

Lesson Plan

Teacher's Name Date

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

Unit 5

Media Connection: Writing in the Real World

SE/TWE pp. 224–227

FOCUS

Objective: To explore how expository writing and the writing process are used in a real-life application

Skills: analyzing; researching and reordering information

Critical Thinking: defining and clarifying ideas; analyzing information; categorizing, contrasting, and comparing details

Listening and Speaking: tape-recording observations; discussing; evaluating; questioning

___ Bellringer and Grammar Link to the Bellringer, TWE p. 224

___ Motivating Activity, TWE p. 224

TEACH

___ Reading Media, TWE p. 225

___ Discussion Prompts, TWE pp. 225, 226

___ Cultural Connections, TWE p. 225

___ Writing in the Real World, TWE p. 226

Additional Resources

___ *Bellringer Activities Transparencies*

___ *Daily Language Practice Transparencies*

___ *Writing Process Transparencies*, 11, 23–27

___ *Writing in the Real World*, pp. 17–20

___ *Cooperative Learning Activities*, pp. 21–24

___ *Thinking and Study Skills*, p. 1

ASSESS

___ Analyzing the Media Connection, TWE p. 227

___ Analyzing a Writer's Process, TWE, p. 227

___ Grammar Link, TWE p. 227

___ Reteaching activity, TWE p. 227

___ Enrichment activity, TWE p. 227

___ *Writing Assessment and Evaluation Rubrics*

CLOSE

___ Close activity, TWE p. 227

Homework Assignments

Assessment Options

- ___ *Tests with Answer Key & Rubrics*
Unit 5 Choice A Test, p. 17
Unit 5 Choice B Test, p. 18
Unit 5 Composition Objective Test, pp. 19–20
- ___ *Testmaker*
Unit 5 Choice A Test
Unit 5 Choice B Test
Unit 5 Composition Objective Test

Lesson Plan

Teacher's Name Date

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

Lesson 5.1 Explaining and Informing SE/TWE pp. 228–231

FOCUS

Objectives: To study two models of expository writing; to analyze and classify five kinds of expository writing; to learn how to explain and provide information about a topic in a clear and concise manner

Skills: defining; explaining; informing; analyzing cause and effect

Critical Thinking: comparing; evaluating; relating cause and effect; processing; identifying

Listening and Speaking: defining; discussing; explaining; informing

___ Bellringer and Grammar Link to the Bellringer, TWE p. 228

___ Motivating Activity, TWE p. 228

TEACH

___ L2, Identifying Cause and Effect, TWE p. 229

___ L1, Using the Model, TWE p. 229

___ L3, Explaining and Informing, TWE p. 229

___ Journal Writing Tip, TWE p. 229

___ L2, Defining Kinds of Expository Writing, TWE p. 230

___ Two-Minute Skill Drill, TWE p. 230

___ Less-Proficient Readers, TWE p. 230

Additional Resources

___ *Bellringer Activities Transparencies*

___ *Daily Language Practice Transparencies*

___ *Fine Art Transparencies*, 25–28

___ *Two-Minute Skill Drill Transparencies*

___ *Writing Process Transparencies*, 11, 23–27

___ *Writing Across the Curriculum*

___ *Cooperative Learning Activities*, pp. 21–24

___ *Thinking and Study Skills*, pp. 5–7, 11, 14

___ *Listening and Speaking Activities*, pp. 15–16

___ *Sentence-Combining Practice*, pp. 32–33

___ *Research Paper and Report Writing*, pp. 43–48

___ *Composition Practice*, p. 35

Homework Assignments

ASSESS

___ Writing Activities Evaluation Rubrics, TWE p. 231

___ Cross-Curricular Activity, TWE p. 231

___ Grammar Link, TWE p. 231

___ *Writing Assessment and Evaluation Rubrics*

___ *Composition Reteaching*, p. 35

___ *Composition Enrichment*, p. 35

___ *Fine Art Transparencies*, 25–28

CLOSE

___ Close activity, TWE p. 231

Lesson Plan

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

Lesson 5.2 Going into Detail *SE/TWE pp. 232–235*

FOCUS

Objectives: To identify five different types of supporting details; to analyze key factors in selecting appropriate supporting details; to organize relevant supporting details regarding a topic

