

Lesson Plan

Teacher's Name Date

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

Unit 4

Media Connection: Writing in the Real World *SE/TWE pp. 176–179*

FOCUS

Objective: To restructure information about a sports event in the form of a narrative

Skills: researching the narrative; writing a sports narrative

Critical Thinking: analyzing and synthesizing information; summarizing; finding a main idea

Listening and Speaking: discussing; questioning; evaluating; presenting

___ Bellringer and Grammar Link to the Bellringer, TWE p. 176

___ Motivating Activity, TWE p. 176

TEACH

___ Reading Media, TWE p. 177

___ Discussion Prompts, TWE pp. 177, 178

___ Cultural Connections, TWE p. 177

___ Civic Literacy, TWE p. 178

Additional Resources

___ *Bellringer Activities Transparencies*

___ *Daily Language Practice Transparencies*

___ *Writing Process Transparencies*, 10, 18–22

___ *Writing in the Real World*, pp. 13–16

___ *Cooperative Learning Activities*, pp. 17–20

___ *Thinking and Study Skills*, pp. 6–8, 23

ASSESS

___ Analyzing the Media Connection, TWE p. 179

___ Analyzing a Writer's Process, TWE p. 179

___ Grammar Link, TWE p. 179

___ Reteaching activity, TWE p. 179

___ *Writing Assessment and Evaluation Rubrics*

CLOSE

___ Close activity, TWE p. 179

Homework Assignments

Assessment Options

___ *Tests with Answer Key
& Rubrics*

Unit 4 Choice A Test, p. 13

Unit 4 Choice B Test, p. 14

Unit 4 Composition Objective
Test, pp. 15–16

___ *Testmaker*

Unit 4 Choice A Test

Unit 4 Choice B Test

Unit 4 Composition Objective
Test

Lesson Plan

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Lesson 4.1 Writing Simple Narratives *SE/TWE pp. 180–183*

FOCUS

Objectives: To identify three basic elements of a good narrative; to understand how successful narratives involve realistic characters and situations brought to life with specific details; to learn how to plot the events in a narrative in chronological order

Skills: developing characters, setting, and plot; establishing a sequence of events; generating ideas

Critical Thinking: patterning; identifying; generating ideas

Listening and Speaking: note taking; discussing; questioning

___ Bellringer and Grammar Link to the Bellringer, TWE p. 180

___ Motivating Activity, TWE p. 180

TEACH

___ L2, Using the Model, TWE p. 181

___ Two-Minute Skill Drill, TWE p. 181

___ Journal Writing Tip, TWE p. 181

___ L2, Using Chronological Order, TWE p. 182

___ L1, Using Technology, TWE p. 182

___ English Language Learners, TWE p. 182

Additional Resources

___ *Bellringer Activities Transparencies*

___ *Daily Language Practice Transparencies*

___ *Fine Art Transparencies*, 19–24

___ *Two-Minute Skill Drill Transparencies*

___ *Writing Process Transparencies*, 10, 18–22

___ *Writing Across the Curriculum*

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

___ *Cooperative Learning Activities*, pp. 17–20

___ *Listening and Speaking Activities*, pp. 13, 18, 20, 21

___ *Composition Practice*, p. 27

Homework Assignments

ASSESS

___ Writing Activities Evaluation Rubrics, TWE p. 183

___ Using Computers, TWE p. 183

___ Grammar Link, TWE p. 183

___ *Writing Assessment and Evaluation Rubrics*

___ *Composition Reteaching*, p. 27

___ *Composition Enrichment*, p. 27

CLOSE

___ Close activity, TWE p. 183

Lesson Plan

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Lesson 4.2 Developing Conflict in Narrative SE/TWE pp. 184–187

FOCUS

Objectives: To identify four types of conflict; to choose the type of conflict that works best for a particular piece of narrative writing

Skills: understanding the types of conflict and ways to develop conflict

Critical Thinking: analyzing conflict; evaluating conflict; establishing and evaluating criteria

