

The Stone

LESSON PLAN

Name _____ Date _____ Class _____

Reading Level: Basic (L1)

Objectives

- To read and analyze a short story
- To recognize and understand themes and morals in fiction
- To write about viewpoint

Skills

Reading/Thinking: Inferring;

Evaluating; Monitoring Comprehension;
Analyzing; Making Critical Judgments

Writing: Fantasy Description


Vocabulary: Etymology; Dictionary Definitions

Grammar/Language: Punctuating Dialogue;
Capitalization in Dialogue

Listening/Speaking: Discussing Literature

Collaboration: Literature Groups; Script Writing


BEFORE READING (SE/TWE p. 310)

_____ Selection Focus Transparency 25 

_____ Literature Launchers, Side A, Segment 11 

READING THE SELECTION (SE/TWE pp. 311–318)


_____ Active Reading Guide,* p. 25 

_____ Selection Vocabulary Practice, p. 18 

_____ Reading Workbook, pp. 53–54 

RESPONDING TO THE SELECTION (SE/TWE pp. 319–321)

_____ Fine Art Transparency 2 

_____ Literary Elements Transparency 25 

_____ Selection Quick Checks,* p. 25 

_____ Selection and Theme Tests, pp. 47–48 

_____ Performance Assessment, p. 24 

_____ Testmaker  

EXTENDING AND CUSTOMIZING (TWE TEACHING OPTIONS pp. 310–318)

_____ Theme Four Planning Guide, pp. 6–13 

_____ Grammar and Language Workbook, pp. 213–216, 247–248 

_____ Grammar and Language Transparency 28 



_____ Grammar and Composition Handbook, Lessons 12.1, 13.6 

_____ Vocabulary PuzzleMaker  

_____ English Language Learners Sourcebook, pp. 50–51 

_____ Glencoe Literature Web Site (lit.glencoe.com) 

_____ Audio Library, Tape or CD  

_____ Spanish Audio Library, Tape or CD  

_____ Spanish Summaries, p. 25 

_____ Spanish Translations, pp. 92–97 

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Software



Audiocassette



Print Resources



April Rain Song in Just—

LESSON PLAN

Name _____ Date _____ Class _____

Reading Level: Challenging (L3)

Objectives

- To read and analyze two poems about spring
- To understand and recognize personification in a poem
- To write a paragraph that explains how repetition adds to a poem

Skills


Reading/Thinking: Monitoring Comprehension; Focusing on a Question

Grammar/Language: Parts of a Sentence


Writing: Creating New Words

Collaboration: Literature Groups

BEFORE READING (SE/TWE p. 324)

_____ Selection Focus Transparency 26 


READING THE SELECTION (SE/TWE pp. 325–326)

_____ Active Reading Guide,* p. 26 

_____ Reading Workbook, pp. 55–56 

RESPONDING TO THE SELECTION (SE/TWE pp. 327–328)

_____ Fine Art Transparency 14 

_____ Literary Elements Transparency 26 

_____ Selection Quick Checks,* p. 26 


_____ Selection and Theme Assessment, pp. 49–50 


_____ Performance Assessment, p. 25 

_____ Testmaker  

EXTENDING AND CUSTOMIZING (TWE TEACHING OPTIONS pp. 324–326)


_____ Theme Four Planning Guide, pp. 14–18 



_____ Grammar and Language Workbook, pp. 51–52 

_____ Grammar and Composition Handbook, Lesson 1.3 


_____ English Language Learners Sourcebook, p. 52 

_____ Glencoe Literature Web Site (lit.glencoe.com) 

_____ Audio Library, Tape or CD  

_____ Spanish Audio Library, Tape or CD  

_____ Spanish Summaries, p. 26 

_____ Spanish Translations, pp. 98–99 

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Print Resources



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LESSON PLAN

Name _____ Date _____ Class _____

Reading Level: Average (L2)

Objectives

- To read and analyze a short story about a proud and gifted man
- To identify a myth or legend
- To write a paragraph about foreshadowing in the story

Skills

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



Writing: Scene from Different Point
of View; Journal Entry
Comparing Self to Story Character

Vocabulary: Etymology; Pronunciation




Grammar/Language: Past Tense; Irregular Verbs

Corroboration: Literature Groups; Maze







BEFORE READING (SE/TWE p. 330)

