

Whatif Life Doesn't Frighten Me

LESSON PLAN

Name _____ Date _____ Class _____

Reading Level: Basic (L1)

Objectives

- To read and analyze two poems that describe speakers' reactions to life's worries and fears
- To identify speakers in poems
- To write an explanatory paragraph about line length and meaning of a poem

Skills

Reading/Thinking: Evaluating; Classifying


Writing: Writing a Prescription for Worries

Grammar/Language: Prepositional Phrases


Listening/Speaking: Performance

Collaboration: Literature Groups

BEFORE READING (SE/TWE p. 494)

_____ Selection Focus Transparency 38 


READING THE SELECTION (SE/TWE pp. 495–497)

_____ Active Reading Guide,* p. 38 

_____ Reading Workbook, pp. 79–80 


RESPONDING TO THE SELECTION (SE/TWE pp. 498–499)

_____ Fine Art Transparency 4 

_____ Literary Elements Transparency 38 

_____ Selection Quick Checks,* p. 38 


_____ Selection and Theme Assessment, pp. 73–74 


_____ Performance Assessment, p. 37 


_____ Testmaker  

EXTENDING AND CUSTOMIZING (TWE TEACHING OPTIONS pp. 494–497)



_____ Theme Six Planning Guide, pp. 6–10 



_____ Grammar and Language Workbook, pp. 149–152 

_____ Grammar and Composition Handbook, Lesson 7.1 

_____ English Language Learners Sourcebook, p. 67 

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







_____ Audio Library, Tape or CD  

_____ Spanish Audio Library, Tape or CD  

_____ Spanish Summaries, p. 38 

Copyright © by The McGraw-Hill Companies, Inc.

SE—Student Edition TWE—Teacher's Wraparound Edition *Also in Spanish

 Videodisc  Software  CD-ROM  Audiocassette  Transparency  Print Resources  Web

LESSON PLAN

Name _____ Date _____ Class _____

Reading Level: Average (L2)

Objectives

- To read and analyze the biography of an enslaved African
- To analyze historical content and context in biography
- To write a character sketch

Skills

Reading/Thinking: Generalizing; Elaborating; Synthesizing; Summarizing; Sequence of Events

Writing: Biography; Letter


Vocabulary: Jargon; The Suffix *-age*

Grammar/Language: Commas


Listening/Speaking: News Report


Collaboration: Literature Groups; Performance

BEFORE READING (SE/TWE p. 500)

_____ Selection Focus Transparency 39 


READING THE SELECTION (SE/TWE pp. 501–509)

_____ Active Reading Guide,* p. 39 

_____ Selection Vocabulary Practice, p. 29 

_____ Reading Workbook, pp. 81–82 

RESPONDING TO THE SELECTION (SE/TWE pp. 510–512)

_____ Literary Elements Transparency 39 


_____ Selection Quick Checks,* p. 39 

_____ Selection and Theme Assessment, pp. 75–76 

_____ Performance Assessment, p. 38 

_____ Testmaker 

EXTENDING AND CUSTOMIZING (TWE TEACHING OPTIONS pp. 500–509)

_____ Theme Six Planning Guide, pp. 11–18 

_____ Grammar and Language Workbook, pp. 235–236 


_____ Grammar and Language Transparency 40 

_____ Grammar and Composition Handbook, Lesson 13.2 

_____ Vocabulary PuzzleMaker 

_____ English Language Learners Sourcebook, p. 68 

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


_____ Audio Library, Tape or CD 

_____ Spanish Audio Library, Tape or CD 

_____ Spanish Summaries, p. 39 

_____ Spanish Translations, pp. 139–146 

SE—Student Edition TWE—Teacher's Wraparound Edition *Also in Spanish

 Videodisc  Software  CD-ROM  Audiocassette  Transparency  Print Resources  Web

LESSON PLAN

Name _____ Date _____ Class _____

Reading Level: Basic (L1)

Objectives

- To read and analyze a story about a family's experience with racism
- To demonstrate an understanding of climax as an element of plot
- To write paragraphs comparing two different views

Skills

Reading/Thinking: Inferring; Identifying Cause-and-Effect Relationships; Drawing Conclusions

Writing: Descriptive Paragraph

Grammar/Language: Punctuating Direct Quotations; Possessive Pronouns



Vocabulary: Word Origins

Listening/Speaking: Readers Theater




Life Skills: Planning and Designing

Collaboration: Literature Groups







BEFORE READING (SE/TWE p. 514)

- _____ Selection Focus Transparency 40 
- _____ Literature Launchers, Side B, Segment 16 



READING THE SELECTION (SE/TWE pp. 515–525)



- _____ Active Reading Guide,* p. 40 
- _____ Selection Vocabulary Practice, p. 30 
- _____ Reading Workbook, pp. 83–84 




