

# Satchel Paige

## LESSON PLAN

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

**Reading Level:** Average (L2)

### Objectives

- To read and analyze a biographical sketch about baseball legend Satchel Paige
- To demonstrate an understanding of the elements of biography
- To write a descriptive paragraph

### Skills

**Reading/Thinking:** Identifying Main Idea and Supporting Details; Identifying Assumptions; Evaluating


**Writing:** Headline

**Vocabulary:** Word Origins; Prefixes *com-* and *con-*

**Grammar/Language:** Subjects and Predicates

**Collaboration:** Subjects and Predicates


### BEFORE READING (SE/TWE p. 408)

\_\_\_\_\_ Selection Focus Transparency 32 

\_\_\_\_\_ Literature Launchers, Side B, Segment 13 


### READING THE SELECTION (SE/TWE pp. 409–415)


\_\_\_\_\_ Active Reading Guide,\* p. 32 

\_\_\_\_\_ Selection Vocabulary Practice, p. 24 


\_\_\_\_\_ Reading Workbook, pp. 67–68 

### RESPONDING TO THE SELECTION (SE/TWE pp. 416–417)

\_\_\_\_\_ Literary Elements Transparency 32 

\_\_\_\_\_ Selection Quick Checks,\* p. 32 


\_\_\_\_\_ Selection and Theme Assessment, pp. 61–62 

\_\_\_\_\_ Performance Assessment, p. 31 


\_\_\_\_\_ Testmaker  

### EXTENDING AND CUSTOMIZING (TWE TEACHING OPTIONS pp. 408–415)

\_\_\_\_\_ Theme Five Planning Guide, pp. 6–13 

\_\_\_\_\_ Grammar and Language Workbook, pp. 51–54 

\_\_\_\_\_ Grammar and Language Transparency 34 



\_\_\_\_\_ Grammar and Composition Handbook, Lesson 1.3 


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

\_\_\_\_\_ English Language Learners Sourcebook, p. 59 

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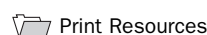
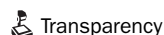
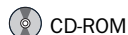
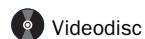
\_\_\_\_\_ Spanish Audio Library, Tape or CD  

\_\_\_\_\_ Spanish Summaries, p. 32 

\_\_\_\_\_ Spanish Translations, pp. 119–123 

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# The King of Mazy May

## LESSON PLAN

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

**Reading Level:** Challenging (L3)

### Objectives

- To read and analyze a short story
- To identify elements of suspense
- To write an explanation of a problem and a solution

### Skills

**Reading/Thinking:** Drawing Conclusions;  
Inferring; Focusing on a Question; Sequence  
of Events; Evaluating

**Writing:** Describing a Character; Diary Entry

**Vocabulary:** Word Origins; Denotation  
and Connotation


**Grammar/Language:** Verb Tenses

**Listening/Speaking:** Acting

**Life Skills:** Lifelong Learning


**Collaboration:** Literature Groups


### BEFORE READING (SE/TWE p. 421)

\_\_\_\_\_ Selection Focus Transparency 33 

\_\_\_\_\_ Literature Launchers, Side B, Segment 14 

### READING THE SELECTION (SE/TWE pp. 422–431)


\_\_\_\_\_ Active Reading Guide,\* p. 33 


\_\_\_\_\_ Selection Vocabulary Practice, p. 25 


\_\_\_\_\_ Reading Workbook, pp. 69–70 

### RESPONDING TO THE SELECTION (SE/TWE pp. 432–433)

\_\_\_\_\_ Literary Elements Transparency 33 


\_\_\_\_\_ Selection Quick Checks,\* p. 33 

\_\_\_\_\_ Selection and Theme Assessment, pp. 63–64 

\_\_\_\_\_ Performance Assessment, p. 32 

\_\_\_\_\_ Testmaker  

### EXTENDING AND CUSTOMIZING (TWE TEACHING OPTIONS pp. 421–431)

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

\_\_\_\_\_ Grammar and Language Workbook, pp. 83–84, 91–92 

\_\_\_\_\_ Grammar and Language Transparency 35 



\_\_\_\_\_ Grammar and Composition Handbook, Lessons 3.5, 3.8 


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

\_\_\_\_\_ English Language Learners Sourcebook, p. 60 

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\_\_\_\_\_ Spanish Summaries, p. 33 