Skills: selecting the type of supporting detail that best suits a main idea; deciding the order in which supporting details should be organized

Critical Thinking: identifying main ideas; analyzing information; analyzing the audience; sequencing information; identifying supporting details

Listening and Speaking: listening for supporting details; distinguishing fact from opinion

- _____ Bellringer and Grammar Link to the Bellringer, TWE p. 232
- _____ Motivating Activity, TWE p. 232

TEACH

- _____ L2, Using the Model, TWE p. 233
- _____ L2, Visual Thinking, TWE p. 233
- _____ Two-Minute Skill Drill, TWE p. 233
- _____ Journal Writing Tip, TWE p. 233
- _____ L2, Promoting Discussion, TWE p. 234
- _____ L2, Using the Model, TWE p. 234
- _____ L1, Distinguishing Fact from Opinion, TWE p. 234
- _____ English Language Learners, TWE p. 234

Additional Resources

- _____ *Bellringer Activities Transparencies*
- _____ *Daily Language Practice Transparencies*
- _____ *Fine Art Transparencies*, 25–28
- _____ *Two-Minute Skill Drill Transparencies*
- _____ *Writing Process Transparencies*, 11, 23–27
- _____ *Cooperative Learning Activities*, pp. 21–24
- _____ *Writing Across the Curriculum*
- _____ *Thinking and Study Skills*, pp. 5, 25
- _____ *Sentence-Combining Practice*, pp. 32–33
- _____ *Listening and Speaking Activities*, pp. 15–16
- _____ *Research Paper and Report Writing*, pp. 43–48
- _____ *Composition Practice*, p. 36

Homework Assignments

ASSESS

- _____ Writing Activities Evaluation Rubrics, TWE p. 235
- _____ Viewing and Representing, TWE p. 235
- _____ Cross-Curricular Activity, TWE p. 235
- _____ Grammar Link, TWE p. 235
- _____ *Writing Assessment and Evaluation Rubrics*
- _____ *Composition Reteaching*, p. 36
- _____ *Composition Enrichment*, p. 36

CLOSE

- _____ Close activity, TWE p. 235

Lesson Plan

Teacher's Name Date

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

Lesson 5.3 Explaining How to . . . SE/TWE pp. 236–239

FOCUS

Objectives: To define the purpose of a “how to” paper; to select a process topic and then summarize all steps in that process in chart form; to use the completed chart to write a paper that explains all the steps in the process in a clear and organized manner

Skills: using sequential order; transition words; understanding audience

Critical Thinking: categorizing; evaluating; visualizing; generating new information