Listening and Speaking: discussing; evaluating; questioning

- ___ Bellringer and Grammar Link to the Bellringer, TWE p. 184
- ___ Motivating Activity, TWE p. 184

TEACH

- ___ L2, Cooperative Learning, TWE p. 185
- ___ L3, Understanding Conflict, TWE p. 185
- ___ Two-Minute Skill Drill, TWE p. 185
- ___ Journal Writing Tip, TWE p. 185
- ___ L2, Using the Model, TWE p. 186
- ___ L3, Organizing Causes and Effects, TWE p. 186
- ___ Viewing and Representing, TWE p. 186

Additional Resources

- ___ *Bellringer Activities Transparencies*
- ___ *Daily Language Practice Transparencies*
- ___ *Fine Art Transparencies*, 19–24
- ___ *Two-Minute Skill Drill Transparencies*
- ___ *Writing Process Transparencies*, 10, 18–22
- ___ *Writing Across the Curriculum*
- ___ *Cooperative Learning Activities* pp. 17–20
- ___ *Thinking and Study Skills*, pp. 10, 13
- ___ *Listening and Speaking Activities*, pp. 13, 18, 20, 21
- ___ *Composition Practice*, p. 28
- ___ *Sentence-Combining Practice*, pp. 30–31

Homework Assignments

ASSESS

- ___ Writing Activities Evaluation Rubrics, TWE p. 187
- ___ Cross-Curricular Activity, TWE p. 187
- ___ Grammar Link, TWE p. 187
- ___ *Writing Assessment and Evaluation Rubrics*
- ___ *Composition Reteaching*, p. 28
- ___ *Composition Enrichment*, p. 28
- ___ *Fine Art Transparencies*, 19–24
- ___ Viewing the Art, TWE p. 187

CLOSE

- ___ Close activity, TWE p. 187

Lesson Plan

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Lesson 4.3 Writing Dialogue *SE/TWE pp. 188–191*

FOCUS

Objectives: To discover three uses of dialogue; to create dialogue that reflects characters' personalities and that advances a plot

Skills: thinking about real people to develop dialogue; developing a story with dialogue

Critical Thinking: analyzing; recalling; comparing; building background; defining and clarifying; visualizing; identifying

Listening and Speaking: informal speaking; discussing

___ Bellringer and Grammar Link to the Bellringer, TWE p. 188

___ Motivating Activity, TWE p. 188

TEACH

___ L2, Cooperative Learning, TWE p. 189

___ L1, Recalling Dialogue, TWE p. 189

___ Two-Minute Skill Drill, TWE p. 189

___ Journal Writing Tip, TWE p. 189

___ L2, Using the Model, TWE p. 190

___ L3, Writing a Dramatic Scene, TWE p. 190

___ English Language Learners, TWE p. 190

Additional Resources

___ *Bellringer Activities Transparencies*

___ *Daily Language Practice Transparencies*

___ *Fine Art Transparencies*, 19–24

___ *Two-Minute Skill Drill Transparencies*

___ *Writing Process Transparencies*, 10, 18–22

___ *Writing Across the Curriculum*

___ *Cooperative Learning Activities* pp. 17–20

___ *Listening and Speaking Activities*, pp. 13, 18, 20, 21

___ *Thinking and Study Skills*, pp. 21, 25

___ *Composition Practice*, p. 29

___ *Sentence-Combining Practice*, pp. 30–31

Homework Assignments

ASSESS

___ Writing Activities Evaluation Rubrics, TWE p. 191

___ Cross-Curricular Activity, TWE p. 191

___ Grammar Link, TWE p. 191

___ *Writing Assessment and Evaluation Rubrics*

___ *Composition Reteaching*, p. 29

___ *Composition Enrichment*, p. 29

CLOSE

___ Close activity, TWE p. 191

Lesson Plan

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Lesson 4.4 Using Anecdotes SE/TWE pp. 192–195