\_\_\_\_\_ Spanish Translations, pp. 124–130 

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# Priscilla and the Wimps

## LESSON PLAN

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

**Reading Level:** Average (L2)

### Objectives

- To read and analyze a short story
- To identify the element of surprise in fiction
- To write a code of conduct

### Skills

**Reading/Thinking:** Evaluating; Problem and Solution

**Vocabulary:** The Prefix *mal-*

**Grammar/Language:** Adverbs  
Modifying Verbs


**Life Skills:** Rules of Conduct


**Collaboration:** Literature Groups

### BEFORE READING (SE/TWE p. 434)

\_\_\_\_\_ Selection Focus Transparency 34 


### READING THE SELECTION (SE/TWE pp. 435–438)


\_\_\_\_\_ Active Reading Guide,\* p. 34 


\_\_\_\_\_ Selection Vocabulary Practice, p. 26 


\_\_\_\_\_ Reading Workbook, pp. 71–72 



### RESPONDING TO THE SELECTION (SE/TWE p. 439)

\_\_\_\_\_ Literary Elements Transparency 34 


\_\_\_\_\_ Selection Quick Checks,\* p. 34 

\_\_\_\_\_ Selection and Theme Assessment, pp. 65–66 

\_\_\_\_\_ Performance Assessment, p. 33 


\_\_\_\_\_ Testmaker  

### EXTENDING AND CUSTOMIZING (TWE TEACHING OPTIONS pp. 434–438)


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

\_\_\_\_\_ Grammar and Language Workbook, pp. 131–132 


\_\_\_\_\_ Grammar and Language Transparency 36 



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


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

\_\_\_\_\_ English Language Learners Sourcebook, p. 61 

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\_\_\_\_\_ Spanish Summaries, p. 34 

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# PECOS BILL

## LESSON PLAN

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

**Reading Level:** Average (L2)

### Objectives

- To read and analyze a story about a larger-than-life cowboy
- To identify a tall tale
- To write exaggerations

### Skills

**Reading/Thinking:** Preview; Drawing Conclusions; Establishing Criteria

**Writing:** Descriptive Writing

**Vocabulary:** Analogies; Word Origins; Word Meanings


**Grammar/Language:** Subject and Object Pronouns; Modifiers


**Listening and Speaking:** Oral Presentation; News Broadcast; Retelling the Story in Dialect  
**Collaboration:** Literature Groups

### BEFORE READING (SE/TWE p. 446)

\_\_\_\_\_ Selection Focus Transparency 35 


### READING THE SELECTION (SE/TWE pp. 447–455)


\_\_\_\_\_ Active Reading Guide,\* p. 35 


\_\_\_\_\_ Selection Vocabulary Practice, p. 27 


\_\_\_\_\_ Reading Workbook, pp. 73–74 



### RESPONDING TO THE SELECTION (SE/TWE pp. 456–458)

\_\_\_\_\_ Literary Elements Transparency 35 


\_\_\_\_\_ Selection Quick Checks,\* p. 35 

\_\_\_\_\_ Selection and Theme Assessment, pp. 67–68 

\_\_\_\_\_ Performance Assessment, p. 34 

\_\_\_\_\_ Testmaker  

### EXTENDING AND CUSTOMIZING (TWE TEACHING OPTIONS pp. 446–455)


\_\_\_\_\_ Theme Five Planning Guide, pp. 30–37 

\_\_\_\_\_ Grammar and Language Workbook, pp. 105–106, 123–124 



\_\_\_\_\_ Grammar and Language Transparency 37 



\_\_\_\_\_ Grammar and Composition Handbook, Lessons 4.1, 5.3 


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

\_\_\_\_\_ English Language Learners Sourcebook, p. 63 

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## LESSON PLAN

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

**Reading Level:** Challenging (L3)

### Objectives

- To read and analyze a tall tale all about blue jays
- To identify dialect in fiction
- To write a summary of a tall tale

