentence-Combining Practice*, pp. 28–29
- ___ *Listening and Speaking Activities*, pp. 1, 2, 19, 21
- ___ *Composition Practice*, p. 25

Homework Assignments

ASSESS

- ___ Writing Activities Evaluation Rubrics, TWE p. 159
- ___ Using Computers, TWE p. 159
- ___ Grammar Link, TWE p. 159
- ___ *Writing Assessment and Evaluation Rubrics*
- ___ *Composition Reteaching*, p. 25
- ___ *Composition Enrichment*, p. 25

CLOSE

- ___ Close activity, TWE p. 159

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Unit 3 Writing Process in Action SE/TWE pp. 160–163

FOCUS

Objective: To describe an imagined place so vividly that the reader feels transported there

Skills: using the five stages of the writing process: prewriting, drafting, revising, editing/proofreading, and publishing/presenting; focusing writing; presenting details in order; using sensory details and figurative language; using first-person point of view; using correct grammar

Critical Thinking: visualizing a place; relating details; defining and clarifying

Listening and Speaking: discussing; peer editing; evaluating; questioning; listening to others' ideas

___ Bellringer and Grammar Link to the Bellringer, TWE p. 160

___ Motivating Activity, TWE p. 160

TEACH

Prewriting

___ L2, Developing Ideas for Descriptive Writing, TWE p. 161

Drafting

___ L2, Drafting, TWE p. 161

Revising

___ L2, Peer Editing, TWE p. 162

Editing/Proofreading

___ L2, Peer Editing, TWE p. 162

Publishing/Presenting

___ Presenting activity, TWE p. 162

___ Enrichment and Extension, TWE p. 162

___ Journal Writing Tip, TWE p. 163

___ Listening and Speaking, TWE p. 163

Additional Resources

___ *Bellringer Activities Transparencies*

___ *Daily Language Practice Transparencies*

___ *Writing Process Transparencies*, 9, 13–17

___ *Thinking and Study Skills*, pp. 13, 21

___ *Sentence-Combining Practice*, pp. 28–29

___ *Composition Practice*, p. 26

___ *Grammar Workbook*, Lessons 98–102

Homework Assignments

ASSESS

___ Evaluation Rubrics, TWE p. 163

___ *Writing Assessment and Evaluation Rubrics*

___ *Composition Reteaching*, p. 26

___ *Composition Enrichment*, p. 26

CLOSE

___ Close activity, TWE p. 163

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Unit 3

Literature: from *The Crystal Cave*, Mary Stewart

SE/TWE pp. 164–172

FOCUS

Objective: To examine how a professional writer uses descriptive language and mixes historical fact with narrative fiction to create a vivid scene

Skills: reading comprehension

Critical Thinking: analyzing; understanding mood; making inferences; comparing; summarizing

Listening and Speaking: discussing; evaluating; questioning

___ Bellringer and Motivating Activity, TWE p. 164

TEACH

- ___ L2, Guided Reading, TWE pp. 165–171
- ___ Writing in the Real World, TWE pp. 166, 168
- ___ Viewing the Art, TWE pp. 167, 170
- ___ Critical Thinking, TWE p. 171

Additional Resources

- ___ *Bellringer Activities Transparencies*
- ___ *Daily Language Practice Transparencies*
- ___ *Fine Art Transparencies*, 13–18
- ___ *Listening and Speaking Activities*, pp. 1, 2, 19, 21
- ___ *Thinking and Study Skills*, pp. 3, 10, 19

ASSESS

- ___ Evaluation Rubrics, TWE p. 172
- ___ *Writing Assessment and Evaluation Rubrics*

CLOSE

- ___ Close activity, TWE p. 172

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. 173

- ___ Reflecting on the Unit, TWE p. 173
- ___ Writing Across the Curriculum, TWE p. 173
- ___ Adding to Your Portfolio, TWE p. 173
- ___ Portfolio Evaluation, TWE p. 173