Listening and Speaking: discussing; explaining a process

___ Bellringer and Grammar Link to the Bellringer, TWE p. 236

___ Motivating Activity, TWE p. 236

TEACH

___ L2, Using the Model, TWE p. 237

___ L3, Understanding Connotation, TWE p. 237

___ Two-Minute Skill Drill, TWE p. 237

___ Journal Writing Tip, TWE p. 237

___ L2, Writing Explanations, TWE p. 238

___ L1, Using Transitions, TWE p. 238

___ English Language Learners, TWE p. 238

Additional Resources

___ *Bellringer Activities Transparencies*

___ *Daily Language Practice Transparencies*

___ *Fine Art Transparencies*, 25–28

___ *Two-Minute Skill Drill Transparencies*

___ *Writing Process Transparencies*, 11, 23–27

___ *Writing Across the Curriculum*

___ *Cooperative Learning Activities*, pp. 21–24

___ *Thinking and Study Skills*, pp. 13, 17, 23

___ *Listening and Speaking Activities*, pp. 15–16

___ *Research Paper and Report Writing*, pp. 43–48

___ *Sentence-Combining Practice*, pp. 32–34

___ *Composition Practice*, p. 37

ASSESS

___ Writing Activities Evaluation Rubrics, TWE p. 239

___ Cross-Curricular Activity, TWE p. 239

___ Grammar Link, TWE p. 239

___ *Writing Assessment and Evaluation Rubrics*

___ *Composition Reteaching*, p. 37

___ *Composition Enrichment*, p. 37

CLOSE

___ Close activity, TWE p. 239

Homework Assignments

Lesson Plan

Teacher's Name Date

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

Lesson 5.4 Explaining Cause and Effect *SE/TWE pp. 240–243*

FOCUS

Objectives: To identify valid cause-and-effect relationships; to select a clear thesis statement and organize a draft following either a cause-to-effect pattern or an effect-to-cause pattern; to compose a cause-and-effect paragraph with an appropriate introduction and a conclusion

Skills: identifying cause and effect; organizing causes and effects

Critical Thinking: analyzing; categorizing; clarifying

Listening and Speaking: note taking; evaluating; questioning

___ Bellringer and Grammar Link to the Bellringer, TWE p. 240

___ Motivating Activity, TWE p. 240

TEACH

___ L2, Using the Model, TWE p. 241

___ L2, Organizing Cause-Effect Writing, TWE p. 242

___ Two-Minute Skill Drill, TWE p. 241

___ Listening and Speaking, TWE p. 242

___ L2, Using the Model, TWE p. 242

Additional Resources

___ *Bellringer Activities Transparencies*

___ *Daily Language Practice Transparencies*

___ *Fine Art Transparencies*, 25–28

___ *Two-Minute Skill Drill Transparencies*

___ *Writing Process Transparencies*, 11, 23–27

___ *Cooperative Learning Activities*, pp. 21–24

___ *Writing Across the Curriculum*

___ *Thinking and Study Skills*, pp. 14, 18

___ *Listening and Speaking Activities*, pp. 15–16

___ *Sentence-Combining Practice*, pp. 32–33

___ *Composition Practice*, p. 38

Homework Assignments

ASSESS

___ Writing Activities Evaluation Rubrics, TWE p. 243

___ Viewing and Representing, TWE p. 243

___ Grammar Link, TWE p. 243

___ *Writing Assessment and Evaluation Rubrics*

___ *Composition Reteaching*, p. 38

___ *Composition Enrichment*, p. 38

___ *Fine Art Transparencies*, 25–28

CLOSE

___ Close activity, TWE p. 243

Lesson Plan

Teacher's Name Date

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

Lesson 5.5 Classifying a Subject *SE/TWE pp. 244–247*

FOCUS

Objectives: To learn how to classify information according to common attributes, or qualities; to use a classification scheme to construct a piece of expository writing

Skills: planning for an audience; constructing an organized classification

Critical Thinking: identifying features; classifying

Listening and Speaking: speaking to inform; explaining a process; listening critically