### Skills

**Reading/Thinking:** Evaluating; Steps in a Process; Paraphrasing; Verifying Predictions

**Writing:** Creative Dialogue


**Vocabulary:** The Suffix *-ity*

**Grammar/Language:** Distinguishing Plurals, Possessives, and Contractions; Prepositional Phrases

**Listening/Speaking:** Discussion


**Collaboration:** Literature Groups

### BEFORE READING (SE/TWE p. 462)

\_\_\_\_\_ Selection Focus Transparency 36 


### READING THE SELECTION (SE/TWE pp. 463–467)


\_\_\_\_\_ Active Reading Guide, \* p. 36 


\_\_\_\_\_ Selection Vocabulary Practice, p. 28 


\_\_\_\_\_ Reading Workbook, pp. 75–76 



### RESPONDING TO THE SELECTION (SE/TWE pp. 468–470)

\_\_\_\_\_ Literary Elements Transparency 36 


\_\_\_\_\_ Selection Quick Checks, \* p. 36 


\_\_\_\_\_ Selection and Theme Assessment, pp. 69–70 

\_\_\_\_\_ Performance Assessment, p. 35 


\_\_\_\_\_ Testmaker  



### EXTENDING AND CUSTOMIZING (TWE TEACHING OPTIONS pp. 462–467)


\_\_\_\_\_ Theme Five Planning Guide, pp. 38–45 

\_\_\_\_\_ Grammar and Language Workbook, pp. 151–152, 251–252 



\_\_\_\_\_ Grammar and Language Transparency 38 



\_\_\_\_\_ Grammar and Composition Handbook, Lessons 7.1, 13.7 


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

\_\_\_\_\_ English Language Learners Sourcebook, p. 65 

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\_\_\_\_\_ Spanish Translations, pp. 134–138 

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## LESSON PLAN

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

**Reading Level:** Average (L2)

### Objectives

- To read and analyze two folktales
- To identify elements of a trickster tale
- To write a paragraph explaining each story's lesson

### Skills

**Reading/Thinking:** Inferring; Comparing and Contrasting; Drawing Conclusions


**Writing:** Write a Contemporary Folktale; Write a Trickster Tale


**Grammar/Language:** Double Negatives; Levels of Usage

**Listening/Speaking:** Performing a Tale


**Collaboration:** Literature Groups; Preparing Oral and Written Tales

### BEFORE READING (SE/TWE p. 472)

\_\_\_\_\_ Selection Focus Transparency 37 

\_\_\_\_\_ Literature Launchers, Side B, Segment 15 


### READING THE SELECTION (SE/TWE pp. 473–478)


\_\_\_\_\_ Active Reading Guide,\* p. 37 


\_\_\_\_\_ Reading Workbook, pp. 77–78 

### RESPONDING TO THE SELECTION (SE/TWE pp. 479–480)

\_\_\_\_\_ Literary Elements Transparency 37 


\_\_\_\_\_ Selection Quick Checks,\* p. 37 


\_\_\_\_\_ Selection and Theme Assessments, pp. 71–72 

\_\_\_\_\_ Performance Assessment, p. 36 


\_\_\_\_\_ Testmaker  


### EXTENDING AND CUSTOMIZING (TWE TEACHING OPTIONS pp. 472–478)

\_\_\_\_\_ Theme Five Planning Guide, pp. 46–51 

\_\_\_\_\_ Grammar and Language Workbook, pp. 143–144 



\_\_\_\_\_ Grammar and Language Transparency 39 

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

\_\_\_\_\_ English Language Learners Sourcebook, p. 66 






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