FOCUS

Objectives: To understand the purpose of anecdotes; to generate true-life anecdotes and invented anecdotes; to determine whether a specific anecdote enhances or detracts from a piece of writing

Skills: using anecdotes; drafting; using dialogue

Critical Thinking: classifying; contrasting; evaluating; making inferences; identifying

Listening and Speaking: discussing; evaluating; explaining a process

- ___ Bellringer and Grammar Link to the Bellringer, TWE p. 192
- ___ Motivating Activity, TWE p. 192

TEACH

- ___ L2, Using the Model, TWE p. 193
- ___ L1, Drafting Anecdotes, TWE p. 193
- ___ Two-Minute Skill Drill, TWE p. 193
- ___ Journal Writing Tip, TWE p. 193
- ___ L2, Using the Model, TWE p. 194
- ___ L1, Classifying Information, TWE p. 194
- ___ English Language Learners, TWE p. 194

Additional Resources

- ___ *Bellringer Activities Transparencies*
- ___ *Daily Language Practice Transparencies*
- ___ *Fine Art Transparencies*, 19–24
- ___ *Two-Minute Skill Drill Transparencies*
- ___ *Writing Process Transparencies*, 10, 18–22
- ___ *Writing Across the Curriculum*
- ___ *Cooperative Learning Activities*, pp. 17–20
- ___ *Thinking and Study Skills*, pp. 6–8, 11, 25
- ___ *Sentence-Combining Practice*, pp. 30–31
- ___ *Listening and Speaking Activities*, pp. 13, 18, 20, 21
- ___ *Composition Practice*, p. 30

Homework Assignments

ASSESS

- ___ Writing Activities Evaluation Rubrics, TWE p. 195
- ___ Cross-Curricular Activity, TWE p. 195
- ___ Grammar Link, TWE p. 195
- ___ *Writing Assessment and Evaluation Rubrics*
- ___ *Composition Reteaching*, p. 30
- ___ *Composition Enrichment*, p. 30
- ___ *Fine Art Transparencies*, 10, 18–22
- ___ Viewing the Art, TWE p. 195

CLOSE

- ___ Close activity, TWE p. 195

Lesson Plan

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Lesson 4.5 Writing a Sports Narrative *SE/TWE pp. 196–199*

FOCUS

Objectives: To identify four elements of a good sports narrative; to develop a narrative about a sporting event that includes starting point, conflict, climax, and resolution

Skills: choosing vivid images; using action verbs; stating facts clearly; drafting a narrative

Critical Thinking: identifying; classifying; reporting

Listening and Speaking: discussing; reading aloud; listening to a narrative

___ Bellringer and Grammar Link to the Bellringer, TWE p. 196

___ Motivating Activity, TWE p. 196

TEACH

___ L2, Using the Model, TWE p. 197

___ Two-Minute Skill Drill, TWE p. 197

___ Journal Writing Tip, TWE p. 197

___ L2, Using the Model, TWE p. 198

___ L1, Graphing a Story, TWE p. 198

___ Cooperative Learning, TWE p. 198

Additional Resources

___ *Bellringer Activities Transparencies*

___ *Daily Language Practice Transparencies*

___ *Fine Art Transparencies*, 19–24

___ *Two-Minute Skill Drill Transparencies*

___ *Writing Process Transparencies*, 10, 18–22

___ *Writing Across the Curriculum*

___ *Cooperative Learning Activities* pp. 17–20

___ *Thinking and Study Skills*, pp. 3, 13

___ *Sentence-Combining Practice*, pp. 30–31

___ *Listening and Speaking Activities*, pp. 13, 18, 20, 21

___ *Composition Practice*, p. 31

ASSESS

___ Writing Activities Evaluation Rubrics, TWE p. 199

___ Grammar Link, TWE p. 199

___ Listening and Speaking, TWE p. 199

___ *Writing Assessment and Evaluation Rubrics*

___ *Composition Reteaching*, p. 31

___ *Composition Enrichment*, p. 31

___ *Fine Art Transparencies*, 19–24

CLOSE

___ Close activity, TWE p. 199

Homework Assignments

Lesson Plan

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Lesson 4.6 Writing About Suspense *SE/TWE pp. 200–203*