RESPONDING TO THE SELECTION (SE/TWE pp. 526–527)








- _____ Literary Elements Transparency 40 
- _____ Selection Quick Checks,* p. 40 
- _____ Selection and Theme Assessment, pp. 77–78 
- _____ Performance Assessment, p. 39 
- _____ Testmaker  

EXTENDING AND CUSTOMIZING (TWE TEACHING OPTIONS pp. 514–525)

- _____ Theme Six Planning Guide, pp. 19–26 
- _____ Grammar and Language Workbook, pp. 111–112, 247–248 

- _____ Grammar and Language Transparency 41 
- _____ Grammar and Composition Handbook, Lessons 4.4, 13.6 

- _____ Vocabulary PuzzleMaker  
- _____ English Language Learners Sourcebook, pp. 69–70 

- _____ Glencoe Literature Web Site (lit.glencoe.com) 
- _____ Audio Library, Tape or CD  
- _____ Spanish Audio Library, Tape or CD  
- _____ Spanish Summaries, p. 40 
- _____ Spanish Translations, pp. 147–156 

SE—Student Edition TWE—Teacher's Wraparound Edition *Also in Spanish

 Videodisc  Software  CD-ROM  Audiocassette  Transparency  Print Resources  Web

LESSON PLAN

Name _____ Date _____ Class _____

Reading Level: Average (L2)

Objectives

- To read and analyze an autobiographical account
- To identify an author's purpose for writing
- To write a description of a scene

Skills

Reading/Thinking: Evaluating; Problem Solving

Writing: Description of Horror Movie Star

Vocabulary: Word Origins; Multiple-Meaning Words

Grammar/Language: Run-on Sentences

Listening/Speaking: Interdisciplinary Activity

Collaboration: Literature Groups

BEFORE READING (SE/TWE p. 530)

_____ Selection Focus Transparency 41 

READING THE SELECTION (SE/TWE pp. 531–535)

_____ Active Reading Guide,* p. 41 

_____ Selection Vocabulary Practice, p. 31 

_____ Reading Workbook, pp. 85–86 

RESPONDING TO THE SELECTION (SE/TWE pp. 536–537)

_____ Literary Elements Transparency 41 


_____ Selection Quick Checks,* p. 41 

_____ Selection and Theme Assessment, pp. 79–80 

_____ Performance Assessment, p. 40 


_____ Testmaker 

EXTENDING AND CUSTOMIZING (TWE TEACHING OPTIONS pp. 530–535)

_____ Theme Six Planning Guide, pp. 27–34 

_____ Grammar and Language Workbook, pp. 26–27; 59–60 


_____ Grammar and Language Transparency 42 

_____ Grammar and Composition Handbook, Lesson 1.6 


_____ Vocabulary PuzzleMaker 

_____ English Language Learners Sourcebook, p. 72 

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

_____ Audio Library, Tape or CD 

_____ Spanish Audio Library, Tape or CD 

_____ Spanish Summaries, p. 41 

_____ Spanish Translation, pp. 157–160 

SE—Student Edition TWE—Teacher's Wraparound Edition *Also in Spanish



Videodisc



Software



CD-ROM



Audiocassette



Transparency



Print Resources



Web

LESSON PLAN

Name _____ Date _____ Class _____

Reading Level: Average (L2)

Objectives

- To read and analyze an autobiographical account of a man rescued by his dogs
- To evaluate description
- To write a description of a pet

Skills


Reading/Thinking: Inferring

Grammar/Language: Sentence Fragments


Writing: Description of a Pet


Collaboration: Literature Groups

BEFORE READING (SE/TWE p. 538)

_____ Selection Focus Transparency 42 

READING THE SELECTION (SE/TWE pp. 539–541)


_____ Active Reading Guide,* p. 42 

_____ Selection Vocabulary Practice, p. 32 

_____ Reading Workbook, pp. 87–88 

RESPONDING TO THE SELECTION (SE/TWE pp. 542)

_____ Fine Art Transparency 30 

_____ Literary Elements Transparency 42 

_____ Selection Quick Checks,* p. 42 


_____ Selection and Theme Assessment, pp. 81–82 

_____ Performance Assessment, p. 41 


_____ Testmaker  

EXTENDING AND CUSTOMIZING (TWE TEACHING OPTIONS pp. 538–541)

_____ Theme Six Planning Guide, pp. 35–42 

_____ Grammar and Language Workbook, pp. 57–58 


_____ Grammar and Language Transparency 43 

_____ Grammar and Composition Handbook, Lesson 1.2 

_____ Vocabulary PuzzleMaker  

_____ English Language Learners Sourcebook, p. 73 

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

_____ Audio Library, Tape or CD  

_____ Spanish Audio Library, Tape or CD  

_____ Spanish Summaries, p. 42 

_____ Spanish Translations, pp. 161–162 

SE—Student Edition TWE—Teacher's Wraparound Edition *Also in Spanish



Videodisc



Software



CD-ROM



Audiocassette



Transparency



Print Resources



Web

The Dog of Pompeii

LESSON PLAN

Name _____ Date _____ Class _____

Reading Level: Average (L2)

