

# La Bamba

## LESSON PLAN

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

**Reading Level:** Average (L2)

### Objectives

- To read and analyze a short story
- To recognize similes
- To write paragraphs from a fictional character's point of view

### Skills

**Reading/Thinking:** Inferring; Sequence of Events; Verifying Predictions

**Writing:** Writing a New Story Ending



**Vocabulary:** Context Clues; Pronunciation

**Grammar/Language:** Past Progressive Tense; Apostrophes in Possessives




**Listening/Speaking:** Reading to Entertain; Interviewing

**Collaboration:** Literature Groups; Performance







### BEFORE READING (SE/TWE p. 216)

- \_\_\_\_\_ Selection Focus Transparency 18 
- \_\_\_\_\_ Literature Launchers, Side A, Segment 7 















### READING THE SELECTION (SE/TWE pp. 217–224)

- \_\_\_\_\_ Active Reading Guide,\* p. 18 
- \_\_\_\_\_ Selection Vocabulary Practice, p. 13 
- \_\_\_\_\_ Reading Workbook, pp. 37–38 

### RESPONDING TO THE SELECTION (SE/TWE pp. 225–227)








- \_\_\_\_\_ Literary Elements Transparency 18 
- \_\_\_\_\_ Selection Quick Checks,\* p. 18 
- \_\_\_\_\_ Selection and Theme Assessment, pp. 35–36 
- \_\_\_\_\_ Performance Assessment, p. 18 
- \_\_\_\_\_ Testmaker  

### EXTENDING AND CUSTOMIZING (TWE TEACHING OPTIONS pp. 216–224)

- \_\_\_\_\_ Theme Three Planning Guide, pp. 6–13 
- \_\_\_\_\_ Grammar and Language Workbook, pp. 89–90, 251 
- \_\_\_\_\_ Grammar and Language Transparency 20 
- \_\_\_\_\_ Grammar and Composition Handbook, Lessons 3.7, 13.7 
  
- \_\_\_\_\_ Vocabulary PuzzleMaker  
- \_\_\_\_\_ English Language Learners Sourcebook, p. 39 
  
- \_\_\_\_\_ Glencoe Literature Web Site (lit.glencoe.com) 
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- \_\_\_\_\_ Spanish Summaries, p. 18 
- \_\_\_\_\_ Spanish Translations, pp. 59–63 

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# Shoes for Hector

## LESSON PLAN

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

**Reading Level:** Average (L2)

### Objectives

- To read and analyze a short story about a boy who swallows his pride to please his family
- To understand how a story's theme is developed
- To visualize a scene and write a description of it

### Skills

**Reading/Thinking:** Analyzing Arguments; Cause and Effect; Logical Reasoning

**Writing:** Writing a Letter of Advice


**Vocabulary:** Etymology; Multiple-Meaning Words

**Grammar/Language:** Double Negatives

**Listening/Speaking:** Debate


**Collaboration:** Literature Groups; Shoe Store Ad

### BEFORE READING (SE/TWE p. 230)

\_\_\_\_\_ Selection Focus Transparency 19 

### READING THE SELECTION (SE/TWE pp. 231–235)

\_\_\_\_\_ Active Reading Guide,\* p. 19 

\_\_\_\_\_ Selection Vocabulary Practice, p. 14 

\_\_\_\_\_ Reading Workbook, p. 39–40 

### RESPONDING TO THE SELECTION (SE/TWE pp. 236–237)

\_\_\_\_\_ Literary Elements Transparency 19 

\_\_\_\_\_ Selection Quick Checks,\* p. 19 

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

\_\_\_\_\_ Performance Assessment, p. 19 


\_\_\_\_\_ Testmaker  

### EXTENDING AND CUSTOMIZING (TWE TEACHING OPTIONS pp. 230–235)

\_\_\_\_\_ Theme Three Planning Guide, pp. 14–21 

\_\_\_\_\_ Grammar and Language Workbook, p. 143 

\_\_\_\_\_ Grammar and Language Transparency 21 

\_\_\_\_\_ Grammar and Composition Handbook, Lesson 6.5 


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


\_\_\_\_\_ English Language Learners Sourcebook, p. 40 

\_\_\_\_\_ Glencoe Literature Web Site (lit.glencoe.com) 

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\_\_\_\_\_ Spanish Summaries, p. 19 

\_\_\_\_\_ Spanish Translations, pp. 64–67 

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# Eleven

## LESSON PLAN

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

**Reading Level:** Average (L2)

### Objectives

- To read and analyze a short story
- To read and understand the use of repetition in fiction
- To write a description based on sensory images in the story