___ Bellringer and Grammar Link to the Bellringer, TWE p. 244

___ Motivating Activity, TWE p. 244

TEACH

___ L2, Using the Model, TWE p. 245

___ L2, Classifying, TWE p. 245

___ Journal Writing Tip, TWE p. 245

___ L2, Using the Model, TWE p. 246

___ Two-Minute Skill Drill, TWE p. 246

___ English Language Learners, TWE p. 246

Additional Resources

___ *Bellringer Activities Transparencies*

___ *Daily Language Practice Transparencies*

___ *Fine Art Transparencies*, 25–28

___ *Two-Minute Skill Drill Transparencies*

___ *Writing Process Transparencies*, 11, 23–27

___ *Writing Across the Curriculum*

___ *Cooperative Learning Activities*, pp. 21–24

___ *Thinking and Study Skills*, pp. 11, 13

___ *Listening and Speaking Activities*, pp. 15–16

___ *Research Paper and Report Writing*, pp. 43–48

___ *Composition Practice*, p. 39

___ *Sentence-Combining Practice*, pp. 32–33

Homework Assignments

ASSESS

___ Writing Activities Evaluation Rubrics, TWE p. 247

___ Viewing and Representing, TWE p. 247

___ Using Computers, TWE p. 247

___ Grammar Link, TWE p. 247

___ *Writing Assessment and Evaluation Rubrics*

___ *Composition Reteaching*, p. 39

___ *Composition Enrichment*, p. 39

___ *Fine Art Transparencies*, 25–28

___ Viewing the Art, TWE p. 247

CLOSE

___ Close activity, TWE p. 247

Lesson Plan

Teacher's Name Date

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

Lesson 5.6 Comparing and Contrasting *SE/TWE pp. 248–251*

FOCUS

Objectives: To understand the difference between comparing and contrasting; to explore similarities and differences between two or more related things by using techniques such as a Venn diagram or a chart; to organize a comparison-contrast paper by subject and by feature

Skills: making a Venn diagram; using transition words; comparing and contrasting; using a chart; making compound subjects and verbs agree

Critical Thinking: contrasting; comparing; classifying; analyzing

Listening and Speaking: discussing; experimenting with sentences

___ Bellringer and Grammar Link to the Bellringer, TWE p. 248

___ Motivating Activity, TWE p. 248

TEACH

___ L2, Using the Model, TWE p. 249

___ L1, Understanding Diagrams, TWE p. 249

___ Two-Minute Skill Drill, TWE p. 249

___ Journal Writing Tip, TWE p. 249

___ L2, Using the Model, TWE p. 250

___ English Language Learners, TWE p. 250

Additional Resources

___ *Bellringer Activities Transparencies*

___ *Daily Language Practice Transparencies*

___ *Fine Art Transparencies*, 25–28

___ *Two-Minute Skill Drill Transparencies*

___ *Writing Process Transparencies*, 11, 23–27

___ *Cooperative Learning Activities*, pp. 21–24

___ *Writing Across the Curriculum*

___ *Thinking and Study Skills*, pp. 10, 12

___ *Sentence-Combining Practice*, pp. 32–33

___ *Listening and Speaking Activities*, pp. 15–16

___ *Research Paper and Report Writing*, pp. 43–48

___ *Composition Practice*, p. 40

Homework Assignments

ASSESS

___ Writing Activities Evaluation Rubrics, TWE p. 251

___ Cross-Curricular Activity, TWE p. 251

___ Grammar Link, TWE p. 251

___ Listening and Speaking, TWE p. 251

___ *Writing Assessment and Evaluation Rubrics*

___ *Composition Reteaching*, p. 40

___ *Composition Enrichment*, p. 40

___ *Fine Art Transparencies*, 25–28

___ Viewing the Art, TWE p. 251

CLOSE

___ Close activity, TWE p. 251

Lesson Plan

Teacher's Name Date
Grade Class(es) Date(s)..... M Tu W Th F

Lesson 5.7 Writing with Graphics *SE/TWE pp. 252–255*

FOCUS

Objectives: To understand the function of graphics in supporting expository writing; to identify four main types of graphics; to create graphics that support a piece of expository writing

Skills: making charts and graphics; illustrating; analyzing

Critical Thinking: analyzing; evaluating; categorizing; comparing; establishing criteria; determining relevance