Objectives

- To analyze a story about the rescue of a boy by his dog
- To recognize historical fiction
- To write a paragraph analyzing sensory details

Skills

Reading/Thinking: Inferring; Identifying Spatial

Relationships; Summarizing; Analyzing; Judging the Credibility of a Source

Grammar/Language: Progressive and Perfect Verb Tenses; Varying Sentence Patterns



Writing: Archaeologist's Report

Listening/Speaking: Debate




Vocabulary: Compound Words; Word Origins; Analogies

Collaboration: Literature Groups







BEFORE READING (SE/TWE p. 545)

- _____ Selection Focus Transparency 43 
- _____ Literature Launchers, Side B, Segment 18 



READING THE SELECTION (SE/TWE pp. 546–554)



- _____ Active Reading Guide,* p. 43 
- _____ Selection Vocabulary Practice, p. 33 
- _____ Reading Workbook, pp. 89–90 




RESPONDING TO THE SELECTION (SE/TWE pp. 555–557)








- _____ Literary Elements Transparency 43 
- _____ Selection Quick Checks,* p. 43 
- _____ Selection and Theme Assessment, pp. 83–84 
- _____ Performance Assessment, p. 42 
- _____ Testmaker  

EXTENDING AND CUSTOMIZING (TWE TEACHING OPTIONS pp. 545–554)

- _____ Theme Six Planning Guide, pp. 43–50 
- _____ Grammar and Language Workbook, pp. 89–92, 317–322 





- _____ Grammar and Language Transparency 44 
- _____ Grammar and Composition Handbook, Lessons 1.6, 3.7, 3.8 

- _____ Vocabulary PuzzleMaker  
- _____ English Language Learners Sourcebook, p. 74 

- _____ Glencoe Literature Web Site (lit.glencoe.com) 
- _____ Audio Library, Tape or CD  
- _____ Spanish Audio Library, Tape or CD  
- _____ Spanish Summaries, p. 43 
- _____ Spanish Translations, pp. 163–169 

Copyright © by The McGraw-Hill Companies, Inc.

SE—Student Edition TWE—Teacher's Wraparound Edition *Also in Spanish

 Videodisc  Software  CD-ROM  Audiocassette  Transparency  Print Resources  Web

LESSON PLAN

Name _____ Date _____ Class _____

Reading Level: Average (L2)

Objectives

- To read and analyze an article
- To identify text structures
- To compare and contrast a volcano before and after an eruption

Skills

Reading/Thinking: Making Critical Judgments; Skimming and Scanning; Using Graphic Aids; Evaluating



Writing: Description of a Personal Reaction to a Volcano

Vocabulary: Roots; Context Clues




Grammar/Language: Participles; Appositives

Collaboration: Literature Groups







BEFORE READING (SE/TWE p. 564)

- _____ Selection Focus Transparency 44 
- _____ Literature Launchers, Side B, Segment 17 















READING THE SELECTION (SE/TWE pp. 565–572)

- _____ Active Reading Guide,* p. 44 
- _____ Selection Vocabulary Practice, p. 34 
- _____ Reading Workbook, pp. 91–92; 93–94 

RESPONDING TO THE SELECTION (SE/TWE pp. 573–575)

- _____ Literary Elements Transparency 44 
- _____ Selection Quick Checks,* p. 44 
- _____ Selection and Theme Assessment, pp. 85–86 
- _____ Performance Assessment, p. 43 
- _____ Testmaker  

EXTENDING AND CUSTOMIZING (TWE TEACHING OPTIONS pp. 564–572)

- _____ Theme Six Planning Guide, pp. 51–58 
- _____ Grammar and Language Workbook, pp. 10, 16, 39 
- _____ Grammar and Language Transparency 45 
- _____ Grammar and Composition Handbook, Lessons 2.5, 9.1 
- _____ Vocabulary PuzzleMaker  
- _____ English Language Learners Sourcebook, p. 76 
- _____ Glencoe Literature Web Site (lit.glencoe.com) 
- _____ Audio Library, Tape or CD  
- _____ Spanish Audio Library, Tape or CD  
- _____ Spanish Summaries, p. 44 
- _____ Spanish Translations, pp. 170–174 

SE—Student Edition TWE—Teacher’s Wraparound Edition *Also in Spanish

 Videodisc  Software  CD-ROM  Audiocassette  Transparency  Print Resources  Web

from **W**
Plague Strikes