### Skills

**Reading/Thinking:** Inferring;

Monitoring Comprehension


**Vocabulary:** Compound Words

**Grammar/Language:** Run-on Sentences

**Listening/Speaking:** Literature Groups

**Collaboration:** Literature Groups

### BEFORE READING (SE/TWE p. 238)

\_\_\_\_\_ Selection Focus Transparency 20 

### READING THE SELECTION (SE/TWE pp. 239–242)

\_\_\_\_\_ Active Reading Guide,\* p. 20 

\_\_\_\_\_ Reading Workbook, pp. 41–42 

### RESPONDING TO THE SELECTION (SE/TWE pp. 243)

\_\_\_\_\_ Literary Elements Transparency 20 

\_\_\_\_\_ Selection Quick Checks,\* p. 20 

\_\_\_\_\_ Selection and Theme Assessment, p. 19 

\_\_\_\_\_ Performance Assessment, p. 19 


\_\_\_\_\_ Testmaker  


### EXTENDING AND CUSTOMIZING (TWE TEACHING OPTIONS pp. 238–242)

\_\_\_\_\_ Theme Three Planning Guide, pp. 22–29 



\_\_\_\_\_ Grammar and Language Workbook, p. 59 



\_\_\_\_\_ Grammar and Language Transparency 22 

\_\_\_\_\_ Grammar and Composition Handbook, Lesson 6.1 


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

\_\_\_\_\_ Glencoe Literature Web Site (lit.glencoe.com) 

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\_\_\_\_\_ Spanish Summaries, p. 20 

\_\_\_\_\_ Spanish Translations, pp. 68–70 

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## LESSON PLAN

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

**Reading Level:** Challenging (L3)

### Objectives

- To read and analyze poems about skateboarding and daydreaming
- To recognize metaphor in poetry
- To write a paragraph about the poems' speakers

### Skills

**Reading/Thinking:** Paraphrasing

**Writing:** Shape Poems

**Grammar/Language:** Contractions; Vivid Verbs


**Listening/Speaking:** Creating Announcements

**Collaboration:** Art Activity; School Announcement

### BEFORE READING (SE/TWE p. 246)


\_\_\_\_\_ Selection Focus Transparency 21 

### READING THE SELECTION (SE/TWE pp. 247–249)

\_\_\_\_\_ Active Reading Guide,\* p. 21 

\_\_\_\_\_ Reading Workbook, pp. 43–44 

### RESPONDING TO THE SELECTION (SE/TWE pp. 250–251)

\_\_\_\_\_ Literary Elements Transparency 21 

\_\_\_\_\_ Selection Quick Checks,\* p. 21 

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

\_\_\_\_\_ Performance Assessment, p. 20 

\_\_\_\_\_ Testmaker  

### EXTENDING AND CUSTOMIZING (TWE TEACHING OPTIONS pp. 246–249)

\_\_\_\_\_ Theme Three Planning Guide, pp. 30–35 



\_\_\_\_\_ Grammar and Language Workbook, pp. 75–78, 251 



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


\_\_\_\_\_ Grammar and Composition Handbook, Lessons 2.4, 3.1 

\_\_\_\_\_ English Language Learners Sourcebook, p. 42 

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\_\_\_\_\_ Spanish Summaries, p. 21 

\_\_\_\_\_ Spanish Translations, p. 71 

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## LESSON PLAN

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

**Reading Level:** Basic (L1)

### Objectives

- To read and analyze two stories about children and games
- To recognize the way writers reveal characters' personalities
- To write a point of view paragraph

### Skills

**Reading/Thinking:** Making Critical Judgments; Inferring; Identifying Cause-Effect Relationships; Analyzing Arguments

**Writing:** Writing Notes; Dialogue

**Vocabulary:** Word Meaning; The Suffix *-ous*


**Grammar/Language:** Punctuation and Capitalization in Letters

**Life Skills:** Game Rules


**Listening/Speaking:** Debate

**Collaboration:** Literature Groups; Game Playing

### BEFORE READING (SE/TWE p. 254)

\_\_\_\_\_ Selection Focus Transparency 22 

### READING THE SELECTION (SE/TWE pp. 255–261)

\_\_\_\_\_ Active Reading Guide,\* p. 22 

\_\_\_\_\_ Selection Vocabulary Practice, p. 15 

\_\_\_\_\_ Reading Workbook, pp. 45–46 

### RESPONDING TO THE SELECTION (SE/TWE pp. 262–263)

\_\_\_\_\_ Fine Art Transparency 19 

\_\_\_\_\_ Literary Elements Transparency 22 

\_\_\_\_\_ Selection Quick Checks,\* p. 22 


\_\_\_\_\_ Selection and Theme Assessment, pp. 41–42 

\_\_\_\_\_ Performance Assessment, p. 21 


\_\_\_\_\_ Testmaker  

### EXTENDING AND CUSTOMIZING (TWE TEACHING OPTIONS pp. 254–261)


\_\_\_\_\_ Theme Three Planning Guide, pp. 36–41 

\_\_\_\_\_ Grammar and Language Workbook, pp. 331–332 


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

\_\_\_\_\_ Grammar and Composition Handbook, Lesson 12.1 

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


\_\_\_\_\_ English Language Learners Sourcebook, pp. 43–45 

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\_\_\_\_\_ Spanish Summaries, p. 22 