FOCUS

Objectives: To identify two common ways to create suspense in a narrative; to analyze the elements that create suspense in literature

Skills: recognizing foreshadowing; recognizing when information is being withheld from the reader or from a character

Critical Thinking: analyzing; evaluating; synthesizing; making inferences

Listening and Speaking: discussing

___ Bellringer and Grammar Link to the Bellringer, TWE p. 200

___ Motivating Activity, TWE p. 200

TEACH

___ L2, Using the Model, TWE p. 201

___ L3, Analyzing Suspense, TWE p. 201

___ Journal Writing Tip, TWE p. 201

___ Viewing the Art, TWE p. 201

___ L2, Using the Model, TWE p. 202

___ L2, Choosing a Story, TWE p. 202

___ Two-Minute Skill Drill, TWE p. 202

___ Critical Thinking, TWE p. 202

Additional Resources

___ *Bellringer Activities Transparencies*

___ *Daily Language Practice Transparencies*

___ *Fine Art Transparencies*, 19–24

___ *Two-Minute Skill Drill Transparencies*

___ *Writing Process Transparencies*, 10, 18–22

___ *Writing Across the Curriculum*

___ *Cooperative Learning Activities*, pp. 17–20

___ *Thinking and Study Skills*, pp. 5, 13

___ *Sentence-Combining Practice*, pp. 30–31

___ *Listening and Speaking Activities*, pp. 13, 18, 20, 21

___ *Composition Practice*, p. 32

ASSESS

___ Writing Activities Evaluation Rubrics, TWE p. 203

___ Cross-Curricular Activity, TWE p. 203

___ Grammar Link, TWE p. 203

___ *Writing Assessment and Evaluation Rubrics*

___ *Composition Reteaching*, p. 32

___ *Composition Enrichment*, p. 32

___ *Fine Art Transparencies*, 19–24

CLOSE

___ Close activity, TWE p. 203

Homework Assignments

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Lesson 4.7 Analyzing Point of View in a Narrative *SE/TWE pp. 204–207*

FOCUS

Objectives: To identify three points of view available to a writer; to write an analysis of a narrator's point of view

Skills: identifying first-person and third-person points of view; analyzing the effects of point of view

Critical Thinking: drawing conclusions

Listening and Speaking: discussing

___ Bellringer and Grammar Link to the Bellringer, TWE p. 204

___ Motivating Activity, TWE p. 204

TEACH

___ L2, Using the Model, TWE p. 205

___ L1, Identifying Point of View Through Photography, TWE p. 205

___ Two-Minute Skill Drill, TWE p. 205

___ Journal Writing Tip, TWE p. 205

___ L2, Using the Models, TWE p. 206

___ L2, Cooperative Learning, TWE p. 206

___ English Language Learners, TWE p. 206

Additional Resources

___ *Bellringer Activities Transparencies*

___ *Daily Language Practice Transparencies*

___ *Fine Art Transparencies*, 19–24

___ *Two-Minute Skill Drill Transparencies*

___ *Writing Process Transparencies*, 10, 18–22

___ *Thinking and Study Skills*, p. 24

___ *Writing Across the Curriculum*

___ *Research Paper and Report Writing*, p. 49

___ *Cooperative Learning Activities*, pp. 17–20

___ *Sentence-Combining Practice*, pp. 30–31

___ *Listening and Speaking Activities*, pp. 13, 18, 20, 21

___ *Composition Practice*, p. 33

ASSESS

___ Writing Activities Evaluation Rubrics, TWE p. 207

___ Using Computers, TWE p. 207

___ Grammar Link, TWE p. 207

___ *Writing Assessment and Evaluation Rubrics*

___ *Composition Reteaching*, p. 33

___ *Composition Enrichment*, p. 33

CLOSE

___ Close activity, TWE p. 207

Homework Assignments

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Unit 4 Writing Process in Action SE/TWE pp. 208–211