- _____ Selection Focus Transparency 27 
- _____ Literature Launchers, Side A, Segment 12 















READING THE SELECTION (SE/TWE pp. 331–337)

- _____ Active Reading Guide,* p. 27 
- _____ Selection Vocabulary Practice, p. 19 
- _____ Reading Workbook, pp. 57–58 







RESPONDING TO THE SELECTION (SE/TWE pp. 338–339)

- _____ Literary Elements Transparency 27 
- _____ Selection Quick Checks,* p. 27 
- _____ Selection and Theme Assessment, pp. 51–52 
- _____ Performance Assessment, p. 26 
- _____ Testmaker  

EXTENDING AND CUSTOMIZING (TWE TEACHING OPTIONS pp. 330–337)

- _____ Theme Four Planning Guide, pp. 19–26 
- _____ Grammar and Language Workbook, pp. 93–98 
- _____ Grammar and Language Transparency 29 
- _____ Grammar and Composition Handbook, Lessons 3.5, 3.11, 3.12 
- _____ Vocabulary PuzzleMaker  
- _____ English Language Learners Sourcebook, p. 53 
- _____ Glencoe Literature Web Site (lit.glencoe.com) 
- _____ Audio Library, Tape or CD  
- _____ Spanish Audio Library, Tape or CD  
- _____ Spanish Summaries, p. 27 
- _____ Spanish Translations, pp. 100–105 

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LESSON PLAN

Name _____ Date _____ Class _____

Reading Level: Average (L2)

Objectives

- To read and analyze a short story
- To demonstrate an understanding of the part setting plays in fiction

Skills

Reading/Thinking: Inferring; Monitoring Comprehension

Writing: Describing Sensory Images

Grammar/Language: Adjectives

Listening/Speaking: Literature Groups

Life Skills: Planning and Designing

Collaboration: Literature Groups


BEFORE READING (SE/TWE p. 340)

_____ Selection Focus Transparency 28 

READING THE SELECTION (SE/TWE pp. 341–345)

_____ Fine Art Transparency 32 

_____ Active Reading Guide,* p. 28 

_____ Selection Vocabulary Practice, p. 20 

_____ Reading Workbook, pp. 59–60 

RESPONDING TO THE SELECTION (SE/TWE p. 346)

_____ Literary Elements Transparency 28 


_____ Selection Quick Checks,* p. 28 


_____ Selection and Theme Assessment, pp. 53–54 

_____ Performance Assessment, p. 27 


_____ Testmaker  

EXTENDING AND CUSTOMIZING (TWE TEACHING OPTIONS pp. 340–345)

_____ Theme Four Planning Guide, pp. 27–34 

_____ Grammar and Language Workbook, pp. 119–120 



_____ Grammar and Language Transparency 30 



_____ Grammar and Composition Handbook, Lesson 5.1 

_____ Vocabulary PuzzleMaker  

_____ English Language Learners Sourcebook, p. 54 

_____ Glencoe Literature Web Site (lit.glencoe.com) 

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_____ Spanish Audio Library, Tape or CD  

_____ Spanish Summaries, p. 28 

_____ Spanish Translations, pp. 106–109 

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The White Umbrella

LESSON PLAN

Name _____ Date _____ Class _____

Reading Level: Average (L2)

Objectives

- To read and analyze a short story
- To understand symbolism as an element of fiction
- To write a descriptive paragraph explaining how a passage helps readers picture a scene

Skills

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

Writing: Diary Entry; Dialogue; Letter to Advice Columnist

Vocabulary: The Root *vert*

Grammar/Language: Imperative Sentences; Sentence Variety

Listening/Speaking: Performing; Literature Groups

Life Skills: Decision Making


Collaboration: Discussion Groups; Literature Groups

BEFORE READING (SE/TWE p. 354)

_____ Selection Focus Transparency 29 

READING THE SELECTION (SE/TWE pp. 355–364)

_____ Active Reading Guide,* p. 29 

_____ Selection Vocabulary Practice, p. 21 

_____ Reading Workbook, pp. 61–62 

RESPONDING TO THE SELECTION (SE/TWE pp. 365–367)

_____ Literary Elements Transparency 29 


_____ Selection Quick Checks,* p. 29 

_____ Selection and Theme Assessment, pp. 55–56 

_____ Performance Assessment, p. 28 

_____ Testmaker  

EXTENDING AND CUSTOMIZING (TWE TEACHING OPTIONS pp. 354–364)