\_\_\_\_\_ Spanish Translations, pp. 72–77 

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## LESSON PLAN

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

**Reading Level:** Challenging (L3)

### Objectives

- To read and analyze a biographical selection
- To demonstrate an understanding of characterization in biography
- To write a summary

### Skills

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

**Writing:** Journal Entry

**Vocabulary:** Context Clues; Etymology; Antonyms



**Grammar/Language:** Prepositional Phrases; Commas

**Listening/Speaking:** Reporting a Fact




**Life Skills:** Leading and Organizing

**Collaboration:** Literature Groups; Research History








### BEFORE READING (SE/TWE p. 268)

- \_\_\_\_\_ Selection Focus Transparency 23 
- \_\_\_\_\_ Literature Launchers, Side A, Segment 8 















### READING THE SELECTION (SE/TWE pp. 269–278)

- \_\_\_\_\_ Active Reading Guide,\* p. 23 
- \_\_\_\_\_ Selection Vocabulary Practice, p. 16 
- \_\_\_\_\_ Reading Workbook, pp. 47–48 

### RESPONDING TO THE SELECTION (SE/TWE pp. 279–281)







- \_\_\_\_\_ Fine Art Transparency 22 
- \_\_\_\_\_ Literary Elements Transparency 23 
- \_\_\_\_\_ Selection Quick Checks,\* p. 23 
- \_\_\_\_\_ Selection and Theme Assessment, pp. 43–44 
- \_\_\_\_\_ Performance Assessment, p. 22 
- \_\_\_\_\_ Testmaker  

### EXTENDING AND CUSTOMIZING (TWE TEACHING OPTIONS pp. 268–278)

- \_\_\_\_\_ Theme Three Planning Guide, pp. 42–49 
- \_\_\_\_\_ Grammar and Language Workbook, pp. 151–152, 235–236 
- \_\_\_\_\_ Grammar and Language Transparency 26 
- \_\_\_\_\_ Grammar and Composition Handbook, Lessons 7.1, 13.2–13.4 
- \_\_\_\_\_ Vocabulary PuzzleMaker  
- \_\_\_\_\_ English Language Learners Sourcebook, p. 46 
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- \_\_\_\_\_ Spanish Summaries, p. 23 
- \_\_\_\_\_ Spanish Translations, pp. 78–83 

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## LESSON PLAN

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

**Reading Level:** Challenging (L3)

**Objectives**

- To read and analyze an excerpt from a biography
- To consider sources authors use for biographies
- To consider an author's purpose

**Skills**

**Reading/Thinking:** Evaluating; Inferring;  
Drawing Conclusions; Identifying Bias;  
Activating Prior Knowledge; Main Idea

**Writing:** Physical Description; Personal Reaction

**Vocabulary:** Unlocking Meaning



**Grammar/Language:** Commas After Prepositional  
Phrases; Demonstrative Pronouns

**Listening/Speaking:** Show and Tell;  
Oral Presentations





**Life Skills:** Problem Solving

**Collaboration:** Literature Groups







**BEFORE READING** (SE/TWE p. 284)

- \_\_\_\_\_ Selection Focus Transparency 24 
- \_\_\_\_\_ Literature Launchers, Side A, Segment 9 















**READING THE SELECTION** (SE/TWE pp. 285–294)

- \_\_\_\_\_ Active Reading Guide,\* p. 24 
- \_\_\_\_\_ Selection Vocabulary Practice, p. 17 
- \_\_\_\_\_ Reading Workbook, pp. 49–50, 51–52 
- \_\_\_\_\_ Fine Art Transparency 17 

**RESPONDING TO THE SELECTION** (SE/TWE pp. 295–297)

- \_\_\_\_\_ Literary Elements Transparency 24 
- \_\_\_\_\_ Selection Quick Checks,\* p. 24 
- \_\_\_\_\_ Selection and Theme Assessment, pp. 45–46 
- \_\_\_\_\_ Performance Assessment, p. 23 
- \_\_\_\_\_ Testmaker  

**EXTENDING AND CUSTOMIZING** (TWE TEACHING OPTIONS pp. 284–294)

- \_\_\_\_\_ Theme Three Planning Guide, pp. 50–57 
- \_\_\_\_\_ Grammar & Lang. Workbk., pp. 121–122; 235–236 
- \_\_\_\_\_ Grammar and Language Transparency 27 
- \_\_\_\_\_ Grammar/Comp. Handbk., Lessons 4.7, 13.2–13.4 
- \_\_\_\_\_ Vocabulary PuzzleMaker  
- \_\_\_\_\_ English Language Learners Sourcebook, pp. 48–49 
  
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