Listening and Speaking: discussing

___ Bellringer and Grammar Link to the Bellringer, TWE p. 252

___ Motivating Activity, TWE p. 252

TEACH

___ L2, Using the Model, TWE p. 253

___ L2, Reading Graphics, TWE p. 253

___ Two-Minute Skill Drill, TWE p. 253

___ Journal Writing Tip, TWE p. 253

___ L3, Mapping Historical Events, TWE p. 254

___ L1, Cooperative Learning, TWE p. 254

___ Real World Connection, TWE p. 254

Additional Resources

___ *Bellringer Activities Transparencies*

___ *Daily Language Practice Transparencies*

___ *Fine Art Transparencies*, 25–28

___ *Two-Minute Skill Drill Transparencies*

___ *Writing Process Transparencies*, 11, 23–27

___ *Writing Across the Curriculum*

___ *Cooperative Learning Activities*, pp. 21–24

___ *Thinking and Study Skills*, p. 12

___ *Sentence-Combining Practice*, pp. 32–33

___ *Listening and Speaking Activities*, pp. 15–16

___ *Composition Practice*, p. 41

___ *Research Paper and Report Writing*, pp. 43–48

Homework Assignments

ASSESS

___ Writing Activities Evaluation Rubrics, TWE p. 255

___ Using Computers, TWE p. 255

___ Grammar Link, TWE p. 255

___ Viewing and Representing, TWE p. 255

___ *Writing Assessment and Evaluation Rubrics*

___ *Composition Reteaching*, p. 41

___ *Composition Enrichment*, p. 41

CLOSE

___ Close activity, TWE p. 255

Lesson Plan

Teacher's Name Date

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

Lesson 5.8 Writing a Feature Article *SE/TWE pp. 256–261*

FOCUS

Objectives: To understand the purpose of a feature article; to learn how to plan a feature article by finding a suitable topic and gathering relevant information; to construct a feature article that includes a compelling lead, lively details, and an effective ending

Skills: researching a topic; planning an article; drafting an article

Critical Thinking: generating new information; building background; synthesizing

Listening and Speaking: discussing; interviewing; note taking; questioning

___ Bellringer and Grammar Link to the Bellringer, TWE p. 256

___ Motivating Activity, TWE p. 256

TEACH

___ L2, Using the Model, TWE p. 257

___ L3, Understanding the Timing of Feature Articles, TWE p. 257

___ Journal Writing Tip, TWE p. 257

___ L2, Learning Cooperatively, TWE p. 258

___ L3, Restructuring Articles, TWE p. 258

___ Two-Minute Skill Drill, TWE p. 258

___ English Language Learners, TWE p. 258

___ L1, Writing Leads, TWE p. 259

___ Journal Writing Tip, TWE p. 259

___ Cultural Connections, TWE p. 259

___ L2, Using the Model, TWE p. 260

___ L3, Editing Feature Articles, TWE p. 260

___ English Language Learners, TWE p. 260

Additional Resources

___ *Bellringer Activities Transparencies*

___ *Daily Language Practice Transparencies*

___ *Fine Art Transparencies*, 25–28

___ *Two-Minute Skill Drill Transparencies*

___ *Writing Process Transparencies*, 11, 23–27

___ *Writing Across the Curriculum*

___ *Cooperative Learning Activities*, pp. 21–24

___ *Thinking and Study Skills*, pp. 8, 11, 21–23

___ *Sentence-Combining Practice*, pp. 32–33

___ *Listening and Speaking Activities*, pp. 15–16

___ *Research Paper and Report Writing*, pp. 43–48

___ *Composition Practice*, p. 42

Homework Assignments

ASSESS

___ Writing Activities Evaluation Rubrics, TWE p. 261

___ Grammar Link, TWE p. 261

___ Viewing and Representing, TWE p. 261

___ *Writing Assessment and Evaluation Rubrics*

___ *Composition Reteaching*, p. 42

___ *Composition Enrichment*, p. 42

___ *Fine Art Transparencies*, 25–28

___ Viewing the Art, TWE p. 261

CLOSE

___ Close activity, TWE p. 261

Lesson Plan

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

Lesson 5.9 Answering an Essay Question *SE/TWE pp. 262–267*

FOCUS

Objectives: To analyze the basic format of an essay answer; to identify clue verbs and other key words within an essay question; to learn how to organize an answer to an essay question by listing notes, developing a thesis statement, creating an outline, and drawing a conclusion

Skills: looking for key words; focusing an answer; writing an answer

Critical Thinking: analyzing; contrasting; comparing; evaluating; making inferences; establishing and evaluating criteria