_____ Theme Four Planning Guide, pp. 35–42 

_____ Grammar and Language Workbook, pp. 49–50, 317–322 



_____ Grammar and Language Transparency 31 

_____ Grammar and Composition Handbook, Lessons 1.1, 1.6 

_____ Vocabulary PuzzleMaker  

_____ English Language Learners Sourcebook, p. 55 

_____ Glencoe Literature Web Site (lit.glencoe.com) 

_____ Audio Library, Tape or CD  

_____ Spanish Audio Library, Tape or CD  

_____ Spanish Summaries, p. 29 



LESSON PLAN

Name _____ Date _____ Class _____

Reading Level: Average (L2)

Objectives

- To read and analyze a short story
- To demonstrate an understanding of first-person narration
- To write a paragraph describing a group and its appeal to the main character in the story

Skills

Reading/Thinking: Inferring;

Monitoring Comprehension; Compare and Contrast

Writing: Description of a Bike Ride

Vocabulary: Etymology; Context Clues;
Compound Words

Grammar/Language: Sentence Fragments

Listening/Speaking: Introducing a Speaker;
Group Discussion

Collaboration: Literature Groups; Planning Interviews


BEFORE READING (SE/TWE p. 370)

_____ Selection Focus Transparency 30 

READING THE SELECTION (SE/TWE pp. 371–377)

_____ Fine Art Transparency 28 

_____ Active Reading Guide,* p. 30 

_____ Selection Vocabulary Practice, p. 22 

_____ Reading Workbook, pp. 63–64 

RESPONDING TO THE SELECTION (SE/TWE pp. 378–379)

_____ Literary Elements Transparency 30 

_____ Selection Quick Checks,* p. 30 

_____ Selection and Theme Tests, pp. 57–58 

_____ Performance Assessment, p. 29 


_____ Testmaker  

EXTENDING AND CUSTOMIZING (TWE TEACHING OPTIONS pp. 370–377)

_____ Theme Four Planning Guide, pp. 43–50 

_____ Grammar and Language Workbook, pp. 57–58 



_____ Grammar and Language Transparency 32 

_____ Grammar and Composition Handbook, Lesson 1.2 

_____ Vocabulary PuzzleMaker  

_____ English Language Learners Sourcebook, p. 56 

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_____ Spanish Summaries, p. 30 

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LESSON PLAN

Name _____ Date _____ Class _____

Reading Level: Average (L2)

Objectives

- To read and analyze a story
- To identify elements of plot
- To write a definition of metaphor

Skills

Reading/Thinking: Generalizing; Making Critical Judgments; Sequence of Events; Elaborating; Inferring; Evaluating

Writing: Plot Outlines; Journal Writing

Vocabulary: Analogies



Grammar/Language: Quotation Marks; Punctuating Dialogue

Listening/Speaking: Dramatic Presentations; Interviews




Life Skills: Leading and Organizing; Interpersonal Skills; Calculating Percentages

Collaboration: Literature Groups







BEFORE READING (SE/TWE p. 382)

- _____ Selection Focus Transparency 31 
- _____ Literature Launchers, Side A, Segment 10 















READING THE SELECTION (SE/TWE pp. 383–392)

- _____ Active Reading Guide,* p. 31 
- _____ Selection Vocabulary Practice, p. 23 
- _____ Reading Workbook, pp. 65–66 

RESPONDING TO THE SELECTION (SE/TWE pp. 393–395)

- _____ Literary Elements Transparency 31 
- _____ Selection Quick Checks,* p. 31 
- _____ Selection and Theme Assessment, pp. 59–60 
- _____ Performance Assessment, p. 30 
- _____ Testmaker  

EXTENDING AND CUSTOMIZING (TWE TEACHING OPTIONS pp. 382–392)

- _____ Theme Four Planning Guide, pp. 51–58 
- _____ Grammar and Language Workbook, pp. 247–248 
- _____ Grammar and Language Transparency 33 
- _____ Grammar and Composition Handbook, Lesson 13.6 
- _____ Vocabulary PuzzleMaker  
- _____ English Language Learners Sourcebook, p. 58 
- _____ Glencoe Literature Web Site (lit.glencoe.com) 
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- _____ Spanish Summaries, p. 31 
- _____ Spanish Translations, pp. 110–118 

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