FOCUS

Objective: To develop a narrative based on a real or imagined conflict

Skills: writing a coherent narrative using the five stages of the writing process: prewriting, drafting, revising, editing/proofreading, and publishing/presenting

Critical Thinking: synthesizing information from real life; questioning; evaluating

Listening and Speaking: discussing; presenting information

___ Bellringer and Grammar Link to the Bellringer, TWE p. 208

___ Motivating Activity, TWE p. 208

TEACH

Prewriting

___ L2, Developing Ideas for Narrative Writing, TWE p. 209

___ *Listening and Speaking Activities*, pp. 13, 18, 20, 21

Drafting

___ L2, Cooperative Learning, TWE p. 209

___ L2, Using the Model, TWE p. 209

Revising

___ L2, Peer Editing, TWE p. 210

___ L2, Cooperative Learning, TWE p. 210

___ Journal Writing Tip, TWE, p. 210

___ Enrichment and Extension, TWE p. 210

Editing/Proofreading

___ L2, Peer Editing, TWE p. 211

Publishing/Presenting

___ Presenting activity, TWE p. 211

___ Cultural Connections, TWE p. 211

Additional Resources

___ *Bellringer Activities Transparencies*

___ *Daily Language Practice Transparencies*

___ *Writing Process Transparencies*, 10, 18–22

___ *Thinking and Study Skills*, pp. 23, 31–32

___ *Sentence-Combining Practice*, pp. 30–31

___ *Composition Practice*, p. 34

___ *Grammar Workbook*, Lessons 98–102

ASSESS

___ Evaluation Rubrics, TWE p. 211

___ *Composition Reteaching*, p. 34

___ *Composition Enrichment*, p. 34

___ *Writing Assessment and Evaluation Rubrics*

CLOSE

___ Close activity, TWE p. 211

Homework Assignments

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Unit 4

Literature: from *How the García Girls Lost Their Accents*, Julia Alvarez SE/TWE pp. 212–220

FOCUS

Objective: To examine how a professional writer uses the basic elements of narrative—characters, plot, and setting—to tell a compelling story

Skills: reading comprehension

Critical Thinking: analyzing information; summarizing; making inferences

Listening and Speaking: discussing

_____ Bellringer and Motivating Activity, TWE p. 212

TEACH

_____ L2, Guided Reading, TWE pp. 213–219

_____ Writing in the Real World, TWE pp. 214, 216

_____ Viewing the Art, TWE pp. 215, 219

_____ Critical Thinking, TWE p. 218

Additional Resources

_____ *Bellringer Activities Transparencies*

_____ *Daily Language Practice Transparencies*

_____ *Fine Art Transparencies*, 19–24

_____ *Listening and Speaking Activities*, pp. 13, 18, 20, 21

_____ *Thinking and Study Skills*, pp. 10, 13

ASSESS

_____ Evaluation Rubrics, TWE p. 220

_____ *Writing Assessment and Evaluation Rubrics*

CLOSE

_____ Close activity, TWE p. 220

Homework Assignments

Assessment Options

- _____ *Tests with Answer Key & Rubrics*
 - Unit 4 Choice A Test, p. 13
 - Unit 4 Choice B Test, p. 14
 - Unit 4 Composition Objective Test, pp. 15–16
- _____ *Testmaker*
 - Unit 4 Choice A Test
 - Unit 4 Choice B Test
 - Unit 4 Composition Objective Test
- _____ *MindJogger Videoquizzes*
- _____ *Interactive Tutor: Self-Assessment, Unit 4*

Unit 4

Review SE/TWE p. 221

_____ Reflecting on the Unit, TWE p. 221

_____ Writing Across the Curriculum, TWE p. 221

_____ Adding to Your Portfolio, TWE p. 221

_____ Portfolio Evaluation, TWE p. 221