Listening and Speaking: discussing; evaluating; questioning

- ___ Bellringer and Grammar Link to the Bellringer, TWE p. 262
- ___ Motivating Activity, TWE p. 262

TEACH

- ___ L2, Using the Model, TWE p. 263
- ___ L3, Writing an Essay Question, TWE p. 263
- ___ Journal Writing Tip, TWE p. 263
- ___ L2, Organizing Information, TWE p. 264
- ___ L1, Writing a Paragraph, TWE p. 264
- ___ Two-Minute Skill Drill, TWE p. 264
- ___ Less-Proficient Learners, TWE p. 264
- ___ L2, Writing a First Sentence, TWE p. 265
- ___ L1, Gathering Information, TWE p. 265
- ___ Journal Writing Tip, TWE p. 265
- ___ Civic Literacy, TWE p. 265
- ___ L2, Using the Model, TWE p. 266
- ___ L3, Applying and Extending, TWE p. 266
- ___ Cultural Connections, TWE p. 266

Additional Resources

- ___ *Bellringer Activities Transparencies*
- ___ *Daily Language Practice Transparencies*
- ___ *Fine Art Transparencies*, 25–28
- ___ *Two-Minute Skill Drill Transparencies*
- ___ *Writing Process Transparencies*, 11, 23–27
- ___ *Cooperative Learning Activities*, pp. 21–24
- ___ *Writing Across the Curriculum*
- ___ *Thinking and Study Skills*, pp. 4–5, 8, 12, 23
- ___ *Sentence-Combining Practice*, pp. 32–33
- ___ *Listening and Speaking Activities*, pp. 15–16
- ___ *Research Paper and Report Writing*, pp. 43–48
- ___ *Composition Practice*, p. 43

Homework Assignments

ASSESS

- ___ Writing Activities Evaluation Rubrics, TWE p. 267
- ___ Cross-Curricular Activity, TWE p. 267
- ___ Grammar Link, TWE p. 267
- ___ *Writing Assessment and Evaluation Rubrics*
- ___ *Composition Reteaching*, p. 43
- ___ *Composition Enrichment*, p. 43

CLOSE

- ___ Close activity, TWE p. 267

Lesson Plan

Teacher's Name Date

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

Lesson 5.10 Comparing and Contrasting Two Myths *SE/TWE pp. 268–271*

FOCUS

Objectives: To define and explain the purpose of a myth; to identify five common elements of literature; to identify and explain similarities and differences between myths of different cultures
Skills: comparing and contrasting literature; understanding the format and role of myths; identifying common literary elements

Critical Thinking: summarizing; identifying; comparing; contrasting

Listening and Speaking: discussing; informal speaking; narrating

___ Bellringer and Grammar Link to the Bellringer, TWE p. 268

___ Motivating Activity, TWE p. 268

TEACH

___ L2, Using the Model, TWE p. 269

___ L1, Defining Literary Elements, TWE p. 269

___ Journal Writing Tip, TWE p. 269

___ L2, Cooperative Learning, TWE p. 270

___ Two-Minute Skill Drill, TWE p. 270

___ English Language Learners, TWE p. 270

Additional Resources

___ *Bellringer Activities Transparencies*

___ *Daily Language Practice Transparencies*

___ *Fine Art Transparencies*, 25–28

___ *Two-Minute Skill Drill Transparencies*

___ *Writing Process Transparencies*, 11, 23–27

___ *Writing Across the Curriculum*

___ *Cooperative Learning Activities*, pp. 21–24

___ *Thinking and Study Skills*, pp. 10, 12–13, 24

___ *Research Paper and Report Writing*, pp. 43–48

___ *Sentence-Combining Practice*, pp. 32–33

___ *Listening and Speaking Activities*, pp. 15–16

___ *Composition Practice*, p. 44

Homework Assignments

ASSESS

___ Writing Activities Evaluation Rubrics, TWE p. 271

___ Using Computers, TWE p. 271

___ Grammar Link, TWE p. 271

___ *Writing Assessment and Evaluation Rubrics*

___ *Composition Reteaching*, p. 44

___ *Composition Enrichment*, p. 44

___ *Fine Art Transparencies*, 25–28

CLOSE

___ Close activity, TWE p. 271

Lesson Plan

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

Unit 5

Writing Process in Action *SE/TWE pp. 272–275*

FOCUS

Objective: To write an explanation that corrects misconceptions

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

Critical Thinking: comparing and contrasting; identifying features

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

___ Bellringer and Grammar Link to the Bellringer, TWE p. 272

___ Motivating Activity, TWE p. 272

TEACH

Prewriting

___ L2, Developing Ideas for Expository Writing, TWE p. 273

___ L2, Gathering Information, TWE p. 273

___ *Thinking and Study Skills*, pp. 10, 18

Drafting

___ L2, Animals in Our Cultures, TWE p. 273

___ Writing a Lead, TWE p. 274

___ L2, Using Computers, TWE p. 274

Revising

___ L2, Peer Reviewing, TWE p. 274

___ L2, Cooperative Learning, TWE p. 274

___ Enrichment and Extension, TWE p. 274

Editing/Proofreading

___ L2, Peer Editing, TWE p. 275

Publishing/Presenting

___ Presenting activity, TWE p. 275

___ Journal Writing Tip, TWE p. 275

Additional Resources

___ *Bellringer Activities Transparencies*

___ *Daily Language Practice Transparencies*

___ *Writing Process Transparencies*, 11, 23–27

___ *Thinking and Study Skills*, pp. 10, 18

___ *Sentence-Combining Practice*, pp. 32–33

___ *Composition Practice*, p. 44

___ *Grammar Workbook*, Lessons 98–102

Homework Assignments

ASSESS

___ Evaluation Rubrics, TWE p. 275

___ *Writing Assessment and Evaluation Rubrics*

___ *Composition Reteaching*, p. 44

___ *Composition Enrichment*, p. 44

CLOSE

___ Close activity, TWE p. 275

Lesson Plan

Teacher's Name Date

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

Unit 5 Literature: from *Of Wolves and Men*, Barry Holstun Lopez

SE/TWE pp. 276–280

FOCUS

Objective: To observe how a writer uses vivid, compelling scientific details to draw readers into an expository piece

Skills: reading comprehension

Critical Thinking: analyzing information; synthesizing information; evaluating writing

Listening and Speaking: discussing; evaluating; questioning

___ Bellringer and Motivating Activity, TWE p. 275

TEACH

___ L2, Guided Reading, TWE pp. 276–279

___ Writing in the Real World, TWE pp. 277, 278

___ Viewing the Art, TWE pp. 277, 279

___ Cultural Connections, TWE p. 279

___ Enrichment and Extension, TWE p. 280

Additional Resources

___ *Bellringer Activities Transparencies*

___ *Daily Language Practice Transparencies*

___ *Fine Art Transparencies*, 25–28

___ *Listening and Speaking Activities*, pp. 15–16

ASSESS

___ Evaluation Rubrics, TWE p. 280

___ *Writing Assessment and Evaluation Rubrics*

CLOSE

___ Close activity, TWE p. 280

Homework Assignments

Assessment Options

- ___ *Tests with Answer Key & Rubrics*
 - Unit 5 Choice A Test, p. 17
 - Unit 5 Choice B Test, p. 18
 - Unit 5 Composition Objective Test, pp. 19–20
- ___ *Testmaker*
 - Unit 5 Choice A Test
 - Unit 5 Choice B Test
 - Unit 5 Composition Objective Test
- ___ *MindJogger Videoquizzes*
- ___ *Interactive Tutor: Self-Assessment, Unit 5*

Unit 5 Review SE/TWE p. 281

___ Reflecting on the Unit, TWE p. 281

___ Adding to Your Portfolio, TWE p. 281

___ Portfolio Evaluation, TWE p. 281

___ Writing Across the Curriculum, TWE p. 281